

## **TEXAS HIGHER EDUCATION COORDINATING BOARD**

### **COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS**

1200 EAST ANDERSON LANE, ROOM 1.170

AUSTIN, TEXAS

March 30, 2016

11:00 am

*(or upon adjournment of the Committee on Affordability, Accountability  
and Planning, whichever occurs later)*

CHAIR  
Janelle Shepard

VICE CHAIR  
John Steen, Jr.

David D. Teuscher, M.D.

Christina Delgado  
Ex-Officio

Robert "Bobby" Jenkins, Jr.  
Ex-Officio

### **AGENDA**

*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.theccb.state.tx.us/public-testimony>*

- I. Welcome and Committee Chair's meeting overview
- II. Consideration of approval of the minutes from the December 16, 2015, Committee meeting
- III. Consideration of approval of the Consent Calendar
- IV. Public Testimony on Agenda Items
- V. Matters relating to the Committee on Academic and Workforce Success
  - A. Update on the RAND Graduate Education Study
  - B. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:  
  
TEXAS A&M UNIVERSITY
    - (1) Master of Science (MS) degree and Doctor of Philosophy (PhD) degree with majors in Astronomy  
THE UNIVERSITY OF TEXAS AT EL PASO
    - (2) Doctor of Philosophy (PhD) degree with a major in Mechanical Engineering
  - C. Consideration of adopting the staff recommendation to the Committee relating to a request from the University of Houston to dissolve the University of Houston Sugar Land Multi-Institutional Teaching Center (MITC) and establish it as a Single Institution Center (SIC)
  - D. Consideration of adopting the Academic Course Guide Manual (ACGM) Advisory Committee's recommendation to the Committee relating to changes in the ACGM
  - E. Update on the progress of the Align Adult Basic Education and Postsecondary Education Report, Rider 27, General Appropriations Act, House Bill 1, Section III

- F. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Nursing, Allied Health and Other Health-related Education Grant Program
- G. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for new Comprehensive Student Success Projects, and to provide additional funds for the expansion of previously approved, successful projects
- H. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Architecture Field of Study Advisory Committee
- I. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Architecture and Construction Career Cluster Program of Study Advisory Committee
- J. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Health Science Career Cluster Program of Study Advisory Committee
- K. Consideration of adopting the staff recommendation to the Committee relating to the appointment of a member to the Learning Technology Advisory Committee (LTAC)
- L. LUNCH
- M. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)
- N. Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2016 Texas Higher Education Star Awards
- O. Consideration of adopting the staff recommendation to the Committee relating to the approval to amend existing contracts with institutions of higher education to continue the Advise TX college advising program, designed to increase the number of low-income, first-generation college, and underrepresented students who enter and complete higher education
- P. Consideration of adopting the staff recommendation to the Committee relating to the expenditure of funds to develop and implement outreach efforts for Free Application for Federal Student Aid as a partner under a grant proposal through the Castleman/Denning group
- Q. Consideration of adopting the staff recommendation to the Committee for approval to provide funding for integrated career pathway programs contributing to meeting 60x30TX goals
- R. Consideration of adopting the staff recommendation to the Committee for approval to provide funding for institutions of higher education to scale strategies that improve outcomes for underprepared learners

S. Proposed Rules:

- (1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 1, Subchapter E, Sections 1.110, 1.113, 1.114, and 1.115, concerning the Student Complaint Procedure
- (2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter A, Section 4.11, concerning the Common Admission Application Forms
- (3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter Q, Section 4.278 of Board rules, concerning approval of off-campus and self-supporting courses and programs for public institutions
- (4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 15, Subchapter C, Section 15.43 of Board rules, concerning the eligibility criteria to receive distributions from the National Research University Fund
- (5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter I, Sections 26.261 - 26.267 of Board rules, concerning an advisory committee to develop programs of study specific to the Hospitality and Tourism Career Cluster
- (6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter J, Sections 26.281 - 26.287 of Board rules, concerning an advisory committee to develop programs of study specific to the Human Services Career Cluster
- (7) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter K, Sections 26.301 - 26.307 of Board rules, concerning an advisory committee to develop programs of study specific to the Information Technology Career Cluster
- (8) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter L, Sections 26.321 - 26.327 of Board rules, concerning an advisory committee to develop programs of study specific to the Law, Public Safety, Corrections, and Security Career Cluster
- (9) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter M, Sections 26.341 - 26.347 of Board rules, concerning an advisory committee to develop programs of study specific to the Manufacturing Career Cluster
- (10) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter N, Sections 26.361 - 26.367 of Board rules, concerning an advisory committee to develop programs of study specific to the Marketing Career Cluster

*Committee on Academic and Workforce Success*

- (11) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter O, Sections 26.381 - 26.387 of Board rules, concerning an advisory committee to develop programs of study specific to the Science, Technology, Engineering, and Mathematics Career Cluster
- (12) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter P, Sections 26.401 - 26.407 of Board rules, concerning an advisory committee to develop programs of study specific to the Transportation, Distribution and Logistics Career Cluster

VI. Adjournment

*NOTE: The Board will not consider or act upon any item before the Committee on Academic and Workforce Success at this meeting. This meeting is not a regular meeting of the full Board. Because the Board members who attend the committee meeting may create a quorum of the full Board, the meeting of the Committee on Academic and Workforce Success is also being posted as a meeting of the full Board.*

Committee on Academic and Workforce Success

AGENDA ITEM I

Welcome and Committee Chair's meeting overview

Janelle Shepard, Chair of the Committee on Academic and Workforce Success, will provide the Committee an overview of the items on the agenda.

Committee on Academic and Workforce Success

AGENDA ITEM II

Consideration of approval of the minutes from the December 16, 2015, Committee meeting

RECOMMENDATION: Approval

**TEXAS HIGHER EDUCATION COORDINATING BOARD**  
**MINUTES**

**Committee on Academic and Workforce Success**

**1200 East Anderson Lane, Room 1.170**

**Austin, Texas**

**December 16, 2015, 10:45 a.m.**

(or upon adjournment of the Committee on Affordability,  
Accountability and Planning, whichever occurs later)

**Minutes**

The Texas Higher Education Coordinating Board *Committee on Academic and Workforce Success* convened at 11:10 a.m. on December 16, 2015, with the following committee members present: Janelle Shepard, Chair, presiding; John Steen, Vice Chair; and David Teuscher, MD. Other Board member(s) present: S. Javaid Anwar; and Bobby Jenkins, Ex-Officio. Members that were absent: Dora G. Alcalá and Christina Delgado, Ex-Officio.

*The meeting is available at the following link: <http://www.thecb.state.tx.us/apps/Events/>*

AGENDA ITEM	ACTION
I. Welcome and Committee Chair's meeting overview	Janelle Shepard, Chair, called the meeting to order and advised that the meeting was being broadcast.
II. Consideration of approval of the minutes from the September 23, 2015, Committee meeting	On motion by John Steen, seconded by David Teuscher, the Committee approved this item.
III. Consideration of approval of the Consent Calendar	On motion by David Teuscher, seconded by John Steen, the Committee approved this item.
IV. Public Testimony on Agenda Items	There was no public testimony for the Committee.
V. Matters relating to the Committee on Academic and Workforce Success	
A. Report to the Committee on the Apply Texas Committee activities	Co-chairs of the Apply Texas Advisory Committee (ATAC), Margaret Dechant and Dr. Elizabeth Garza, presented a summary of ATAC's recent activities.

<b>AGENDA ITEM</b>	<b>ACTION</b>
B. Report to the Committee on the Learning Technology Advisory Committee activities	Pam Quinn, Chair of the Learning Technology Advisory Committee (LTAC), and Michele Betancourt, Vice-Chair of the LTAC, provided a brief update of activities.
C. Report to the Committee on the Design and Implementation Guide of the Intensive College Readiness Program for Adult Education Students (IP-AES)	Dr. James "Kal" Kallison, an independent educational policy consultant, presented a brief report on the Design and Implementation Guide of the Intensive College Readiness Program for Adult Education Students (IP-AES).
D. Report to the Committee on the Comprehensive Student Success Program Toolkits	Dr. Kristen Kramer, Deputy Assistant Commissioner for College Readiness and Success, gave a brief report on the Comprehensive Student Success Program Toolkits.
E. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:	
TEXAS A&M UNIVERSITY (1) Master of Engineering (MENGR) degree with a major in Systems Engineering	On motion by David Teuscher, seconded by John Steen, the Committee approved this item.
TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER AT EL PASO (2) Master of Science (MS) degree with a major in Biomedical Sciences	On motion by David Teuscher, seconded by John Steen, the Committee approved this item.
THE UNIVERSITY OF TEXAS AT TYLER (3) Doctor of Nursing Practice (DNP) degree with a major in Nursing Practice	On motion by John Steen, seconded by David Teuscher, the Committee approved this item.
THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER (4) Doctor of Philosophy (PhD) degree with a major in Organic Chemistry	On motion by David Teuscher, seconded by John Steen, the Committee approved this item.
UNIVERSITY OF HOUSTON – CLEAR LAKE (5) Doctor of Psychology (PSYD) degree with a major in Health Service Psychology (Combined Clinical Psychology/School Psychology)	On motion by John Steen, seconded by David Teuscher, the Committee approved this item.

<b>AGENDA ITEM</b>	<b>ACTION</b>
F. LUNCH	The Committee took a lunch break.
G. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Autism Program	On motion by David Teuscher, seconded by John Steen, the Committee approved this item.
H. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Minority Health Research and Education Grant Program	On motion by David Teuscher, seconded by John Steen, the Committee approved this item.
I. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Texas Science, Technology, Engineering, and Mathematics (T-STEM) Challenge Scholarship Program	On motion by David Teuscher, seconded by John Steen, the Committee approved this item.
J. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Engineering Recruitment Program-Engineering Summer Program (ERP-ESP)	On motion by David Teuscher, seconded by John Steen, the Committee approved this item.
K. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program	On motion by David Teuscher, seconded by John Steen, the Committee approved this item.
L. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Leadership Grant Program	On motion by David Teuscher, seconded by John Steen, the Committee approved this item.
M. Consideration of adopting the staff recommendation to the Committee to authorize the Commissioner of Higher Education to submit the 2015 report on the National Research University Fund to the Comptroller and Legislature	This item was on the Consent Calendar.
N. Consideration of adopting the staff recommendation to the Committee relating the appointment of members to the Learning Technology Advisory Committee (LTAC)	This item was on the Consent Calendar.

AGENDA ITEM	ACTION
O. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Mexican-American Studies Field of Study Advisory Committee	This item was on the Consent Calendar.
P. Consideration of adopting the staff recommendation to the Committee relating to the appointment of student representatives to the Apply Texas Advisory Committee, the Graduate Education Advisory Committee, the Learning Technology Advisory Committee, and the Undergraduate Education Advisory Committee	This item was on the Consent Calendar.
Q. Consideration of adopting the staff recommendation to the Committee relating to the July 2015 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")	On motion by David Teuscher, seconded by John Steen, the Committee approved this item.
R. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)	
S. Proposed Rules:	
(1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 5, Subchapter C, Section 5.46 of Board rules, concerning criteria for new doctoral programs	On motion by John Steen, seconded by David Teuscher, the Committee approved this item.
(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 1, Subchapter BB, Sections 1.9501 – 1.9507 of Board rules, concerning the establishment of the Architecture Field of Study Advisory Committee	This item was on the Consent Calendar.
(3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter A, Sections 26.101-26.107 of Board rules, concerning an advisory committee to develop programs of study to the Agriculture, Food, and Natural Resources Career Cluster	This item was on the Consent Calendar.
(4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the	This item was on the Consent Calendar.

AGENDA ITEM	ACTION
<p>new Chapter 26, Subchapter B, Sections 26.121-26.127 of Board rules concerning an advisory committee to develop programs of study specific to the Architecture and Construction Career Cluster</p> <p>(5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter C, Sections 26.141-26.147 of Board rules concerning an advisory committee to develop programs of study specific to the Arts, Audio/Visual, Technology, and Communications Career Cluster</p> <p>(6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter D, Sections 26.161-26.167 of Board rules concerning an advisory committee to develop programs of study specific to the Business Management and Administration Career Cluster</p> <p>(7) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter E, Sections 26.181-26.187 of Board rules concerning an advisory committee to develop programs of study specific to the Education and Training Career Cluster</p> <p>(8) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter F, Sections 26.201-26.207 of Board rules concerning an advisory committee to develop programs of study specific to the Finance Career Cluster</p> <p>(9) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter G, Sections 26.221-26.227 of Board rules concerning an advisory committee to develop programs of study specific to the Government and Public Administration Career Cluster</p> <p>(10) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter H, Sections 26.241-26.247 of Board rules concerning an advisory committee to develop programs of study specific to the Health Science Career Cluster</p>	<p>This item was on the Consent Calendar.</p> <p>This item was on the Consent Calendar.</p> <p>This item was on the Consent Calendar.</p> <p>This item was on the Consent Calendar.</p> <p>This item was on the Consent Calendar.</p> <p>This item was on the Consent Calendar.</p>

AGENDA ITEM	ACTION
T. Update on the RAND Graduate Education Study	Charles Goldman and Rita Karam, from the RAND Corporation, provided an overview of the Graduate Education Study. The projected mission, scope, and content areas were discussed.
VI. Adjournment	On motion by John Steen, seconded by David Teuscher, the Committee adjourned at 1:48 pm.

Committee on Academic and Workforce Success

AGENDA ITEM III

Consideration of approval of the Consent Calendar

RECOMMENDATION: Approval

Background Information:

In order to save institutions time and travel costs to attend the Committee on Academic and Workforce Success meetings in Austin, the Committee made the decision to establish a Consent Calendar for items that are noncontroversial. Any item can be removed from the Consent Calendar by a Board member.

Consent Calendar

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

- F. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Nursing, Allied Health and Other Health-related Education Grant Program
- G. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for new Comprehensive Student Success Projects, and to provide additional funds for the expansion of previously approved, successful projects
- H. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Architecture Field of Study Advisory Committee
- I. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Architecture and Construction Career Cluster Program of Study Advisory Committee
- J. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Health Science Career Cluster Program of Study Advisory Committee
- K. Consideration of adopting the staff recommendation to the Committee relating to the appointment of a member to the Learning Technology Advisory Committee (LTAC)
- O. Consideration of adopting the staff recommendation to the Committee relating to the approval to amend existing contracts with institutions of higher education to continue the Advise TX college advising program, designed to increase the number of low-income, first-generation college, and underrepresented students who enter and complete higher education
- Q. Consideration of adopting the staff recommendation to the Committee for approval to provide funding for integrated career pathway programs contributing to meeting *60x30TX* goals
- R. Consideration of adopting the staff recommendation to the Committee for approval to provide funding for institutions of higher education to scale strategies that improve outcomes for underprepared learners
- S. Proposed Rules:
  - (1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 1, Subchapter E, Sections 1.110, 1.113, 1.114, and 1.115, concerning the Student Complaint Procedure

- (2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter A, Section 4.11, concerning the Common Admission Application Forms
- (5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter I, Sections 26.261 - 26.267 of Board rules, concerning an advisory committee to develop programs of study specific to the Hospitality and Tourism Career Cluster
- (6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter J, Sections 26.281 - 26.287 of Board rules, concerning an advisory committee to develop programs of study specific to the Human Services Career Cluster
- (7) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter K, Sections 26.301 - 26.307 of Board rules, concerning an advisory committee to develop programs of study specific to the Information Technology Career Cluster
- (8) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter L, Sections 26.321 - 26.327 of Board rules, concerning an advisory committee to develop programs of study specific to the Law, Public Safety, Corrections, and Security Career Cluster
- (9) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter M, Sections 26.341 - 26.347 of Board rules, concerning an advisory committee to develop programs of study specific to the Manufacturing Career Cluster
- (10) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter N, Sections 26.361 - 26.367 of Board rules, concerning an advisory committee to develop programs of study specific to the Marketing Career Cluster
- (11) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter O, Sections 26.381 - 26.387 of Board rules, concerning an advisory committee to develop programs of study specific to the Science, Technology, Engineering, and Mathematics Career Cluster
- (12) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter P, Sections 26.401 - 26.407 of Board rules, concerning an advisory committee to develop programs of study specific to the Transportation, Distribution and Logistics Career Cluster

Committee on Academic and Workforce Success

AGENDA ITEM IV

Public Testimony on Agenda Items

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.

Committee on Academic Workforce and Success

AGENDA ITEM V-A

Update on the RAND Graduate Education Study

RECOMMENDATION: Information item only

Background Information:

The RAND Corporation and the Coordinating Board were awarded a federal grant by the Institute of Education Sciences in 2013 to develop a research partnership. Since that time, RAND and the Coordinating Board have collaborated on six studies. Two of these studies were partially funded by Houston Endowment through the College for All Texans Foundation: "Using Workforce Information for Degree Program Planning in Texas" and "Assessing the Potential to Expand Community College Baccalaureate Programs in Texas."

The Graduate Education Study will be the seventh RAND/Coordinating Board collaboration and the third project supported by Houston Endowment through the College for All Texans Foundation. The study will provide guidance to the Coordinating Board and higher education institutions on the need to expand and offer new graduate programs.

RAND representative, Dr. Charles Goldman, will provide an update on the report.

Committee on Academic and Workforce Success

Agenda Item V-B (1)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas A&M University for a Master of Science (MS) degree and a Doctor of Philosophy (PhD) degree with majors in Astronomy

Recommendation: Approval

Rationale: The proposed programs intend to leverage the extensive faculty and lab resources in Engineering and Physics at Texas A&M University (TAMU) to create an emphasis on astronomical instrumentation, which would make the proposed programs unique in the nation. They would prepare graduates for careers in higher education, government labs, and research & development industries. The proposed programs would build upon TAMU's many existing graduate programs in the sciences, particularly the MS and PhD programs in Physics, Applied Physics, and Atmospheric Sciences. TAMU could support the programs with its own labs and observatory. TAMU also has access to the Hubble Space Telescope, the Hobby-Eberly Telescope, the Giant Magellan Telescope, and other facilities through partnerships with national and international organizations.

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

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

<b><i>Success Measures</i></b>	<b><i>Institution</i></b>	<b><i>State</i></b>
<i>Graduate</i>	Master's 5-Year Graduation Rate	90%
	Doctoral 10-Year Graduation Rate	69%
<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 <b><i>No</i></b>	
	The two programs approved during the last five years are below their originally projected enrollments.	
	JD in Law (approved 2013): Projected enrollments for 2016 were 750 students, and there were 581 enrolled. Admissions were deliberately scaled back in response to declining law school applications nationwide.	

	<p>PhD in Ecology and Evolutionary Biology (approved 2015): Projected enrollments for 2016 were 22 students, and there are five currently enrolled. The institution states that there was not sufficient time to recruit students for the fall semester after the program was approved in January 2015.</p> <p>The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u><b>Yes</b></u> No</p>
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### Proposed Program:

The face-to-face PhD program would require 96 semester credit hours of instruction, beginning in fall 2016. The niche of the program, an emphasis on astronomical equipment and instrumentation, would be delivered primarily through a core course in Astronomical Observational Techniques and Instrumentation, a Directed Studies course, and dissertation research hours. According to the Bureau of Labor Statistics, jobs for astronomers will increase by 10 percent from 2012-2022, with an average of 30 new jobs per year. There may also be 60 or more additional estimated new jobs per year over the next decade due to the expansion of NASA missions, including a manned mission to Mars. The American Astronomical Society reported an annual average of 783 job postings since 2010. With a national average of 154 Astronomy PhD graduates per year (American Institute of Physics), there were 1.5 jobs for each Astronomy PhD graduate, not including temporary post-doc positions. The institution estimates that five-year costs would total \$3,715,400, and will not require funds for library, supplies, materials, facilities, equipment, or student travel costs.

There would also be a Master of Science (MS) program in Astronomy for students who leave after the second year, although students would typically be admitted with the intention of pursuing the PhD.

### Existing Programs:

The only other master's and doctoral programs in Astronomy in Texas are at The University of Texas at Austin, which is highly competitive and at full capacity.

<b>Start-Up Projections:</b>	<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>	<b>Yr. 4</b>	<b>Yr. 5</b>
<i>Students Enrolled*</i>	14	15	15	16	18
<i>Graduates</i>	2	3	2	1	2
<i>Avg. Financial Assistance</i>	\$36,812	\$36,812	\$36,812	\$36,812	\$36,812
<i>Students Assisted</i>	14	15	15	16	18
<i>Core Faculty</i>	8	8	8	8	8
<i>Total Costs</i>	\$642,700	\$697,500	\$718,500	\$777,800	\$878,900
<i>Total Funding</i>	\$665,836	\$753,121	\$825,498	\$912,613	\$1,259,062
<i>% From Formula Funding</i>	0%	0%	24%	22%	20%

\*The proposed program would admit three or four new students per year. Eleven students currently in the Physics program are expected to transfer to the proposed program during the first year.

FIVE-YEAR COSTS		SOURCE OF FUNDING	
Personnel		Anticipated New Formula	\$292,185
Faculty	\$663,900	Funding (years 3 through 5)	
Administration	\$127,000	Other State Funding	\$60,300
Graduate Assistants	\$2,871,400	Reallocation of Existing	\$3,262,500
Student Recruitment	\$53,100	Resources	
		Other Funding	\$801,145
<b>Est. 5-Year Costs</b>		<b>Est. 5-Year Revenues</b>	<b>\$4,416,130</b>
	<b>\$3,715,400</b>		

**Major Commitments:**

None.

**Final Assessment:**

The institution has a proactive plan to recruit underrepresented students to the program:

**Yes**      No

The chief executive officer of the institution certified, and staff have determined, that the institution will have sufficient funds to support the program.

**Yes**      No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (19 TAC Section 5.46):

**Yes**      No

# 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: Bachelors, Master's, Doctoral, Professional  
 Institutional Resumes Accountability System Definitions Institution Home Page

## Enrollment

Race/Ethnicity	Fall 2009		Fall 2013		Fall 2014	
	Number	Percent	Number	Percent	Number	Percent
White	33,566	68.9%	33,317	62.6%	34,383	60.8%
Hispanic	6,342	13.0%	9,346	17.6%	10,454	18.5%
African American	1,624	3.3%	1,800	3.4%	1,931	3.4%
Asian	2,238	4.6%	2,602	4.9%	2,979	5.3%
International	4,384	9.0%	4,608	8.7%	5,041	8.9%
Other & Unknown	548	1.1%	1,546	2.9%	1,719	3.0%
<b>Total</b>	<b>48,702</b>	<b>100.0%</b>	<b>53,219</b>	<b>100.0%</b>	<b>56,507</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	1,038	2.7%	1,400	3.3%	1,464	3.3%
Other Institutions	302	.8%	462	1.1%	559	1.3%

## Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH					
Fiscal Year	Institution		Peer Group		Percent Increase
	Average	Percent Increase	Average	Percent Increase	
2010	\$8,391	.0%	\$8,616	.0%	
2011	\$8,481	1.1%	\$8,949	3.9%	
2012	\$8,480	.0%	\$9,136	2.1%	
2013	\$8,480	.0%	\$9,136	.0%	
2014	\$9,036	6.6%	\$9,412	3.0%	
2015	\$9,242	2.3%	\$9,520	1.1%	

## Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					
Cohort	Enter Fall 2008	Enter Fall 2012	Enter Fall 2013	Graduation Rates	
	Rate	Rate	Rate	Institution	Peer Group
Fall 2005 4-year	7,465	7,174	8,495	50.7%	51.9%
Fall 2009 4-year	97.5%	95.7%	95.8%	53.8%	52.8%
Fall 2010 4-year	92.4%	91.4%	90.4%	55.0%	54.8%
Fall 2004 5-year	5.1%	4.2%	5.4%	78.1%	77.7%
Fall 2008 5-year				80.3%	79.6%
Fall 2009 5-year				80.3%	78.6%
Fall 2003 6-year				84.1%	83.8%
Fall 2007 6-year				84.8%	83.8%
Fall 2008 6-year				85.2%	84.5%
National Comparison (IPEDS Definition)					
Cohort	Institution		OOS Peers		Rate
	Rate	Rate	Rate	Rate	
Fall 2004 4-year	41.0%	56.2%			
Fall 2008 4-year	49.0%	63.2%			
Fall 2009 4-year	49.0%	65.8%			
Fall 2003 5-year	73.0%	76.2%			
Fall 2007 5-year	76.0%	80.8%			
Fall 2008 5-year	75.0%	82.4%			
Fall 2002 6-year	78.0%	79.8%			
Fall 2006 6-year	80.0%	84.2%			
Fall 2007 6-year	79.0%	84.6%			

Six-year Graduation & Persistence Rate, Fall 2008			
Student Group	Cohort	Rate	
For Students Needing Dev Ed			
Institution	114	74.6%	
Peer Group	116	71.6%	
For Students NOT Needing Dev Ed			
Institution	7,333	89.8%	
Peer Group	6,894	89.3%	

\*Peer Group data is average for peer group.

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree									
Institution		Sem		SCH		Peer Group Average		SCH	
Grads	Grads	Grads	Grads	Grads	Grads	Grads	Grads	Grads	Grads
FY 2010	7,306	9.01	136.97	7,281	8.86	133.00			
FY 2013	8,212	9.31	132.70	7,802	9.20	131.64			
FY 2014	8,336	9.15	129.93	7,949	9.12	129.92			

## Funding

Source		FY 2009	Pct of Total	FY 2013	Pct of Total	FY 2014	Pct of Total
Appropriated Funds		\$420,456,851	37.4%	\$404,716,671	31.4%	\$449,038,618	29.4%
Federal Funds		\$94,347,324	8.4%	\$128,033,026	9.9%	\$122,174,078	8.0%
Tuition & Fees		\$296,266,381	26.4%	\$351,591,714	27.3%	\$388,920,020	25.5%
<b>Total Revenue</b>		<b>\$1,124,226,284</b>	<b>100.0%</b>	<b>\$1,289,313,180</b>	<b>100.0%</b>	<b>\$1,556,030,706</b>	<b>100.0%</b>

## Financial Aid

Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2012	37%	\$6,304	39%	\$6,854	41%	\$6,553
2013	35%	\$6,374	37%	\$6,859	39%	\$6,526
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2012	56%	\$7,933	50%	\$8,091	55%	\$10,783
2013	56%	\$8,440	52%	\$8,533	55%	\$11,188
<b>Federal (Peil) Grants</b>						
2012	22%	\$3,994	25%	\$4,353	23%	\$4,119
2013	22%	\$4,098	24%	\$4,300	22%	\$4,220

# 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](#)

[Definitions](#) [Institution Home Page](#)

Enrollment			
Race/Ethnicity	Fall 2014		Percent
	Number	Percent	
White	34,383	60.8%	
Hispanic	10,454	18.5%	
African American	1,931	3.4%	
Asian	2,979	5.3%	
International	5,041	8.9%	
Other & Unknown	1,719	3.0%	
<b>Total</b>	<b>56,507</b>	<b>100.0%</b>	
TX First Time Transfers	Number	% of UG	
Two-Year Institutions	1,464	3.3%	
Other Institutions	559	1.3%	

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students Entering Fall		1-Year Persistence, Fall 2013	
Measure	Rate	Total	Same Other
4-year Rate Total	2010 55.0%	95.8%	
Same Institution	53.6%	90.4%	
Other Institutions	1.5%	5.4%	
5-year Rate Total	2009 80.3%	93.5%	
Same Institution	77.0%	86.7%	
Other Institutions	3.3%	6.9%	
6-year Rate Total	2008 85.2%		
Same Institution	80.4%		
Other Institutions	4.8%		

Avg Number SCH for Bachelor's Degree FY 2014 Average		
Sem	SCH	
All	9.15	129.93

Degrees Awarded	
Type	FY 2014
Bachelor's	9,340
Master's	2,294
Doctoral	709
Professional	365
<b>Total</b>	<b>12,708</b>

Degrees by Ethnicity

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2014 Rate
Education*	97.00%
Law	87.30%
Pharmacy	%
Nursing	94.3%
Engineering	90.1%

\*Data for FY 2013

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2014		
Test Section	ACT	SAT
Composite		
Math	<a href="http://www.CollegePortraits.org">http://www.CollegePortraits.org</a>	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Race/Ethnicity	Fall 2014		Enrolled
	Applicants	Accepted	
White	15,648	75.6%	53.2%
African American	1,749	56.7%	42.0%
Hispanic	8,102	66.3%	46.3%
Asian	3,555	75.8%	28.3%
International	876	31.8%	22.6%
Other	946	76.2%	43.1%
<b>Total</b>	<b>30,876</b>	<b>70.9%</b>	<b>47.2%</b>

Instruction		
Measure of Excellence		Fall 2014
Undergraduate Classes with < 20 Students		25.4%
Undergraduate Classes with > 50 Students		22.1%
% of Teaching Faculty Tenured/Tenure-track *		71.9%
Student/Faculty Ratio *		23:1

\* Fall 2013 Data

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	
2010	\$8,391	.0%	\$8,842	0%	
2011	\$8,481	1.1%	\$9,418	6.1%	
2012	\$8,480	.0%	\$9,794	3.8%	
2013	\$8,480	.0%	\$9,794	.0%	
2014	\$9,036	6.2%	\$9,790	.0%	
2015	\$9,242	2.2%	\$9,798	.1%	

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2015		
Type of Cost	Average Amount	
Total Academic Cost	\$9,242	
On-campus Room & Board	\$9,522	
Books & Supplies	\$1,000	
Off-Campus Transportation & Personal Expenses	\$2,706	
<b>Total Cost</b>	<b>\$22,470</b>	

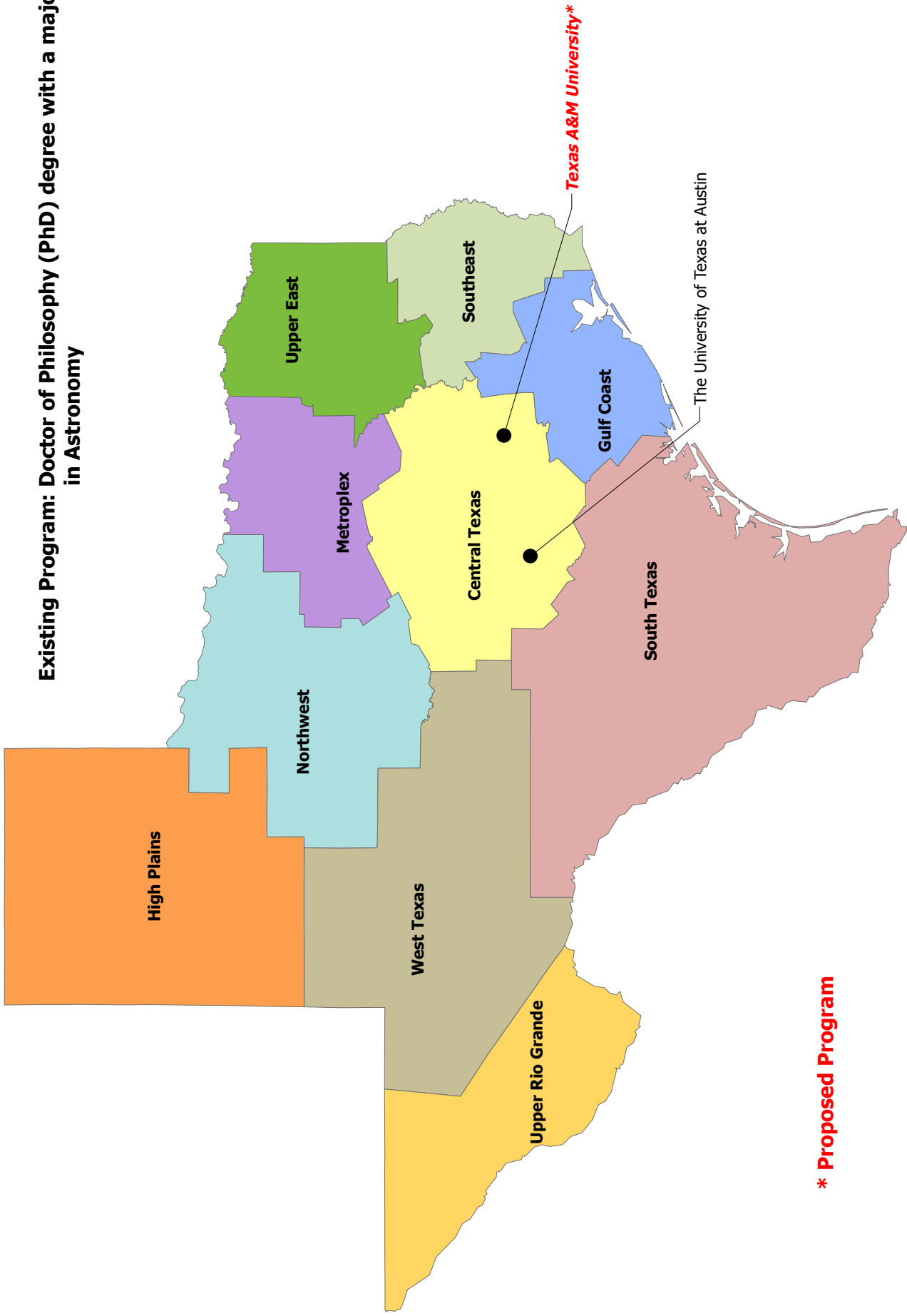
Rates of Tuition per SCH

Mandatory Fees

Financial Aid		
Enrolled in FY 2013		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	56%	\$8,440
Federal (PELL) Grants	22%	\$4,098
Federal Student Loans	35%	\$6,374

Funding		
Source	FY 2014 Amount	Pct of Total
Appropriated Funds	\$449,038,618	29.4%
Federal Funds	\$122,174,078	8.0%
Tuition & Fees	\$388,920,020	25.5%
<b>Total Revenue</b>	<b>\$1,526,030,706</b>	<b>100.0%</b>

**Existing Program: Doctor of Philosophy (PhD) degree with a major in Astronomy**



**\* Proposed Program**

Committee on Academic and Workforce Success

Agenda Item V-B (2)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas at El Paso for a Doctor of Philosophy (PhD) degree with a major in Mechanical Engineering

Recommendation: Approval

Rationale: The proposed program in Mechanical Engineering builds upon The University of Texas at El Paso's (UT-El Paso's) well-equipped laboratories with advanced specialties in 3D printing technologies and aerospace engineering. UT-El Paso has established partnerships with regional employers, and the proposed program will offer internships for academic credit. The outlook is strong for local employment, and there are indications of available jobs for Mechanical Engineering PhDs elsewhere in Texas and the United States. Existing Mechanical Engineering PhD programs in the state are not fulfilling the El Paso regional job demand, and the proposed program seeks to complement existing programs by addressing the under-representation of Hispanics in the profession. The UT-El Paso College of Engineering is one of the nation's top producers of Hispanic engineers.

Contingencies: Two new full-time faculty members will be hired for the proposed program within the first five years. The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

**The University of Texas at El Paso** (*Accountability Peer Group: Emerging Research University*)

<b>Success Measures</b>		<b>Institution</b>	<b>State</b>
<i>Graduate</i>	Master's 5-Year Graduation Rate	70%	73%
	Doctoral 10-Year Graduation Rate	68%	62%
<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 <b><u>No</u></b>  One of the three programs approved during the last five years is below its originally projected enrollments.  PhD in Ecology and Evolutionary Biology (approved 2011): Projected enrollments for 2015 were 26, and there were 14 enrolled. DNP in Nursing Practice (approved 2011): Projected enrollments for 2015 were 24 students, and 28 were enrolled.		

	<p>PhD in Biomedical Engineering (approved 2013): Projected enrollments for 2015 were 11, and there were 16 enrolled.</p> <p>The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <b><u>Yes</u></b> No</p>
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### **Proposed Program:**

This face-to-face program represents 60 semester credit hours of instruction that would be available beginning in fall 2016. Students would take courses in aspects of policy, economics, and resource sustainability in addition to courses in engineering systems in order to prepare graduates for multiple career fields and engineering leadership positions. Students would be encouraged to work in teams for major projects simulating the range of industrial product development and production. National job projections are strong, with an average of 1,160 new jobs per year until 2022, in addition to academic positions for expanding Mechanical Engineering programs nationwide. UT-El Paso has established partnerships with regional industries to secure internship and potential employment opportunities. The institution estimates that five-year costs would total \$8,566,509, which includes funds for library, supplies, materials, facilities, equipment, and student travel, but does not include funds for student recruitment.

### **Existing Programs:**

Existing programs nationwide are not meeting the job demand. Estimates indicate that there were 725 jobs for mechanical engineers with MS or PhD degrees that went unfilled in 2013. The nearest existing Mechanical Engineering program to meet the regional need in El Paso is at Texas Tech University, which is 300 miles away. Representatives from each of the public institutions reported that 100 percent of their recent Mechanical Engineering PhD graduates found work in academia, industry research, government labs, or post-docs. The following public institutions of higher education offer PhD programs in Mechanical Engineering:

- Texas A&M University
- Texas Tech University
- The University of Houston
- The University of Texas at Arlington
- The University of Texas at Austin
- The University of Texas at Dallas
- The University of Texas at San Antonio

Three private Texas institutions of higher education also offer PhD Programs in Mechanical Engineering:

- Rice University
- Baylor University
- Southern Methodist University

The University of Texas at Austin, The University of Texas at Dallas, and Southern Methodist University reported that they are at capacity. The programs at Rice University and Baylor University are expanding. Other programs indicated that they could accept more PhD students depending upon various factors, including undergraduate enrollments and the effect of the economy on future grant funding.

<b><i>Start-Up Projections:</i></b>	<b><i>Yr. 1</i></b>	<b><i>Yr. 2</i></b>	<b><i>Yr. 3</i></b>	<b><i>Yr. 4</i></b>	<b><i>Yr. 5</i></b>
<i>Students Enrolled</i>	35	36	36	39	42
<i>Graduates</i>	5	8	7	7	8
<i>Avg. Financial Assistance</i>	\$19,947	\$19,947	\$19,947	\$19,947	\$19,947
<i>Students Assisted</i>	22	24	26	32	34
<i>Core Faculty</i>	17	17	19	19	19
<i>Total Costs</i>	\$1,441,341	\$1,564,194	\$1,741,129	\$1,875,023	\$1,944,822
<i>Total Funding</i>	\$1,693,818	\$1,397,092	\$2,003,944	\$2,032,162	\$1,786,523
<i>% From Formula Funding</i>	0%	0%	26%	26%	37%

**FIVE-YEAR COSTS**

Personnel	
Faculty	\$236,492
Administration	\$187,226
Graduate Assistants	\$6,568,991
Library, Supplies, and Materials	\$136,050
Facilities & Equipment	\$1,414,750
Student Travel	\$23,000

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**Est. 5-Year Costs**                      **\$8,566,509**

**SOURCE OF FUNDING**

Anticipated New Formula	
Funding (years 3 through 5)	\$1,725,344
Federal Funding	\$3,492,766
Other Funding	\$3,695,429

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**Est. 5-Year Revenues**                      **\$8,913,539**

**Major Commitments:**

The institution has agreed to hire two additional faculty with at least a 25 percent teaching load in the proposed program during the first two years.

**Final Assessment:**

The institution has a proactive plan to recruit underrepresented students to the program:

**Yes**                      No

The chief executive officer of the institution certified, and staff have determined, that the institution will have sufficient funds to support the program.

**Yes**                      No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (19 TAC Section 5.46):

**Yes**                      No

# Online Resume for Legislators and Other Policymakers THE UNIVERSITY OF TEXAS AT EL PASO

Location: El Paso, Upper Rio Grande Region  
 Emerging Research Accountability Peer Group: Texas State Univ - San Marcos, Texas Tech Univ, UT Arlington, UT Dallas, UT San Antonio, Univ of Houston, Univ of North Texas  
 Out-Of-State Peers: University Of Akron Main Campus, University Of Memphis, University Of Nevada-Las Vegas, University Of Nevada-Main Campus, University Of Oklahoma-Norman Campus  
 Degrees Offered: Bachelors, Master's, Doctoral  
 Institutional Resumes Accountability System Definitions Institution Home Page

## Enrollment

Race/Ethnicity	Fall 2009		Fall 2013		Fall 2014	
	Number	Percent	Number	Percent	Number	Percent
White	2,172	10.4%	2,088	9.1%	1,972	8.6%
Hispanic	15,973	76.1%	18,207	79.4%	18,331	79.6%
African American	635	3.0%	694	3.0%	708	3.1%
Asian	282	1.3%	252	1.1%	236	1.0%
International	1,821	8.7%	1,454	6.3%	1,535	6.7%
Other & Unknown	94	.4%	231	1.0%	261	1.1%
<b>Total</b>	<b>20,977</b>	<b>100.0%</b>	<b>22,926</b>	<b>100.0%</b>	<b>23,043</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	1,081	6.3%	1,244	6.3%	1,363	6.9%
Other Institutions	94	.5%	104	.5%	116	.6%

## Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH					
Fiscal Year	Institution		Peer Group		Percent Increase
	Average	Percent Increase	Average	Percent Increase	
2010	\$6,224	.0%	\$8,056	.0%	
2011	\$6,504	4.5%	\$8,398	4.2%	
2012	\$6,869	5.6%	\$8,902	6.0%	
2013	\$7,044	2.5%	\$9,148	2.8%	
2014	\$7,018	-.4%	\$9,345	2.2%	
2015	\$7,018	.0%	\$9,598	2.7%	

## Financial Aid

Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2012	51%	\$6,445	55%	\$7,730	59%	\$7,445
2013	50%	\$6,624	52%	\$7,484	50%	\$7,395
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2012	70%	\$6,976	58%	\$6,741	70%	\$6,739
2013	67%	\$6,855	59%	\$6,894	68%	\$5,588
<b>Federal (Pel) Grants</b>						
2012	63%	\$4,689	41%	\$4,045	42%	\$4,077
2013	58%	\$4,630	39%	\$4,055	40%	\$4,016

## Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					
Cohort	Enter Fall 2008		Enter Fall 2012		Enter Fall 2013
	2,060	2,712	2,961	2,961	
Total	82.7%	79.9%	78.4%	78.4%	
Same	71.3%	69.9%	67.6%	67.6%	
Other	11.4%	9.9%	10.7%	10.7%	
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					
Cohort	Enter Fall 2007		Enter Fall 2011		Enter Fall 2012
	2,017	2,663	2,573	2,573	
Total	77.5%	74.0%	71.6%	71.6%	
Same	59.9%	61.4%	58.5%	58.5%	
Other	17.6%	12.6%	13.1%	13.1%	
Institution Persistence					
Cohort	3,049	3,494	3,375	3,375	
Total	82.0%	81.5%	81.9%	81.9%	
Same	60.2%	64.3%	64.9%	64.9%	
Other	21.8%	17.2%	17.0%	17.0%	
Peer Group Persistence					
Cohort	3,049	3,494	3,375	3,375	
Total	82.0%	81.5%	81.9%	81.9%	
Same	60.2%	64.3%	64.9%	64.9%	
Other	21.8%	17.2%	17.0%	17.0%	
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					
Institution	Sem		Grads		SCH
	Grads	SCH	Grads	SCH	
FY 2010	1,733	11.13	2,781	10.41	144.82
FY 2013	1,978	12.48	3,275	11.08	143.79
FY 2014	2,110	11.96	3,391	10.91	142.56

## Funding

Source	FY 2009		FY 2013		FY 2014	
	Amount	Pct of Total	Amount	Pct of Total	Amount	Pct of Total
Appropriated Funds	\$111,577,682	39.5%	\$114,819,307	32.8%	\$111,175,933	32.7%
Federal Funds	\$71,077,120	25.2%	\$121,080,009	34.6%	\$97,230,522	28.6%
Tuition & Fees	\$78,811,612	27.9%	\$80,444,489	23.0%	\$97,008,096	28.5%
<b>Total Revenue</b>	<b>\$282,459,634</b>	<b>100.0%</b>	<b>\$349,698,578</b>	<b>100.0%</b>	<b>\$340,175,717</b>	<b>100.0%</b>

\*Peer Group data is average for peer group.

# Online Resume for Prospective Students, Parents and the Public THE UNIVERSITY OF TEXAS AT EL PASO

Location: El Paso, Upper Rio Grande Region  
Emerging Research Accountability Peer Group: Texas State Univ - San Marcos, Texas Tech Univ, UT Arlington, UT Dallas, UT San Antonio, Univ of Houston, Univ of North Texas  
Out-Of-State Peers: University Of Memphis, University Of Nevada-Las Vegas, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus  
Degrees Offered: Bachelor's, Master's, Doctoral  
Institutional Resumes: Accountability System

Definitions Institution Home Page

## Enrollment

Race/Ethnicity	Fall 2014	
	Number	Percent
White	1,972	8.6%
Hispanic	18,331	79.6%
African American	708	3.1%
Asian	236	1.0%
International	1,535	6.7%
Other & Unknown	261	1.1%
<b>Total</b>	<b>23,043</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,363	6.9%
Other Institutions	116	.6%

## Baccalaureate Success

Graduation Rate of First-time, Full-time Degree-seeking Students Entering Fall				1-Year Persistence, Fall 2013	
Measure		2010	Rate	Total	78.4%
4-year Rate Total			15.5%	Same	67.6%
Same Institution			14.8%	Other	10.7%
Other Institutions			.7%		
5-year Rate Total		2009	31.0%	Total	71.6%
Same Institution			29.2%	Same	58.5%
Other Institutions			1.7%	Other	13.1%
6-year Rate Total		2008	42.2%		
Same Institution			38.3%		
Other Institutions			3.9%		

Avg Number SCH for Bachelor's Degree FY 2014 Average		
Sem	11.96	144.18
All		

Degrees Awarded	
Type	FY 2014
Bachelor's	3,214
Master's	985
Doctoral	127
Professional	24
<b>Total</b>	<b>4,350</b>

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2014 Rate
Education*	83.00%
Law	%
Pharmacy	%
Nursing	83.9%
Engineering	63.2%

\*Data for FY 2013

## Admissions

Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2014		
Test Section	ACT	SAT
Composite		
Math		<a href="http://www.CollegePortraits.org">http://www.CollegePortraits.org</a>
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Race/Ethnicity	Fall 2014		Enrolled
	Applicants	Accepted	
White	421	100.0%	35.9%
African American	272	99.6%	35.8%
Hispanic	6,084	99.9%	45.9%
Asian	75	100.0%	25.3%
International	218	98.6%	73.5%
Other	95	100.0%	42.1%
<b>Total</b>	<b>7,165</b>	<b>99.9%</b>	<b>45.5%</b>

## Instruction

Measure of Excellence		Fall 2014
Undergraduate Classes with < 20 Students		31.2%
Undergraduate Classes with > 50 Students		15.4%
% of Teaching Faculty Tenured/Tenure-track *		61.9%
Student/Faculty Ratio *		22:1

\* Fall 2013 Data

## Costs

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2010	\$6,224	.0%	\$8,318	.0%
2011	\$6,504	4.3%	\$8,669	4.0%
2012	\$6,869	5.3%	\$9,192	5.7%
2013	\$7,044	2.5%	\$9,449	2.7%
2014	\$7,018	-.4%	\$9,677	2.4%
2015	\$7,018	.0%	\$9,967	2.9%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2015	
Type of Cost	Average Amount
Total Academic Cost	\$7,018
On-campus Room & Board	\$9,300
Books & Supplies	\$1,452
Off-Campus Transportation & Personal Expenses	\$3,152
<b>Total Cost</b>	<b>\$20,922</b>

Rates of Tuition per SCH

Mandatory Fees

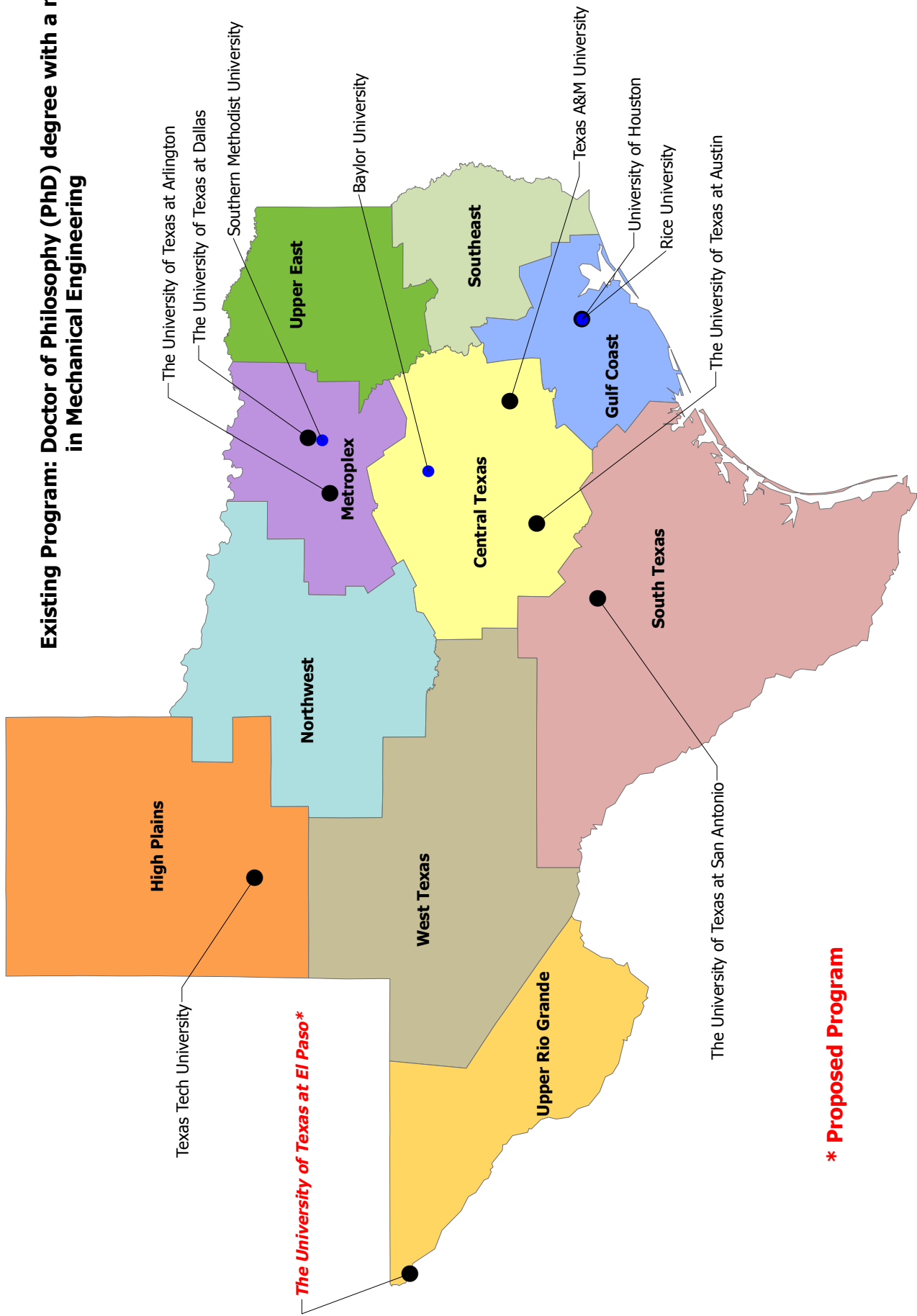
## Financial Aid

Enrolled in FY 2013		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	67%	\$6,855
Federal (Pell) Grants	58%	\$4,630
Federal Student Loans	50%	\$6,624

## Funding

Source	FY 2014 Amount	Pct of Total
Appropriated Funds	\$111,175,933	32.7%
Federal Funds	\$97,230,522	28.6%
Tuition & Fees	\$97,008,096	28.5%
<b>Total Revenue</b>	<b>\$340,175,717</b>	<b>100.0%</b>

**Existing Program: Doctor of Philosophy (PhD) degree with a major in Mechanical Engineering**



**\* Proposed Program**

Committee on Academic and Workforce Success

AGENDA ITEM V-C

Consideration of adopting the staff recommendation to the Committee relating to a request from the University of Houston to dissolve the University of Houston Sugar Land Multi-Institutional Teaching Center (MITC) and establish it as a Single Institution Center (SIC)

RECOMMENDATION: Approval

The proposal responds to the current institutional participation and administrative structure of the Sugar Land MITC and conforms to Coordinating Board rules, Section 5.73(6), on the establishment of Higher Education Centers.

Background Information:

During the January 19, 1996 meeting, the Coordinating Board approved a proposal from the University of Houston System, Houston Community College System, and Wharton County Junior College to create a Multi-Institutional Teaching Center (MITC) in Fort Bend County and authorized the University of Houston System institutions to offer programs at the site. The MITC was originally named UH System at Fort Bend and was subsequently changed to UH System at Sugar Land in 2003. In December 2011, the University of Houston System was granted approval to transfer ownership and administration of the UH System Center at Sugar Land from the University of Houston System to the University of Houston.

Since the time of its original approval, the institutions partnering in the Sugar Land Center have changed; the Houston Community College System, University of Houston-Downtown, and University of Houston-Clear Lake have ceased to offer programming at the site, and the University of Houston-Victoria is currently in the process of discontinuing program offerings. The Sugar Land Center is within the service area of Wharton County Junior College, and the college will continue offering courses and programs at the Center.

In February of 2014, the University of Houston System Board of Regents approved the recommendation of the University of Houston-Sugar Land Task Force to establish the University of Houston as the sole provider of baccalaureate and graduate programs at the Sugar Land Center. In November 2015, the University of Houston submitted a proposal to the Coordinating Board to dissolve the designation of the Sugar Land Center as a MITC and reestablish it as a Single Institution Center. Both the Houston Community College System and Wharton County Junior College have submitted letters of support endorsing the redesignation of the Center, as have State Senator Lois W. Kolkhorst and State Representative Rick Miller.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-D

Consideration of adopting the Academic Course Guide Manual (ACGM) Advisory Committee's recommendation to the Committee relating to changes in the ACGM

RECOMMENDATION: Approval

Background Information:

The Lower-Division Academic Course Guide Manual (ACGM) is the official list of lower-division courses approved for general academic transfer that may be offered by public community and technical colleges in Texas. The ACGM Advisory Committee's tasks are to add, delete, and revise courses to facilitate inclusion of new disciplines of study, reflect developments within existing disciplines, provide vertical and horizontal alignment of courses within disciplines, and respond to obsolescence of disciplines of study and courses. The ACGM is available online as a portable document format (pdf) and as an interactive database (<http://www.thecb.state.tx.us/ACGM>).

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

**COURSES REVISED AS PART OF THE LEARNING OUTCOMES PROJECT**

The ACGM Advisory Committee met November 13, 2015. At the fall meeting, the committee approved changes in course descriptions and the addition of learning outcomes for selected courses in the following disciplines: Architecture (ARCH), Computer Science (COSC), and Mathematics (MATH). These changes are recommended by faculty work groups as part of the Learning Outcomes Project and approved by the ACGM Advisory Committee.

<b>COURSE</b>	<b>TITLE</b>	<b>ACGM ADVISORY COMMITTEE ACTION</b>	<b>REVISIONS EFFECTIVE</b>
ARCH 1301	Architectural History I	11/13/15	Fall 2016
ARCH 1302	Architectural History II	11/13/15	Fall 2016
ARCH 1303	Architectural Design I	11/13/15	Fall 2016
ARCH 1304	Architectural Design II	11/13/15	Fall 2016
ARCH 1307	Architectural Graphics I	11/13/15	Fall 2016
ARCH 1308	Architectural Graphics II	11/13/15	Fall 2016
ARCH 1311	Introduction to Architecture	11/13/15	Fall 2016
ARCH 1315	Architectural Computer Graphics	11/13/15	Fall 2016

<b>COURSE</b>	<b>TITLE</b>	<b>ACGM ADVISORY COMMITTEE ACTION</b>	<b>REVISIONS EFFECTIVE</b>
ARCH 2301	Architectural Freehand Drawing I	11/13/15	Fall 2016
ARCH 2302	Architectural Freehand Drawing II	11/13/15	Fall 2016
ARCH 2312	Architectural Technology	11/13/15	Fall 2016
COSC 1301	Introduction to Computing	11/13/15	Fall 2016
COSC 1315	Introduction to Computer Programming	11/13/15	Fall 2016
COSC 2336	Programming Fundamentals III	11/13/15	Fall 2016
COSC 2436	Programming Fundamentals III	11/13/15	Fall 2016
MATH 1332	Contemporary Mathematics (Quantitative Reasoning)	11/13/15	Fall 2016
MATH 1350	Mathematics for Teachers I (Fundamentals of Mathematics I)	11/13/15	Fall 2016
MATH 1351	Mathematics for Teachers II (Fundamentals of Mathematics II)	11/13/15	Fall 2016

**COURSES VOTED TO BE DELETED FROM THE ACGM AS PART OF  
THE ACGM ADVISORY COMMITTEE ANNUAL REVIEW OF UNDERUTILIZED COURSES**

The ACGM Advisory Committee makes a comprehensive review of course enrollments in order to identify under-utilized courses. The committee uses the thresholds in Coordinating Board rules for course inclusion and deletion from the ACGM to identify those courses that are not often offered, have low statewide enrollment at community colleges, and have limited applicability to degree requirements at the baccalaureate level. For a course to be included in the ACGM, five universities must accept and apply the course to a bachelor's degree. A lower-division course offered at three or fewer community colleges is required to be reviewed for deletion from the ACGM. On March 24, 2014, the ACGM Advisory Committee reviewed over a thousand courses and scheduled deletion of over 300. Courses scheduled for deletion are noted in the ACGM and have had a two-year period for teach-out and comment. That two-year period has concluded, and the following courses are recommended to be deleted. The courses will continue to be eligible for funding through the 2015-2016 academic year, with eligibility ending August 31, 2016. Institutions may appeal the deletion during and after the two-year teach-out and comment period. Successful appeals must substantiate the need and viability of the underutilized courses.

<b>COURSE</b>	<b>TITLE</b>	<b>ACGM ADVISORY COMMITTEE ACTION</b>	<b>Planned Removal from the ACGM</b>	<b>Funding Ends</b>
AGRI 1121	Livestock Judging (1 semester course)	3/24/14	Spring 2016	8/31/16
AGRI 1327	Poultry Science	3/24/14	Spring 2016	8/31/16
AGRI 1413	Plant Protection	3/24/14	Spring 2016	8/31/16
AGRI 2221	Livestock Evaluation (1 semester course)	3/24/14	Spring 2016	8/31/16

<b>COURSE</b>	<b>TITLE</b>	<b>ACGM ADVISORY COMMITTEE ACTION</b>	<b>Planned Removal from the ACGM</b>	<b>Funding Ends</b>
AGRI 2313	Plant Protection	3/24/14	Spring 2016	8/31/16
AGRI 2403	Agricultural Construction (1 semester course)	3/24/14	Spring 2016	8/31/16
AGRI 2603	Agricultural Construction (1 semester course)	3/24/14	Spring 2016	8/31/16
ARAB 1311	Beginning Arabic I	3/24/14	Spring 2016	8/31/16
ARAB 1312	Beginning Arabic II	3/24/14	Spring 2016	8/31/16
ARAB 1511	Beginning Arabic I	3/24/14	Spring 2016	8/31/16
ARAB 1512	Beginning Arabic II	3/24/14	Spring 2016	8/31/16
ARCH 1201	Introduction to Architecture	3/24/14	Spring 2016	8/31/16
ARCH 1205	Architectural Aesthetics	3/24/14	Spring 2016	8/31/16
ARCH 1305	Architectural Aesthetics	3/24/14	Spring 2016	8/31/16
ARCH 1408	Architectural Graphics II	3/24/14	Spring 2016	8/31/16
ARCH 2202	Architectural Freehand Drawing II	3/24/14	Spring 2016	8/31/16
ARCH 2203	Architectural Freehand Drawing III	3/24/14	Spring 2016	8/31/16
ARCH 2313	Architectural Technology II	3/24/14	Spring 2016	8/31/16
ARTS 1213	Foundations of Art	3/24/14	Spring 2016	8/31/16
ARTS 1320	Interior Design I	3/24/14	Spring 2016	8/31/16
ARTS 1321	Interior Design II	3/24/14	Spring 2016	8/31/16
ARTS 2312	Design IV	3/24/14	Spring 2016	8/31/16
ARTS 2337	Fiber Arts II	3/24/14	Spring 2016	8/31/16
BCIS 1310	BASIC Programming	3/24/14	Spring 2016	8/31/16
BCIS 1311	FORTTRAN Programming	3/24/14	Spring 2016	8/31/16
BCIS 1312	PASCAL Programming	3/24/14	Spring 2016	8/31/16
BCIS 1316	Computer Programming-BASIC	3/24/14	Spring 2016	8/31/16
BCIS 1331	Programming in BASIC I	3/24/14	Spring 2016	8/31/16
BCIS 1332	COBOL Programming I	3/24/14	Spring 2016	8/31/16
BCIS 1416	Computer Programming-BASIC	3/24/14	Spring 2016	8/31/16
BCIS 1431	Programming in BASIC I	3/24/14	Spring 2016	8/31/16
BCIS 1432	COBOL Programming I	3/24/14	Spring 2016	8/31/16
BCIS 2316	Advanced Structured Programming Tech BASIC	3/24/14	Spring 2016	8/31/16
BCIS 2320	Advanced C Programming	3/24/14	Spring 2016	8/31/16
BCIS 2331	Advanced Programming BASIC	3/24/14	Spring 2016	8/31/16
BCIS 2332	Advanced Programming COBOL	3/24/14	Spring 2016	8/31/16

<b>COURSE</b>	<b>TITLE</b>	<b>ACGM ADVISORY COMMITTEE ACTION</b>	<b>Planned Removal from the ACGM</b>	<b>Funding Ends</b>
BCIS 2416	Advanced Structured Programming Tech BASIC	3/24/14	Spring 2016	8/31/16
BCIS 2420	Advanced C Programming	3/24/14	Spring 2016	8/31/16
BCIS 2431	Advanced Programming BASIC	3/24/14	Spring 2016	8/31/16
BCIS 2432	Advanced Programming COBOL	3/24/14	Spring 2016	8/31/16
BIOL 1124	Systematic Botany (Lab)	3/24/14	Spring 2016	8/31/16
BIOL 1324	Systematic Botany	3/24/14	Spring 2016	8/31/16
BIOL 1424	Systematic Botany	3/24/14	Spring 2016	8/31/16
BIOL 2206	Environmental Biology	3/24/14	Spring 2016	8/31/16
BIOL 2428	Vertebrate Zoology	3/24/14	Spring 2016	8/31/16
BUSI 1304	Business Report Writing & Correspondence	3/24/14	Spring 2016	8/31/16
CHEM 1104	Chemical Calculations	3/24/14	Spring 2016	8/31/16
CHEM 1204	Chemical Calculations (2 SCH version)	3/24/14	Spring 2016	8/31/16
CHEM 1408	Introductory Chemistry II (lec + lab, all hlth)	3/24/14	Spring 2016	8/31/16
CHEM 1413	General Chemistry I (lec + lab, allied hlth)	3/24/14	Spring 2016	8/31/16
CHEM 1414	General Chemistry II (lec + lab, allied hlth )	3/24/14	Spring 2016	8/31/16
CHEM 1419	Introductory Organic Chemistry I	3/24/14	Spring 2016	8/31/16
CHEM 1420	Introductory Organic Chemistry II	3/24/14	Spring 2016	8/31/16
CHEM 2101	Analytical Chemistry Laboratory I (lab)	3/24/14	Spring 2016	8/31/16
CHEM 2102	Analytical Chemistry Laboratory II (lab)	3/24/14	Spring 2016	8/31/16
CHEM 2223	Organic Chemistry Laboratory I (lab, 2 SCH )	3/24/14	Spring 2016	8/31/16
CHEM 2225	Organic Chemistry Lab II (lab, 2 SCH)	3/24/14	Spring 2016	8/31/16
CHEM 2301	Analytical Chemistry I (lecture)	3/24/14	Spring 2016	8/31/16
CHEM 2302	Analytical Chemistry II (lecture)	3/24/14	Spring 2016	8/31/16
CHEM 2401	Analytical Chemistry I (lecture + lab)	3/24/14	Spring 2016	8/31/16
CHEM 2402	Analytical Chemistry II (lecture + lab)	3/24/14	Spring 2016	8/31/16
CHIN 1311	Beginning Chinese I	3/24/14	Spring 2016	8/31/16
CHIN 1312	Beginning Chinese II	3/24/14	Spring 2016	8/31/16

<b>COURSE</b>	<b>TITLE</b>	<b>ACGM ADVISORY COMMITTEE ACTION</b>	<b>Planned Removal from the ACGM</b>	<b>Funding Ends</b>
CHIN 1511	Beginning Chinese I	3/24/14	Spring 2016	8/31/16
CHIN 1512	Beginning Chinese II	3/24/14	Spring 2016	8/31/16
COMM 1131	Other Publications I	3/24/14	Spring 2016	8/31/16
COMM 1132	Other Publications II	3/24/14	Spring 2016	8/31/16
COMM 1136	Television Production I (1 SCH version)	3/24/14	Spring 2016	8/31/16
COMM 1137	Television Production II (1 SCH version)	3/24/14	Spring 2016	8/31/16
COMM 1138	Television Production III (1 SCH version)	3/24/14	Spring 2016	8/31/16
COMM 1236	Television Production I (2 SCH version)	3/24/14	Spring 2016	8/31/16
COMM 1237	Television Production II (2 SCH version)	3/24/14	Spring 2016	8/31/16
COMM 1238	Television Production III (2 SCH version)	3/24/14	Spring 2016	8/31/16
COMM 2120	Practicum in Electronic Media	3/24/14	Spring 2016	8/31/16
COMM 2121	Practicum in Electronic Media	3/24/14	Spring 2016	8/31/16
COMM 2122	Practicum in Electronic Media	3/24/14	Spring 2016	8/31/16
COMM 2131	Other Publications III	3/24/14	Spring 2016	8/31/16
COMM 2132	Other Publications IV	3/24/14	Spring 2016	8/31/16
COMM 2209	News Editing & Copy Reading I	3/24/14	Spring 2016	8/31/16
COMM 2210	News Editing & Copy Reading II	3/24/14	Spring 2016	8/31/16
COMM 2220	Practicum in Electronic Media	3/24/14	Spring 2016	8/31/16
COMM 2304	Introduction to Cinematic Production	3/24/14	Spring 2016	8/31/16
COSC 1317	FORTTRAN Programming I	3/24/14	Spring 2016	8/31/16
COSC 1318	PASCAL Programming I	3/24/14	Spring 2016	8/31/16
COSC 1319	ASSEMBLY Language Programming I	3/24/14	Spring 2016	8/31/16
COSC 1333	PL/1 Programming I	3/24/14	Spring 2016	8/31/16
COSC 1417	FORTTRAN Programming I	3/24/14	Spring 2016	8/31/16
COSC 1418	PASCAL Programming I	3/24/14	Spring 2016	8/31/16
COSC 1419	ASSEMBLY Language Programming I	3/24/14	Spring 2016	8/31/16
COSC 1433	PL/1 Programming I	3/24/14	Spring 2016	8/31/16
COSC 2317	FORTTRAN Programming II	3/24/14	Spring 2016	8/31/16
COSC 2318	PASCAL Programming II	3/24/14	Spring 2016	8/31/16

<b>COURSE</b>	<b>TITLE</b>	<b>ACGM ADVISORY COMMITTEE ACTION</b>	<b>Planned Removal from the ACGM</b>	<b>Funding Ends</b>
COSC 2319	ASSEMBLY Language Programming II	3/24/14	Spring 2016	8/31/16
COSC 2320	C Programming II	3/24/14	Spring 2016	8/31/16
COSC 2333	PL/1 Programming II	3/24/14	Spring 2016	8/31/16
COSC 2415	Data Structures	3/24/14	Spring 2016	8/31/16
COSC 2417	FORTRAN Programming II	3/24/14	Spring 2016	8/31/16
COSC 2418	PASCAL Programming II	3/24/14	Spring 2016	8/31/16
COSC 2419	ASSEMBLY Language Programming II	3/24/14	Spring 2016	8/31/16
COSC 2420	C Programming II	3/24/14	Spring 2016	8/31/16
COSC 2430	Advanced Structured Languages	3/24/14	Spring 2016	8/31/16
COSC 2433	PL/1 Programming II	3/24/14	Spring 2016	8/31/16
CZEC 1311	Beginning Czech I	3/24/14	Spring 2016	8/31/16
CZEC 1312	Beginning Czech II	3/24/14	Spring 2016	8/31/16
CZEC 1411	Beginning Czech I	3/24/14	Spring 2016	8/31/16
CZEC 1412	Beginning Czech II	3/24/14	Spring 2016	8/31/16
CZEC 1511	Beginning Czech I	3/24/14	Spring 2016	8/31/16
CZEC 1512	Beginning Czech II	3/24/14	Spring 2016	8/31/16
CZEC 2311	Intermediate Czech I	3/24/14	Spring 2016	8/31/16
CZEC 2312	Intermediate Czech II	3/24/14	Spring 2016	8/31/16
DRAM 1141	Makeup	3/24/14	Spring 2016	8/31/16
DRAM 1142	Introduction to Costume	3/24/14	Spring 2016	8/31/16
DRAM 1241	Makeup	3/24/14	Spring 2016	8/31/16
DRAM 1242	Introduction to Costume	3/24/14	Spring 2016	8/31/16
DRAM 2363	History of Musical Theatre (1 semester)	3/24/14	Spring 2016	8/31/16
ECON 2311	Economic Geography	3/24/14	Spring 2016	8/31/16
ENGL 2314	Technical & Business Writing I (1st semester)	3/24/14	Spring 2016	8/31/16
ENGL 2315	Technical & Business Writing II (2nd semester)	3/24/14	Spring 2016	8/31/16
ENGR 1101	Introduction to Engineering I	3/24/14	Spring 2016	8/31/16
ENGR 1102	Introduction to Engineering II	3/24/14	Spring 2016	8/31/16
ENGR 1205	Engineering Graphics II	3/24/14	Spring 2016	8/31/16
ENGR 1305	Engineering Graphics II	3/24/14	Spring 2016	8/31/16
ENGR 1407	Plane Surveying	3/24/14	Spring 2016	8/31/16

<b>COURSE</b>	<b>TITLE</b>	<b>ACGM ADVISORY COMMITTEE ACTION</b>	<b>Planned Removal from the ACGM</b>	<b>Funding Ends</b>
ENGR 2432	Mechanics of Materials	3/24/14	Spring 2016	8/31/16
FORE 1301	Introduction to Forestry	3/24/14	Spring 2016	8/31/16
FORE 1314	Dendrology	3/24/14	Spring 2016	8/31/16
FORE 2309	Forest Ecology	3/24/14	Spring 2016	8/31/16
FORS 2440	Introduction to Forensic Science	3/24/14	Spring 2016	8/31/16
FORS 2450	Introduction to Forensic Psychology	3/24/14	Spring 2016	8/31/16
FREN 1100	Conversational French I	3/24/14	Spring 2016	8/31/16
FREN 1110	Conversational French II	3/24/14	Spring 2016	8/31/16
FREN 1200	Conversational French I	3/24/14	Spring 2016	8/31/16
FREN 1210	Conversational French II	3/24/14	Spring 2016	8/31/16
FREN 1310	Conversational French II	3/24/14	Spring 2016	8/31/16
FREN 1311	Beginning French I	3/24/14	Spring 2016	8/31/16
FREN 1312	Beginning French II	3/24/14	Spring 2016	8/31/16
FREN 1511	Beginning French I	3/24/14	Spring 2016	8/31/16
FREN 1512	Beginning French II	3/24/14	Spring 2016	8/31/16
FREN 2303	Introduction to French Literature I	3/24/14	Spring 2016	8/31/16
FREN 2304	Introduction to French Literature II	3/24/14	Spring 2016	8/31/16
FREN 2306	Intermediate French Conversation	3/24/14	Spring 2016	8/31/16
GEOG 1304	Geography of Middle America	3/24/14	Spring 2016	8/31/16
GEOG 1305	Geography of North America	3/24/14	Spring 2016	8/31/16
GEOG 2312	Economic Geography	3/24/14	Spring 2016	8/31/16
GEOL 2105	Optical Mineralogy (Lab)	3/24/14	Spring 2016	8/31/16
GEOL 2305	Optical Mineralogy	3/24/14	Spring 2016	8/31/16
GEOL 2307	Introduction to Field Geology	3/24/14	Spring 2016	8/31/16
GEOL 2309	Mineralogy & Petrology I	3/24/14	Spring 2016	8/31/16
GEOL 2311	Mineralogy & Petrology II	3/24/14	Spring 2016	8/31/16
GEOL 2405	Optical Mineralogy	3/24/14	Spring 2016	8/31/16
GERM 1100	Conversational German I	3/24/14	Spring 2016	8/31/16
GERM 1110	Conversational German II	3/24/14	Spring 2016	8/31/16
GERM 1200	Conversational German I	3/24/14	Spring 2016	8/31/16
GERM 1210	Conversational German II	3/24/14	Spring 2016	8/31/16
GERM 1310	Conversational German II	3/24/14	Spring 2016	8/31/16
GERM 1311	Beginning German I	3/24/14	Spring 2016	8/31/16
GERM 1312	Beginning German II	3/24/14	Spring 2016	8/31/16
GERM 1313	Scientific German	3/24/14	Spring 2016	8/31/16

<b>COURSE</b>	<b>TITLE</b>	<b>ACGM ADVISORY COMMITTEE ACTION</b>	<b>Planned Removal from the ACGM</b>	<b>Funding Ends</b>
GERM 1413	Scientific German	3/24/14	Spring 2016	8/31/16
GERM 1511	Beginning German I	3/24/14	Spring 2016	8/31/16
GERM 1512	Beginning German II	3/24/14	Spring 2016	8/31/16
GREE 1311	Beginning Greek I	3/24/14	Spring 2016	8/31/16
GREE 1312	Beginning Greek II	3/24/14	Spring 2016	8/31/16
GREE 1411	Beginning Greek I	3/24/14	Spring 2016	8/31/16
GREE 1412	Beginning Greek II	3/24/14	Spring 2016	8/31/16
GREE 1511	Beginning Greek I	3/24/14	Spring 2016	8/31/16
GREE 1512	Beginning Greek II	3/24/14	Spring 2016	8/31/16
GREE 2311	Intermediate Greek I	3/24/14	Spring 2016	8/31/16
GREE 2312	Intermediate Greek II	3/24/14	Spring 2016	8/31/16
HECO 1101	Home Economics Perspectives	3/24/14	Spring 2016	8/31/16
HECO 1315	Food Preparation & Meal Management	3/24/14	Spring 2016	8/31/16
HECO 1320	Textiles	3/24/14	Spring 2016	8/31/16
HECO 1325	Housing & Interior Design I	3/24/14	Spring 2016	8/31/16
HECO 1326	Housing & Interior Design II	3/24/14	Spring 2016	8/31/16
HECO 1328	Clothing Selection, Design & Construction I	3/24/14	Spring 2016	8/31/16
HECO 1329	Clothing Selection, Design & Construction II	3/24/14	Spring 2016	8/31/16
HIST 2313	History of England I	3/24/14	Spring 2016	8/31/16
HIST 2314	History of England II	3/24/14	Spring 2016	8/31/16
HIST 2323	Eastern Civilizations (1 semester course)	3/24/14	Spring 2016	8/31/16
ITAL 1311	Beginning Italian I	3/24/14	Spring 2016	8/31/16
ITAL 1312	Beginning Italian II	3/24/14	Spring 2016	8/31/16
ITAL 1511	Beginning Italian I	3/24/14	Spring 2016	8/31/16
ITAL 1512	Beginning Italian II	3/24/14	Spring 2016	8/31/16
JAPN 1310	Conversational Japanese II	3/24/14	Spring 2016	8/31/16
JAPN 1311	Beginning Japanese I	3/24/14	Spring 2016	8/31/16
JAPN 1312	Beginning Japanese II	3/24/14	Spring 2016	8/31/16
JAPN 1511	Beginning Japanese I	3/24/14	Spring 2016	8/31/16
JAPN 1512	Beginning Japanese II	3/24/14	Spring 2016	8/31/16
KORE 1311	Beginning Korean I	3/24/14	Spring 2016	8/31/16
KORE 1312	Beginning Korean II	3/24/14	Spring 2016	8/31/16

<b>COURSE</b>	<b>TITLE</b>	<b>ACGM ADVISORY COMMITTEE ACTION</b>	<b>Planned Removal from the ACGM</b>	<b>Funding Ends</b>
KORE 1511	Beginning Korean I	3/24/14	Spring 2016	8/31/16
KORE 1512	Beginning Korean II	3/24/14	Spring 2016	8/31/16
LATI 1311	Elementary Latin I	3/24/14	Spring 2016	8/31/16
LATI 1312	Elementary Latin II	3/24/14	Spring 2016	8/31/16
LATI 1511	Elementary Latin I	3/24/14	Spring 2016	8/31/16
LATI 1512	Elementary Latin II	3/24/14	Spring 2016	8/31/16
MATH 1348	Analytic Geometry	3/24/14	Spring 2016	8/31/16
MATH 2316	Calculus IV	3/24/14	Spring 2016	8/31/16
MATH 2405	Discrete Mathematics	3/24/14	Spring 2016	8/31/16
MATH 2417	Accelerated Calculus I	3/24/14	Spring 2016	8/31/16
MATH 2419	Accelerated Calculus II	3/24/14	Spring 2016	8/31/16
MUSI 1166	Woodwind Class I	3/24/14	Spring 2016	8/31/16
MUSI 1167	Woodwind Class II	3/24/14	Spring 2016	8/31/16
MUSI 1178	Brass Class I	3/24/14	Spring 2016	8/31/16
MUSI 1179	Brass Class II	3/24/14	Spring 2016	8/31/16
MUSI 1186	Composition I	3/24/14	Spring 2016	8/31/16
MUSI 1187	Composition II	3/24/14	Spring 2016	8/31/16
MUSI 1189	Percussion Class II	3/24/14	Spring 2016	8/31/16
MUSI 1195	Strings Class I	3/24/14	Spring 2016	8/31/16
MUSI 1196	Strings Class II	3/24/14	Spring 2016	8/31/16
MUSI 1257	Opera Workshop I	3/24/14	Spring 2016	8/31/16
MUSI 1258	Opera Workshop II	3/24/14	Spring 2016	8/31/16
MUSI 1264	Jazz Improvisation II	3/24/14	Spring 2016	8/31/16
MUSI 1286	Composition I	3/24/14	Spring 2016	8/31/16
MUSI 1287	Composition II	3/24/14	Spring 2016	8/31/16
MUSI 1290	Electronic Music I	3/24/14	Spring 2016	8/31/16
MUSI 1291	Electronic Music II	3/24/14	Spring 2016	8/31/16
MUSI 1391	Electronic Music II	3/24/14	Spring 2016	8/31/16
MUSI 2157	Opera Workshop III	3/24/14	Spring 2016	8/31/16
MUSI 2158	Opera Workshop IV	3/24/14	Spring 2016	8/31/16
MUSI 2163	Jazz Improvisation III	3/24/14	Spring 2016	8/31/16
MUSI 2164	Jazz Improvisation IV	3/24/14	Spring 2016	8/31/16
MUSI 2166	Woodwind Class III	3/24/14	Spring 2016	8/31/16
MUSI 2167	Woodwind Class IV	3/24/14	Spring 2016	8/31/16
MUSI 2178	Brass Class III	3/24/14	Spring 2016	8/31/16

<b>COURSE</b>	<b>TITLE</b>	<b>ACGM ADVISORY COMMITTEE ACTION</b>	<b>Planned Removal from the ACGM</b>	<b>Funding Ends</b>
MUSI 2179	Brass Class IV	3/24/14	Spring 2016	8/31/16
MUSI 2183	Voice Class III	3/24/14	Spring 2016	8/31/16
MUSI 2184	Voice Class IV	3/24/14	Spring 2016	8/31/16
MUSI 2186	Composition III	3/24/14	Spring 2016	8/31/16
MUSI 2187	Composition IV	3/24/14	Spring 2016	8/31/16
MUSI 2188	Percussion Class III	3/24/14	Spring 2016	8/31/16
MUSI 2189	Percussion Class IV	3/24/14	Spring 2016	8/31/16
MUSI 2192	Guitar Class III	3/24/14	Spring 2016	8/31/16
MUSI 2193	Guitar Class IV	3/24/14	Spring 2016	8/31/16
MUSI 2195	Strings Class III	3/24/14	Spring 2016	8/31/16
MUSI 2196	Strings Class IV	3/24/14	Spring 2016	8/31/16
MUSI 2286	Composition III	3/24/14	Spring 2016	8/31/16
MUSI 2386	Composition II	3/24/14	Spring 2016	8/31/16
PHED 1151	Scuba Diving I	3/24/14	Spring 2016	8/31/16
PHED 1152	Scuba Diving II	3/24/14	Spring 2016	8/31/16
PHED 1153	Lifeguard Training	3/24/14	Spring 2016	8/31/16
PHED 1165	Drug Use & Abuse	3/24/14	Spring 2016	8/31/16
PHED 1251	Scuba Diving I	3/24/14	Spring 2016	8/31/16
PHED 1252	Scuba Diving II	3/24/14	Spring 2016	8/31/16
PHED 1253	Lifeguard Training	3/24/14	Spring 2016	8/31/16
PHED 1305	Personal/Community Health II	3/24/14	Spring 2016	8/31/16
PHED 1309	Sports Officiating II	3/24/14	Spring 2016	8/31/16
PHED 1332	Game Skills	3/24/14	Spring 2016	8/31/16
PHED 1333	Rhythm Skills	3/24/14	Spring 2016	8/31/16
PHED 1337	Introduction to Recreation II	3/24/14	Spring 2016	8/31/16
PHED 2155	Water Safety	3/24/14	Spring 2016	8/31/16
PHED 2255	Water Safety	3/24/14	Spring 2016	8/31/16
PHIL 2317	17th and 18th-Century Philosophy	3/24/14	Spring 2016	8/31/16
PHIL 2318	19th- and 20th-Century Philosophy	3/24/14	Spring 2016	8/31/16
PHYS 2427	University Physics III	3/24/14	Spring 2016	8/31/16
PORT 1311	Beginning Portuguese I	3/24/14	Spring 2016	8/31/16
PORT 1312	Beginning Portuguese II	3/24/14	Spring 2016	8/31/16
PORT 1511	Beginning Portuguese I	3/24/14	Spring 2016	8/31/16
PORT 1512	Beginning Portuguese II	3/24/14	Spring 2016	8/31/16

<b>COURSE</b>	<b>TITLE</b>	<b>ACGM ADVISORY COMMITTEE ACTION</b>	<b>Planned Removal from the ACGM</b>	<b>Funding Ends</b>
RUSS 1311	Beginning Russian I	3/24/14	Spring 2016	8/31/16
RUSS 1312	Beginning Russian II	3/24/14	Spring 2016	8/31/16
RUSS 1511	Beginning Russian I	3/24/14	Spring 2016	8/31/16
RUSS 1512	Beginning Russian II	3/24/14	Spring 2016	8/31/16
SGNL 1201	Beginning American Sign Language I	3/24/14	Spring 2016	8/31/16
SGNL 1202	Beginning American Sign Language II	3/24/14	Spring 2016	8/31/16
SGNL 1501	Beginning American Sign Language I	3/24/14	Spring 2016	8/31/16
SGNL 1502	Beginning American Sign Language II	3/24/14	Spring 2016	8/31/16
SPAN 1311	Beginning Spanish I	3/24/14	Spring 2016	8/31/16
SPAN 1312	Beginning Spanish II	3/24/14	Spring 2016	8/31/16
SPAN 1511	Beginning Spanish I	3/24/14	Spring 2016	8/31/16
SPAN 1512	Beginning Spanish II	3/24/14	Spring 2016	8/31/16
SPCH 1146	Parliamentary Procedure	3/24/14	Spring 2016	8/31/16
VIET 1311	Beginning Vietnamese I	3/24/14	Spring 2016	8/31/16
VIET 1312	Beginning Vietnamese II	3/24/14	Spring 2016	8/31/16
VIET 1411	Beginning Vietnamese I	3/24/14	Spring 2016	8/31/16
VIET 1412	Beginning Vietnamese II	3/24/14	Spring 2016	8/31/16
VIET 1511	Beginning Vietnamese I	3/24/14	Spring 2016	8/31/16
VIET 1512	Beginning Vietnamese II	3/24/14	Spring 2016	8/31/16
VIET 2311	Intermediate Vietnamese I	3/24/14	Spring 2016	8/31/16
VIET 2312	Intermediate Vietnamese II	3/24/14	Spring 2016	8/31/16

Committee on Academic and Workforce Success

AGENDA ITEM V-E

Update on the progress of the Align Adult Basic Education and Postsecondary Education Report, Rider 27, General Appropriations Act, House Bill 1, Section III

RECOMMENDATION: No action required

Background:

Rider 27 of the General Appropriations Act, House Bill 1, 84th Texas Legislature, Regular Session, directs the Texas Higher Education Coordinating Board (THECB) to "coordinate with the Texas Education Agency (TEA) and Texas Workforce Commission (TWC) to prepare a report on the alignment of Adult Education and Literacy (AEL) and postsecondary education." The goals of this effort is "to increase the number, success and persistence of students transitioning to postsecondary education from AEL programs and students enrolled in basic academic skills education courses and interventions."

Rider 27 designates the THECB as the lead agency in partnership with and input from representatives from the TWC and TEA. The report is due to the House Committee on Higher Education, House Appropriations Committee, Senate Education Committee, Senate Finance Committee, the Governor, Legislative Budget Board, and TWC by May 1, 2016. The report updates recommendations from a similar report submitted in May 2014 (Rider 28, General Appropriations Act, Senate Bill 1, 83rd Texas Legislature, Regular Session, Section 28, pages III-43 and III-50) and provides new or revised recommendations related to:

- Outreach, referrals, persistence interventions, and advising;
- Assessment, curriculum, and instruction aligned to integrated or intensive program models;
- State-level accountability systems to monitor performance;
- AEL to postsecondary performance measures;
- Accelerate Texas data and program evaluation;
- General Educational Development (GED®) test data;
- Standards to enhance data quality and sharing among state agencies and service-providers; and
- Grants and other institutional funding models (including Federal Funds and Other Funds) to maximize effective use of limited General Revenue Funds.

The report will also include a summary of funding received by providers under the TWC's AEL program (2012-2015), the percentage of AEL students in postsecondary education from AEL funded programs, the enrollments and completions for the THECB Accelerate TX program (2012-2016), and the enrollments of students in Basic Academic Skills Education non-course, competency-based options (BASE NCBOs). The full report will not be completed in time for the March committee meeting, but will be available for review in advance of the April Board meeting.

Jerel Booker, Assistant Commissioner for College Readiness and Success, is available to answer questions.

The report will also include a summary of funding received by providers under the TWC's AEL program (2012-2015), the percentage of AEL students in postsecondary education from AEL funded programs, the enrollments and completions for the THECB Accelerate TX program (2012-2016), and the enrollments of students in Basic Academic Skills Education non-course, competency-based options (BASE NCBOs). The full report will not be completed in time for the March committee meeting, but will be available for review in advance of the April Board meeting.

Jerel Booker, Assistant Commissioner for College Readiness and Success, is available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-F

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Nursing, Allied Health and Other Health-related Education Grant Program

RECOMMENDATION: Approval to issue the Request for Applications (RFA) for the Nursing, Allied Health and Other Health-related Education Grant Program

Background Information:

The Coordinating Board requests applications from hospitals and institutions of higher education that offer programs leading to the initial licensure of registered nurses to award grants through the Nursing, Allied Health and Other Health-related Education Grant Program. The Program was established as a result of the State's Multi-State Tobacco Lawsuit Settlement (Texas Education Code, Sections 63.202 (f) and (g)). Grants are funded by the interest earnings from the permanent fund for the Program, which was created in 1999 as a result of the Settlement.

For the 2014-2015 biennium, grants were awarded under the Program to support projects that investigate specific clinical competency validation tools to improve new graduates' transition into nursing practice, research an instructional model encompassing an effective range and distribution of clinical contact hours to prepare competent graduates, and amplify instruction using simulation at institutions yet to take full advantage of the learning technology. Through the grants, the Coordinating Board sought to address limited resources for clinical placement that often restrict enrollment capacity and competency gaps that could lead to high attrition rates.

Consistent with the goals of *60x30TX*, for the 2016-2017 biennium, the RFAs will continue to address enrollment and competency development in initial nursing licensure programs by soliciting projects that focus on developing simulation instruction, validating student competencies, and enhancing faculty development. The RFAs, expected to be released in summer 2016, will contain background information, definitions, instructions, award criteria, and forms for completing the applications. Applications will be evaluated by agency staff and nursing professionals based on a standard set of criteria, and the highest scored applications will be recommended for grant awards. Approximately \$10 million will be available for awards in the 2016-2017 biennium.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-G

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for new Comprehensive Student Success Projects, and to provide additional funds for the expansion of previously approved, successful projects

Total Project Cost: Up to \$500,000  
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 staff request approval to issue a Request for Applications (RFA) to fund awards to public institutions of higher education (IHEs), to implement evidence-based student success strategies and best practices.

Background Information:

Since April 2011, IHEs have participated in the Comprehensive Student Success Program (CSSP), originally funded by the College Access Challenge Grant from the United States Department of Education. CSSP grants were for IHEs to implement interventions that impact college readiness and success, particularly for first-generation college students. CSSP aims to improve student completion in courses that historically have high failure and/or withdrawal rates, for IHE's to modify policies or practices that may have served as barriers to student engagement and success, to increase faculty involvement in review of student progress, and generally, to expand community and academic services to support students.

Best practices and strategies emerging from the CSSPs include, but are not limited to

- development of peer instructional models in entry-level courses;
- use of competency exams in first-year math courses;
- implementation of early alert systems and ongoing communications with at-risk students;
- design of comprehensive advising and counseling approaches to increase student usage of support services;
- integration of learning strategies into first-year courses; and
- application of flipped-classroom engagement practices.

The CSSPs had the following measurable impacts.

- Course performance was generally better in CSSP courses than in matched comparison courses, though there was variation within IHEs by course subject as well as across IHEs.
- There was a statistically significant and relatively large impact of CSSP on credit accrual: on average, students participating in CSSP courses earned more credits than their non-CSSP counterparts (33% to 37% more among student cohort 1 across three years, 28% to 29% more among student cohort 2 across two years, and 26% more among cohort 3 in its first year).
- There was a positive impact of CSSP on student persistence, though the relationship was not as strong as shown in analyses exploring credit accrual, and the pattern was not as robust. Though an effect was found when pooling across all schools, the effect did not emerge independently at individual IHEs. In addition, persistence could not be examined for student cohort 3, who were in their first year of college at the time of this evaluation.

In alignment with the higher education strategic plan, *60x30TX*, this phase of the CSSP will continue to address college success and completion by soliciting projects that focus on the implementation of the strategies and practices identified above. The RFA will be released in spring 2016. Institutions that have implemented success projects in the past may receive preference points when submitting an application.

Jerel Booker, Assistant Commissioner for College Readiness and Success, is available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-H

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Architecture Field of Study Advisory Committee

RECOMMENDATION: Appoint members:

Dr. Elton Abbott	Ms. Lahib Jaddo
Dr. Murad Abusalim	Ms. Smilja Milovanovic-Bertram
Dr. Vincent Canizaro	Mr. Arnold Radman
Ms. Erlene Clark	Dr. Ikhlas Sabouni
Ms. Nan Ellin	Ms. JoAnn Shimek
Mr. James Glusing	Mr. Douglas Vail
Mr. Ken Gorski	Ms. Laura Wright

Background Information:

Coordinating Board staff requests appointment of individuals to the Architecture Field of Study 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 architecture degree program into which the student transfers. Students completing the Architecture Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this Committee before they were nominated. Each university system or institution of higher education which offers an undergraduate architecture degree program was invited to nominate an individual to this Committee. The nominated individuals equitably represent the different types of institutions of higher education.

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 Architecture Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

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

Brief summaries of the nominees:

**Dr. Elton Abbott, AIA** is Associate Dean for International Programs and Initiatives at Texas A&M University. Dr. Abbott is a registered architect and fully familiar with the reality of the architectural education and practice.

**Dr. Murad Abusalim** is Instructor in Architecture at Texas Southmost College. Dr. Abusalim has collaborated with the College of Architecture at Texas Tech University and was instrumental in establishing a transfer agreement between Texas Southmost College and Texas Tech University, and has served as a member of a taskforce charged with modifying all architectural course descriptions and learning outcomes in the Academic Course Guide Manual (ACGM).

**Dr. Vincent Canizaro** is Chair of the Department of Architecture at The University of Texas at San Antonio. Dr. Canizaro is a registered architect, has extensive experience in curriculum development, and has been teaching architecture at the graduate and undergraduate levels since 1996.

**Ms. Erlene Clark, AIA** is Professor and Architectural Coordinator in the Architectural and Engineering Computer Aided Design Department at Austin Community College. Ms. Clark has served on various work group architecture projects and learning outcomes and course descriptions for the Academic Course Guide Manual.

**Ms. Nan Ellin** is Dean of the College of Architecture, Planning and Public Affairs at The University of Texas at Arlington. Ms. Ellin has a deep knowledge of Architecture courses and content, has experience developing and assessing learning outcomes, and is knowledgeable about program approval and accreditation requirements.

**Mr. James Glusing** is Assistant Professor of Architectural Engineering in the Department of Civil and Architectural Engineering at Texas A&M University – Kingsville. Mr. Glusing serves as Architectural Engineering program coordinator, was the primary force behind the development of the Institute of Architectural Engineering Heritage on the Texas A&M University-Kingsville campus, has received several prestigious awards, and owns a patent.

**Mr. Ken Gorski** is Architecture Professor and Discipline Coordinator at El Paso Community College (EPCC). Mr. Gorski has been involved in the development and continuous growth of the architecture department, and has led the institution in establishing agreements that facilitated the transfer of EPCC architecture graduates to Texas Tech University and other architecture schools across the state.

**Ms. Lahib Jaddo** is Assistant Dean of Recruitment and Associate Professor in the College of Architecture at Texas Tech University. Ms. Jaddo directs the College of Architecture initiative to coordinate architecture curriculum with community colleges, and has knowledge of the issues associated with transferring of credits in this discipline.

**Ms. Smilja Milovanovic-Bertram** is Associate Professor in the School of Architecture at The University of Texas at Austin. Ms. Milovanovic-Bertram has experience developing and assessing course-level learning outcomes and possesses a working knowledge of criteria for program approval and accreditation.

**Mr. Arnold Radman** is Instructor and Coordinator in the Architectural Technology at Tarrant County College. Mr. Radman serves as a board member for the Coalition of Community College Architectural Programs and as a representative to the American Institute for Architecture's Education Committee.

**Dr. Ikhlas Sabouni** is Professor and Dean of the School of Architecture at Prairie View A&M University. Dr. Sabouni is a distinguished professor with the Association of the Schools of Architecture (ACSA) and chairs many accreditation visits with the National Architecture Accreditation Board (NAAB) in the U.S. and abroad.

**Ms. JoAnn Shimek** is Program Director for Engineering Design and Construction Management at Wharton County Junior College. Ms. Shimek has served on various committees and received numerous honors. Her extensive background and field experience has contributed to the development of the Construction Management degree plan for the college.

**Mr. Douglas Vail, AIA, NCARB, RAS** is Program Coordinator and Faculty for Architecture at Dallas County Community College District – El Centro College. Mr. Vail is a registered architect and is in the process of developing the school's expanding Architectural curriculum.

**Ms. Laura Wright** is Interim Chair of the Department of Technology Education and Assistant Professor of Architectural/ Drafting Technology at Del Mar College. Ms. Wright is Chair of the Youth Public Awareness Committee for the Texas Society of Architects, a member of the Building Partnerships in Architectural Education, and speaker and member of the Coalition of Community College Architecture Programs.

Committee on Academic and Workforce Success

AGENDA ITEM V-I

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Architecture and Construction Career Cluster Program of Study Advisory Committee

RECOMMENDATION: Appoint members:

Mr. Aurelio J. Aguilar  
Dr. Orlando Bagcal  
Mr. David Campos  
Ms. Elizabeth Castro  
Mr. Troy DeFrates  
Ms. Lindsey Geeslin  
Mr. Jerry Graeber  
Mr. Craig Jeffrey

Mr. Walter F. Pate  
Ms. Natalie Smith  
Mr. Ray Tonjes  
Mr. Ricardo Uribe  
Ms. Tiara Woods  
Ms. Laura Wright

Background Information:

Coordinating Board staff requests appointment of individuals to the Architecture and Construction Program of Study Advisory Committee.

The Texas Education Code, Section 61.8235, directs the Coordinating Board to develop program of study curricula for various career and technical education programs offered by Texas public community and technical colleges. The Committee will be charged with reviewing and making recommendations from sub-committees charged with identifying the sequence of courses which make up the requirements for architecture and construction programs.

The nominated individuals are representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts who have content knowledge in architecture and construction programs. Each Texas public community and technical college was invited to nominate an individual to this Committee. Additionally, the Texas Education Agency, Texas Workforce Commission, and various trade and industry groups were solicited for nominations.

Tasks assigned to the Committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Architecture and Construction Program of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

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

Brief summaries of the nominees:

**Mr. Aurelio J. Aguilar** is Construction Technology Engineering Instructor at Houston Community College. Mr. Aguilar has developed construction curriculum at the college, is knowledgeable of the criteria for program approval and accreditation, and is well connected with the construction industry.

**Dr. Orlando Bagcal** is Associate Professor of Construction at Tarrant County College. Dr. Bagcal is an active member of the American Council for Construction Education. He has experience in developing and presenting curriculum changes in compliance with Southern Association of Colleges and Schools (SACS) and professional accreditation.

**Mr. David Campos** is Instructor and Program Chair for the Drafting and Design Program at Texas State Technical College – Harlingen. Mr. Campos has several years of industry experience in architecture and construction and understands curriculum development.

**Ms. Elizabeth Castro** is a Teacher at Skyline High School in the Dallas Independent School District in Dallas, Texas. She teaches in the Architecture Cluster.

**Mr. Troy DeFrates** is Department Chair of Welding Technology at Austin Community College. Mr. DeFrates is a professional craftsman, with a strong understanding of the demands, strengths, and opportunities of the construction trades industry.

**Ms. Lindsey R. Geeslin** is Association Manager of the Texas Masonry Council in Waco, Texas. Ms. Geeslin has a masonry and construction background, is established as a masonry specialist, and serves as a member of the Greater Waco Advanced Manufacturing Academy, the Texas Construction Association, and the Texas Society of Association Executives.

**Mr. Jerry Graeber** is Project Manager/Estimator at Leonard Contracting in San Antonio, Texas. Mr. Graeber has participated in a formal Apprenticeship program with the Department of Labor, is Occupational Safety and Health Administration (OSHA) certified, has completed all the requirements to receive the National Center for Construction Education and Research certification as a craftsman, and is a Certified Instructor in the construction field.

**Mr. Craig Jeffrey** is Assistant Dean of Visual and Performing Arts and Kinesiology, and Instructor of Architecture at Blinn College. Mr. Jeffrey has worked with several four-year institutions on creating transfer agreements in the Architecture, Landscape Architecture, Urban and Regional Planning, and Construction Science.

**Mr. Walter F. Pate** is President of Pate & Associates Architects and Owner of Texas Classic Homes in Midland, Texas. Mr. Pate is a registered architect, has provided architectural services to both private and public clients for commercial, retail, institutional, and residential projects; and serves on the Midland College "Computer Graphics Advisory Committee" and Educate Texas – Midland ISD Facilities Taskforce.

**Ms. Natalie Smith** is Senior Manager of Workforce Development at KBR, Inc. in Houston, Texas. Ms. Smith is a former educator, has participated in architecture and construction standards development for other states, formerly implemented craft education with industry, and has experience serving on both industry committees for certification standards and on secondary and post-secondary advisory boards.

**Mr. Ray Tonjes** is President and Owner of Ray Tonjes Builder, Inc. in Austin, Texas. Mr. Tonjes was one of the first "Austin Energy Star" builders, was a founding Chairman of the Board for the Green Building Initiative, has served on the City of Austin's "Zero-Energy Capable Home 2015" Task Force, and the State of Texas Residential Energy Efficiency Advisory Committee.

**Mr. Ricardo Uribe** is Instructor of Engineering Graphics and Design at Brazosport College. Mr. Uribe has worked as a designer in California and Texas, understands industry needs, and has applied this diverse knowledge to the classroom working with students.

**Ms. Tiara Woods** is Architecture Instructor at Carl Wunsche Senior High in Spring ISD, in Houston, Texas. Ms. Woods updates and revises architecture curriculum that is used in the school district, holds industry certifications including Leadership in Energy and Environment Design (LEED) and OSHA, and uses her field background and experience in classroom instruction.

**Ms. Laura Wright** is Interim Chair of Technology Education and Assistant Professor of Architectural/Drafting Technology at Del Mar College. Ms. Wright served on the Architecture Learning Outcomes Workshop during summer 2015, is a member of the Building Partnerships in Architectural Education, and is a speaker and member of the Coalition of Community College Architecture Programs.

Committee on Academic and Workforce Success

AGENDA ITEM V-J

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Health Science Career Cluster Program of Study Advisory Committee

RECOMMENDATION: Appoint members:

Ms. Kandace Beckham	Ms. Ana Mejia-Dietche
Ms. Helga Carrion	Ms. Kimberly Miller
Dr. Evangeline DeLeon	Ms. Donna Moore
Ms. Carol Derkowski	Ms. Lori Moseley
Ms. Kathi Hakes	Dr. Lula Westrup Pelayo
Dr. Janice I. Hooper	Ms. Susan Elaine Perez
Dr. Abe Johnson	Ms. Tricia Scott
Ms. Wanda Johnston	Dr. Bryan Stewart
Ms. Sue Ann Lopez	Ms. Michelle Trubenstein
Ms. Shirley MacNeill	Ms. Sally Williams
Mr. Don Martin	

Background Information:

Coordinating Board staff requests appointment of individuals to the Health Science Program of Study Advisory Committee.

The Texas Education Code, Section 61.8235, directs the Coordinating Board to develop program of study curricula for various career and technical education programs offered by Texas public community and technical colleges. The Committee will be charged with reviewing and making recommendations from sub-committees charged with identifying the sequence of courses which make up the requirements for health science programs.

The nominated individuals are representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts who have content knowledge in health science programs. Each Texas public community and technical college was invited to nominate an individual to this Committee. Additionally, the Texas Education Agency, Texas Board of Nursing, Texas Workforce Commission, and various trade and industry groups were solicited for nominations.

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 Science Program of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

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

Brief summaries of the nominees:

**Ms. Kandace Beckham** is an Educational Specialist for School Security, Health, Wellness, and Career and Technical Education (CTE) at Education Service Center (ESC) - Region 12 and has a background in Respiratory Therapy. She is also a founding board member of the Greater Waco Advanced Health Care Academy (GWACHA) in Waco, Texas.

**Ms. Helga Carrion** is a full-time faculty member of the Nutrition Department and Coordinator of Health Professions and Related Sciences of El Paso Community College. Since August 2013, she has been responsible for the coordination of eight classes with a total of 40 sections and manages dual credit classes in several high schools and technical centers.

**Dr. Evangeline DeLeon** is Department Chair of Nurse Education and a professor at Del Mar College. With a background in allied health programs, pediatrics, and home health nursing, Dr. DeLeon is an active member of the Texas Board of Nursing Task Force to study the implementation of nurse education programs in Texas and works closely with the RN-BSN Future for the Coastal Bend.

**Ms. Carol Derkowski** is the Division Chair of Allied Health and the Director of Dental Hygiene at Wharton County Junior College. As Division Chair for eight years, she has worked with allied health programs to establish and revise curriculum and possesses thorough knowledge about accreditation processes of numerous allied health programs.

**Ms. Kathi Hakes** is Program Manager of Talent Development at Parkland Hospital in Dallas, Texas. She is responsible for Parkland's Rise to Success Fellowship Program, which creates a pipeline of future healthcare professionals by developing participating high school graduates through a structured career path leading to a healthcare career at Parkland.

**Dr. Janice I. Hooper, RN, FRE, FAAN** is Lead Nursing Consultant for Education at the Texas Board of Nursing in Austin, Texas. Dr. Hooper has extensive experience in pre-licensure nursing education as a former faculty member and dean of health sciences, is the lead nursing consultant for education at the Texas Board of Nursing and chair of the National Council Licensure Examination (NCLEX) Committee of the National Council of State Boards of Nursing, and has consulted on initiatives aimed to seamlessly transition students, including the piloting of a common concept-based curriculum in pre-licensure education programs.

**Dr. Abe Johnson** is Vice President and Provost of Collin College. He was formerly Dean of Health Sciences. Dr. Johnson has led two successful initial program accreditations Commission on Accreditation of Allied Health Education Programs (CAAHEP) and four program reaffirmations (Nursing, Respiratory Care, Surgical Technology, and Dental Hygiene).

**Ms. Wanda Johnston** is the Career Technical Education Department Chair in Health Science at Memorial High School in San Antonio, and has a background in nuclear medicine technology and radiation control. She currently teaches the Principles of Health Science.

**Ms. Sue Ann Lopez** is Dean of Health Occupations at South Plains College. Ms. Lopez provides oversight and leadership for 10 different Allied Health and Nursing programs in addition to providing administrative support for South Plains' Center for Clinical Excellence.

**Ms. Shirley MacNeill** is the Program Coordinator of the Upward Mobility LVN to ADN Program at Lamar State College - Port Arthur. Her experience includes developing Health Science curriculum, and developing and accessing course-level learning outcomes. She also possesses a

working knowledge of criteria for program approval and accreditation and was responsible for rewriting curriculum for the Upward Mobility Nursing program.

**Mr. Don Martin** is Associate Dean of Allied Health at Dallas County Community College District - El Centro and has oversight of curriculum across the allied health spectrum for programs in nine allied health disciplines. He participated in the Workforce Education Course Manual (WECM) Discipline Review Workshops and WECM 60 SCH Negotiated Rules Workshop in 2015.

**Ms. Ana Mejia-Dietche, JD**, is Executive Director at Healthcare Workforce Alliance of Central Texas in Austin, Texas. Ms. Mejia-Dietche has a background in health and employment law, and works directly with industry and education at the high school, college, and graduate levels; manages a clinical rotation scheduling system that coordinates several thousand placements a year; and provides information to the Legislature regarding nursing practice in Central Texas.

**Ms. Kimberly Miller** is a Health Science Instructor at Plano Senior High School, has eight years of teaching experience, and previously worked as an LVN for 18 years. She also works with the online health team at Plano ISD and has written online health curriculum as well as medical terminology curriculum for Plano ISD.

**Ms. Donna Moore** is Associate Professor of Allied Health at Austin Community College. Ms. Moore is responsible for the development of Health Science curriculum and course-level learning outcomes.

**Ms. Lori Moseley** is Dean of Instruction of Health and Community Services at Hill College. Ms. Moseley was part of the Vocational Nursing (VN) faculty and then VN Director before moving on to add the ADN program and taking the lead on curriculum changes for the ADN program.

**Dr. Lula Westrup Pelayo** is District Director of Nursing and Allied Health Programs at the Alamo District. Under her direction, the nursing department at San Antonio College has received several grants to improve the outreach and instruction of students.

**Ms. Susan Elaine Perez** is a teacher of Principles of Health Science, Emergency Medical Technician (EMT), and Pharmacy Technologies at Frenship High School, a public high school located west of Lubbock. Ms. Perez serves as faculty leader of the Health Science Advisory Committee, works with junior colleges, and serves as a faculty advisor for students participating in area and state Health Occupations Students of America (HOSA) competitions.

**Ms. Tricia Scott** is Director of Workforce Development at Hospital Corporation of America (HCA) North Texas in Irving, Texas. Texas Health Resources and HCA have partnered with El Centro Community College to provide job training using a Skills Development Fund grant from the Texas Workforce Commission.

**Dr. Bryan Stewart** is Vice President for Academic Affairs at the Trinity River Campus at Tarrant County College and served as a key member of the design team for the new Nursing and Allied Health facility. He works closely with ISDs and is the supervisor of the Texas Academy of Biology Science Early College High School.

**Ms. Michelle Trubenstein** is Dean of Health Professions at Howard College and has served 15 years as a faculty member and instructional leader for the health professions divisions at Howard College-San Angelo. She also has 16 years of experience as Lead/Staff Therapist (Respiratory Care) in a hospital setting.

**Ms. Sally Williams** is Workforce Center Director at Dallas-Fort Worth Hospital Council Foundation in Irving, Texas. Ms. Williams works with numerous stakeholders on North Texas Collaborative Activities, including hospital employers, academic institutions with healthcare training/educational programs, and community organizations. She also serves on the Board of Nursing Task Force.

Committee on Academic and Workforce Success

AGENDA ITEM V-K

Consideration of adopting the staff recommendation to the Committee relating to the appointment of a member to the Learning Technology Advisory Committee (LTAC)

RECOMMENDATION: Appoint member:

Chantell Hines, Lone Star College

Background Information:

Coordinating Board staff is requesting a member appointment for the Learning Technology Advisory Committee to replace Christina Cross, an institutional representative from Lone Star College, who stepped down. Board staff will seek confirmation of the appointment to complete the vacant member's term at the April 2016 Board meeting.

Coordinating Board Rules, Section 1.135 establishes the Learning Technology Advisory Committee 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 institutions of higher education. The members are appointed for three-year staggered terms. The committee meets four to six times per year. Ms. Christina Cross' term would have ended in 2016 and will be completed by Dr. Chantell Hines.

A brief summary of the nominee's academic credentials are as follows:

Chantell Hines, PhD, Executive Director - LSC-Online – Lone Star College  
PhD in Psychology – Capella University  
MA in Counseling – Prairie View A&M University  
BS in Psychology – Prairie View A&M University

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

Committee on Academic Workforce and Success

AGENDA ITEM V-M

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

RECOMMENDATION: Information item only

Background Information:

Pursuant to Chapter 7, Subchapter A, Section 7.7(5), Closure of an Institution, requires that the Texas Higher Education Coordinating Board (THECB) 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.

**Le Cordon Bleu-Austin**

Le Cordon Bleu-Austin, 3110 Esperanza Crossing, Suite 100, Austin, TX 78758, is owned by Career Education Corporation (CEC). The campus ceased enrollment of new students as of January 2016. The expected closure date for the campus is September 29, 2017, after current students have finished their programs. Student records and transcripts will be available through the CEC Headquarters, 231 North Martingale Road, Schaumburg, IL 60173 in both hard-copy and electronic formats. The Coordinating Board was notified on December 22, 2015. The institution's Certificate of Authorization will be cancelled upon notification that the campus has completed its teach-out and is closed.

**Le Cordon Bleu-Dallas**

Le Cordon Bleu-Dallas, 11830 Webb Chapel Road, Suite 1200, Dallas, TX 75234, is owned by Career Education Corporation (CEC). The campus ceased enrollment of new students as of January 2016. The expected closure date for the campus is September 29, 2017, after current students have finished their programs. Student records and transcripts will be available through the CEC Headquarters, 231 North Martingale Road, Schaumburg, IL 60173 in both hard-copy and electronic formats. The Coordinating Board was notified on December 22, 2015. The institution's Certificate of Authorization will be cancelled upon notification that the campus has completed its teach-out and is closed.

**Nova Southeastern University-Justin**

Nova Southeastern University-Justin, 2001 Texan Drive, Justin, TX 76247, operated a teaching site at the Northwest Independent School District in Justin. The campus closed February 26, 2016. All students had previously completed their program or ground-based instruction. Student records and transcripts will be available through the main campus, Registrar's Office, Nova Southeastern Avenue, Fort Lauderdale, FL 33314. The Coordinating Board was notified on January 16, 2016. The institution's accreditor, SACS-COC, was notified January 7, 2016. The institution's Certificate of Authorization is cancelled as of the date of closure.

Committee on Academic and Workforce Success

AGENDA ITEM V-N

Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2016 Texas Higher Education Star Awards

RECOMMENDATION: Adopt guidelines

Background Information:

The Texas Higher Education Star Award was originally established by the Texas Higher Education Coordinating Board 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*, which brought Texas from 2000 to 2015. At the 2015 Texas Higher Education Leadership Conference/State of Higher Education Luncheon held in Austin on November 20, 2015, the Board recognized seven finalists and presented one award for an outstanding, particularly innovative and potentially transformative program at the 15th annual Texas Higher Education Star Awards Ceremony.

The state's new higher education plan, *60x30TX*, adopted by the Coordinating Board on July 23, 2015, builds on the success of *Closing the Gaps* and is designed to establish a globally competitive workforce in Texas by 2030. Given the success of the Star Award program, staff recommends continuing the program, albeit with revised guidelines to reflect the goals of the new higher education plan. As with the original Star Award for Closing the Gaps program, staff recommends recipients receive a custom-designed award and public recognition for their efforts in the fall at the annual Texas Higher Education Leadership Conference.

Staff recommends the following changes for the 2016 Star Award:

1. Reducing the number of potential awards annually from "up to 12" to "up to 7," based on the maximum number of Star Awards presented in any given year during the period 2001 to 2015.
2. Revising recognition for exceptional contributions toward meeting one or more of the goals of *Closing the Gaps by 2015* – Participation, Success, Excellence, and Research – to recognition for exceptional contributions toward meeting one or more of the goals of *60x30TX*:
  - a. Increasing the postsecondary educational attainment level of the state's 25- to 34-year-old population (The Overarching Goal).
  - b. Increasing the number of students completing a certificate, associate, bachelor's, or master's from an institution of higher education in Texas (Completion Goal).
  - c. Increasing the number of programs with identified marketable skills at Texas public institutions of higher education (Marketable Skills Goal).

- d. Implementing programs or cost efficiencies that help to ensure that undergraduate student loan debt will not exceed 60 percent of first-year wages (Student Debt Goal).
- 3. Revising the category of groups and organizations in Texas eligible for the Star Award from "groups and organizations in Texas (such as those that help promote a college-going culture)" to "groups and organizations in Texas (such as those that help promote student completion of a certificate or degree, or help reduce student loan debt)."
- 4. Revising the criteria for the Star Award to reflect the goals of *60x30TX* as stated above, and in recognition that programs, projects, and activities; groups and organizations; and partnerships will not yet have been helping to achieve the goals of the new plan for a period of three years. Instead, programs/organizations/partnerships will need to clearly demonstrate improvement and excellence through the use of benchmarks and other comparison data that allow progress to be monitored and evaluated.

Dr. Mary Smith, Assistant Deputy Commissioner for Academic Planning and Policy, will be prepared to review the proposed guidelines.

**TEXAS HIGHER EDUCATION STAR AWARD  
FOR HELPING TO ACHIEVE THE GOALS OF *60x30TX*  
2016 APPLICATION PROCESS AND GUIDELINES**

**Purpose**

The Texas Higher Education Star Award was originally established by the Texas Higher Education Coordinating Board 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*, which brought Texas from 2000 to 2015. The state's new higher education plan, *60x30TX*, adopted by the Coordinating Board on July 23, 2015, builds on the success of *Closing the Gaps* and is designed to establish a globally competitive workforce in Texas by 2030.

Given the success of the Star Award program, the program is being continued, albeit with revised guidelines to recognize exceptional contributions toward meeting one or more of the goals of the new Texas higher education plan. As with the original Star Award for Closing the Gaps program, recipients will receive a custom-designed award and public recognition for their efforts in the fall at the annual Texas Higher Education Leadership Conference.

**Changes for the 2016 Star Award**

- The number of potential awards annually has been reduced from "up to 12" to "up to 7," based on the maximum number of Star Awards presented in any given year during the period 2001 to 2015.
- Recognition for exceptional contributions toward meeting one or more of the goals of *Closing the Gaps by 2015* – Participation, Success, Excellence, and Research – has been revised to reflect recognition for exceptional contributions toward meeting one or more of the goals of *60x30TX*:
  - a. Increasing the postsecondary educational attainment level of the state's 25- to 34-year-old population (The Overarching Goal).
  - b. Increasing the number of students completing a certificate, associate, bachelor's, or master's from an institution of higher education in Texas (Completion Goal).
  - c. Increasing the number of programs with identified marketable skills at Texas public institutions of higher education (Marketable Skills Goal).
  - d. Implementing programs or cost efficiencies that help to ensure that undergraduate student loan debt will not exceed 60 percent of first-year wages (Student Debt Goal).
- The category of groups and organizations in Texas eligible for the Star Award has been revised from "groups and organizations in Texas (such as those that help promote a college-going culture)" to "groups and organizations in Texas (such as those that help promote student completion of a certificate or degree, or help reduce student loan debt)."
- The criteria for the Star Award have been revised to reflect the goals of *60x30TX* as stated above, and in recognition that programs, projects, and activities; groups and organizations; and partnerships will not yet have been helping to achieve the goals of the new plan for a period of three years. Instead, programs/organizations/partnerships will need to clearly demonstrate improvement and excellence through the use of benchmarks and other comparison data that allow progress to be monitored and evaluated.

**Categories for the 2016 Star Award**

1. Programs, projects, and activities at Texas institutions of higher education;
2. Groups and organizations in Texas (such as those that help promote student completion of a certificate or degree, or help reduce student loan debt); and
3. Partnerships (among higher education institutions, public/private schools/districts, businesses, or the community).

**Eligibility for the 2016 Star Award**

1. Programs, projects, and activities at Texas institutions of higher education that are helping to meet one or more of the goals of *60x30TX*, including those at:
  - public and independent two- and four-year colleges and universities;
  - public technical and state colleges;
  - public and independent health science centers; and
  - degree-granting career colleges and schools.
2. Groups and organizations in Texas that are helping to meet one or more of the goals of *60x30TX* (such as those that help promote student completion of a certificate or degree, or help reduce student loan debt), including:
  - businesses; and
  - community organizations.
3. Partnerships in Texas that are helping to meet one or more of the goals of *60x30TX*, including partnerships among:
  - public and independent higher education institutions as noted in eligibility category #1;
  - public and private schools or districts;
  - businesses; and
  - community organizations.

**Criteria for the 2016 Star Award**

1. Programs/projects/activities, groups/organizations, and partnerships must:
  - demonstrate successful outcomes in areas of: (1) the educational attainment of the state's 25- to 34-year-old population; (2) student completion of a certificate or degree; (3) the number of programs with identified marketable skills; or (4) 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;
  - clearly demonstrate improvement and excellence through the use of benchmarks and other comparison data that allow progress to be monitored and evaluated and that are attributable to the efforts of the program/organization/partnership; and
  - clearly demonstrate an efficient cost/benefit ratio per student.

**Review Process****Step One – Announcement and Call for Nominations**

The 2016 Star Award Program is announced by May 9, 2016. Coordinating Board staff will send the announcement and call for Star Award nominations to the following groups:

- 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, and public relations officers);
- Degree-granting career colleges and schools (presidents and executive officers);
- 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
- Chambers of Commerce of Texas' larger cities.

**Step Two – Nominations**

To be considered for the 2016 Star Award, completed nominations (including self-nominations) must be received at the Coordinating Board's offices by 5:00 p.m. on June 13, 2016.

Nominations must be submitted electronically as a pdf file via email to the following address: [StarAward@theccb.state.tx.us](mailto:StarAward@theccb.state.tx.us).

**Step Three – Notifications to Nominees**

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

**Step Four – Applications for Star Award**

A formal application form must be completed for (or by) each nominee for the Star Award. To be considered for the 2016 Star Award, completed applications must be received at the Coordinating Board's offices by 5:00 p.m. on July 18, 2016. Applications, including at least one letter of recommendation, must be submitted electronically as a pdf file via email to the following address: [StarAward@theccb.state.tx.us](mailto:StarAward@theccb.state.tx.us).

**Step Five – Internal Staff Review Panel Reviews All Applications**

A Coordinating Board Internal Staff Review Panel 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 recommended finalists to the Commissioner of Higher Education on the basis of criteria established for the 2016 Star Award. The Commissioner will recommend finalists to the Chair of the Coordinating Board. The Commissioner and 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 Coordinating Board members, three Texas business and community leaders, and three out-of-state higher education experts, will review the applications of all finalists and determine which of these finalists will be honored with the Star Award on the basis of criteria established for the 2016 Star Award.

**Step Seven – Notification to Finalists**

Coordinating Board staff will notify finalists by early September and invite them to attend a special ceremony during which Star Award winners will be announced and honored.

**Step Eight – Awards Presentation**

The 2016 Star Awards will be presented at the Coordinating Board's annual Texas Higher Education Leadership Conference, on a date still to be determined.

<b>Timeline for the 2016 Texas Higher Education Star Awards</b>	
<b>Dates in 2016</b>	<b>What Occurs</b>
May 6	<ul style="list-style-type: none"> <li>Nomination forms and supporting materials are posted to the Coordinating Board's website</li> </ul>
May 9	<ul style="list-style-type: none"> <li>Announcement of the 2016 Star Award Program</li> <li>Call for Star Award nominations</li> </ul>
June 13	<ul style="list-style-type: none"> <li>Nomination deadline</li> </ul>
June 17	<ul style="list-style-type: none"> <li>Nominees notified</li> </ul>
July 18	<ul style="list-style-type: none"> <li>Application deadline</li> </ul>
July 22 (on or about)	<ul style="list-style-type: none"> <li>Internal Staff Review Panel Planning Meeting</li> </ul>
July 22 – August 5	<ul style="list-style-type: none"> <li>Internal Staff Review Panel reviews all applications</li> </ul>
August 5 (on or about)	<ul style="list-style-type: none"> <li>Internal Staff Review Panel ballots due</li> <li>Internal Staff Review Panel Meeting</li> </ul>
August 12	<ul style="list-style-type: none"> <li>Internal Staff Review Panel recommends finalists to the Commissioner of Higher Education</li> </ul>
August 12 – August 18	<ul style="list-style-type: none"> <li>The Commissioner recommends finalists to the Chair of the Coordinating Board; actual finalists are determined</li> </ul>
August 19	<ul style="list-style-type: none"> <li>Finalists' applications are sent to the members of the External Review Committee</li> </ul>
August 19 – September 2	<ul style="list-style-type: none"> <li>External Review Committee reviews all finalists' applications</li> </ul>
September 2	<ul style="list-style-type: none"> <li>External Review Committee ballots due</li> </ul>
Week of September 5	<ul style="list-style-type: none"> <li>External Review Committee holds telephone conference on a date to be determined during the week of September 7</li> </ul>
September 15	<ul style="list-style-type: none"> <li>Finalists are notified and invited to attend the Texas Higher Education Star Awards Ceremony</li> </ul>
Fall 2016 (Date To Be Determined)	<ul style="list-style-type: none"> <li>2016 Awards presented at the Texas Higher Education Leadership Conference</li> </ul>

## Committee on Academic and Workforce Success

### AGENDA ITEM V-O

Consideration of adopting the staff recommendation to the Committee relating to the approval to amend existing contracts with institutions of higher education to continue the Advise TX college advising program, designed to increase the number of low-income, first-generation college, and underrepresented students who enter and complete higher education

Total Project Cost: \$4,000,000  
Source of Funds: Strategy B.1.17., Advise TX  
Authority: General Appropriations Act, House Bill 1, 84th Texas Legislature, Section 67, (page III-55)  
Texas Education Code, Section 61.0762(a)(4)  
Programs to Enhance Student Success

RECOMMENDATION: Approval

The Texas Higher Education Coordinating Board (THECB) staff request approval to provide amendments to contracts with Texas A&M University, The University of Texas at Austin, Texas Christian University, and Trinity University for the Advise TX program. The Coordinating Board approved funding for the Advise TX Program under the federal College Access Challenge Grant (CACG) Program in July 2010, July 2011, July 2012, and July 2013. The Committee on Academic and Workforce Success approved General Revenue funding for the Advise TX program in July 2014 in accordance with Board Rule, Texas Administrative Code, Chapter 19, Section 1.16 (b); which allows the Board committee to which an item is assigned to approve all requests relating to that item for the purchase of materials or services if the cost for those materials or services is greater than \$100,000 but less than or equal to \$750,000. During the 84th Session, the Texas Legislature approved \$2 million per year in funding for the program. The Coordinating Board approved the first year funding of \$2 million in July 2015.

The program is a priority program of the current Texas higher education plan, *60x30TX*. Advise TX College Advising Corps (Advise TX CAC) has the primary goal of raising the rates of college enrollment and completion among low-income and first-generation college students. The premise of Advise TX is that many qualified students are deterred from pursuing higher education by non-academic barriers, including lack of information about college admissions and financial aid. Advise TX CAC had been sponsored by the THECB through the federal College Access Challenge Grant (CACG) and private entities, foundations, and businesses, including College For All Texans (CFAT) and the College Advising Corps (CAC).

Federal CACG funding ended August 13, 2014. In order to continue the program, the Coordinating Board secured funds for the remainder of FY 2014, through August 31, 2015, using General Revenue transfers of funds within the THECB, CAC provided funds, and a grant from the Texas Workforce Commission.

Program implementation is based on a Memorandum of Understanding (MOU) between the THECB, the CAC, and CFAT. Under the MOU, the THECB agreed to collaborate with CAC and CFAT on program implementation, fundraising, awareness, programmatic improvements, and program evaluation.

The entire Advise TX program budget is \$5.1 million to support 109 high schools. The THECB's \$4.0 million will allow each institution to receive a portion (almost 40%) of their Advise TX budget. The remaining funds will come from CAC and the participating school districts.

<b>Partner Institution</b>	<b>Amendment Amount (Year 2)</b>
Texas A&M University	\$990,000
Texas Christian University	\$390,000
The University of Texas at Austin	\$335,000
Trinity University	\$285,000
<b>Total:</b>	<b>\$2,000,000</b>

#### Background Information:

Advise TX is a partner program of the CAC, an innovative near-peer college access program that aims to increase the number of low-income, first-generation college, and other underrepresented students who enter and complete higher education. The program was started by the THECB in 2010 at The University of Texas at Austin (UT-Austin) Institute for Public School Initiatives (IPSI) when it placed 15 recent graduates of UT-Austin into service. Over the past few years, with grants funds from the THECB, the program expanded up to a total of 120 advisers with five university chapter partners. Each chapter recruits, hires, and trains its own graduates to serve as advisers in selected partner high schools.

Advise TX CAC places recent university graduates on high school campuses as near-peer college advisers to lead low-income and first-generation students to postsecondary education. Advise TX CAC college advisers receive intensive training before serving in a high school, completing a four-to-six week practical curriculum that focuses on college access, college admissions, financial aid, student services, diversity, community service, and professionalism. Advisers live within their service areas, involving themselves in the communities that they serve.

Advise TX CAC advisers work in collaboration with high school counselors, teachers, and administrators to increase the proportion of students attending postsecondary public and private institutions of higher education, including community colleges and technical institutes. Advisers provide admissions and financial aid advising to students and their families through one-on-one and group sessions that help students identify colleges that will serve them well; help students complete their admissions and financial aid applications; find the college that best fits their career aspirations and academic preparation; and help them enroll at the college or university they eventually choose. As such, Advise TX CAC is a holistically targeted approach that integrates key

student support into selected high schools in order to address non-academic barriers to student access and success.

Since the beginning of the program, advisers have facilitated over 340,000 one-on-one meetings and assisted students with over 53,000 college application fee waivers, saving students an estimated \$2.6 million in application fees. During the five years of operation, the program already has seen college going rates increase by over 5 percent at certain underserved high schools.

The THECB staff plan to share the best and promising practices of the Advise TX program by providing a webinar to all Texas high school counselors and college advisors.

Jerel Booker, Assistant Commissioner for College Readiness and Success, is available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-P

Consideration of adopting the staff recommendation to the Committee relating to the expenditure of funds to develop and implement outreach efforts for Free Application for Federal Student Aid as a partner under a grant proposal through the Castleman/Denning group

Total Project Cost: up to \$250,000  
Source of Funds: Private Foundation  
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 expend and/or award funds to institutions of higher education to conduct Free Application for Federal Student Aid (FAFSA) and college search outreach to prospective, current and formerly enrolled college students. Project is contingent upon award of grant funds.

Background Information:

In December 2015, the Castleman/Denning group invited the Division of College Readiness and Success to be a partner for potential research grant funding related to FAFSA and college search outreach in Texas. The College Readiness and Success staff provided preliminary data, planning, and potential strategies for such work in Texas, in anticipation of a formal invitation for proposal.

In January 2016, The Kresge Foundation formally invited a grant proposal from the Castleman/Denning group with which the THECB was asked to partner. While the full proposal is in development, proposed project work would explore how our behaviorally-informed outreach efforts can improve FAFSA completion rates among prospective and currently enrolled college students and can encourage recently withdrawn students to return to college and continue working toward their degree.

Through targeted outreach, including but not limited to texting and other marketing strategies, the THECB would provide FAFSA information and college search options to potentially up to 1.3 million prospective and currently enrolled students and approximately 50,000 recently withdrawn students. Actual numbers of students impacted would be dependent on the amount of the grant, if awarded. Outreach efforts would be conducted through the spring and fall of 2016 and would leverage partnerships in key population regions, including the Metroplex, Central Texas, and the Rio Grande Valley, depending on award amount.

If awarded, funding would be subcontracted from the University of Virginia, as it houses the Castleman/Denning Group, the research team leading the grant application.

The THECB staff plan to work closely with the Castleman/Denning group in completing a full proposal and to provide necessary data and staff support for implementation if funding is awarded.

Jerel Booker, Assistant Commissioner for College Readiness and Success, is available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-Q

Consideration of adopting the staff recommendation to the Committee for approval to provide funding for integrated career pathway programs contributing to meeting 60x30TX goals

Total Project Costs: Up to \$4,000,000  
Source of Funds: F.1.3 Strategy: Accelerate TX Community College Grants  
Authority: Rider 36, General Appropriations Act  
84th Texas Legislature

Recommendation: Approval

The Texas Higher Education Coordinating Board (THECB) staff are seeking approval to provide funds to scale and sustain integrated career pathway programs such as Accelerate Texas during the 2016-2017 biennium. Funding will support completions of credentials contributing to the goals of 60x30TX. Any programs previously or currently funded in FY 2015 (from Rider 36, ABE Community College Grants, General Appropriations Act, 83rd Texas Legislature) are also eligible for these awards.

Background:

To address the low transition rate for lower-skilled adults from federally-funded Adult Basic Education (now called "Adult Education and Literacy") to postsecondary programs, the Texas Legislature, since 2010, has provided \$18,000,000 for the THECB to pilot and build programs to increase this population's participation and success in postsecondary education and training programs. From August 2010 to September 2014, integrated career pathway Accelerate Texas program served 4,423 students, with over 77 percent awarded at least one workforce certificate which included local, short, and Marketable Skills Achievement Awards (65 percent); Level 1 Certificates (19 percent); and national/state/industry certificates (15 percent). Among program completers, 47 percent exited to the workforce and 25 percent continued in higher education.

Upon approval, the THECB staff will revise and extend contracts for current programs with capacity to scale to Level 1 Certificate and above completions. Any balance of funds as of August 31, 2016, are carried over and available for the same purposes through FY 2017. Program outcomes will be tracked and analyzed through evaluation.

Jerel Booker, Assistant Commissioner for College Readiness and Success, is available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-R

Consideration of adopting the staff recommendation to the Committee for approval to provide funding for institutions of higher education to scale strategies that improve outcomes for underprepared learners

Total Project Cost:	Up to \$1,600,000
Source of Funds:	F.1.1. Strategy, Developmental Education Program
Authority:	Texas Education Code, Section 61.0762(a)(2) Programs to Enhance Student Success Rider 42, General Appropriations Act, 84th Texas Legislature

RECOMMENDATION:           Approval

The Texas Higher Education Coordinating Board (THECB) staff requests approval to provide funding and technical assistance support to institutions scaling effective initiatives that support the persistence and success of underprepared learners.

Background Information:

Since 2010, Texas public institutions of higher education have been engaged in reform efforts to improve the persistence and success of underprepared students. From legislative appropriations, the THECB awarded competitive grants for the Developmental Education Demonstration Projects (DEDP), Intensive Programs for Adult Education Students (IPAES), Accelerate Texas (ATX), Scaling and Sustaining Success Program (S3), New Mathways Project, and Texas Puente program models, all of which have improved outcomes for this population of students. However, when reviewing the Developmental Education (DE) pipeline data, successful completion of underprepared students' first college-level math course remains stagnant at approximately 18 percent (fall 2007 vs. fall 2012 cohorts). National studies suggest that reform efforts must be scaled at a greater pace than current practice. Promising practices include corequisite models which have shown that even the least prepared students successfully complete the first college-level course at higher rates when the course requires participation in additional, intensive, aligned support for these students. Working with technical assistance from statewide and national experts, the THECB will support institutions interested scaling these and other success strategies in order to provide more underprepared students with opportunities to accelerate and persist to certificate and degree completions.

Jerel Booker, Assistant Commissioner for College Readiness and Success, is available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (1)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 1, Subchapter E, Sections 1.110, 1.113, 1.114, and 1.115, concerning the Student Complaint Procedure

RECOMMENDATION:           Approval

Background Information:

The amended rules clarify and update the procedures for filing a student complaint against an institution of higher education. The proposed language provides for the use of a more efficient online student complaint form, updates the mailing address for complaints mailed to the Agency, and specifies that the evaluation of a student's academic performance is under the sole purview of the student's institution and its faculty.

Jerel Booker, Assistant Commissioner for College Readiness and Success, is available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: February 1, 2016

Date Published in the *Texas Register*: February 12, 2016

The 30-day comment period with the *Texas Register* ended on: March 12, 2016

No comments were received regarding this rule.

CHAPTER 1  
AGENCY ADMINISTRATION

SUBCHAPTER E  
STUDENT COMPLAINT PROCEDURE

Section

- 1.110. Definitions.
- 1.111. Scope and Purpose.
- 1.112. Institution's Obligation to Provide Information Concerning the Complaint Procedure.
- 1.113. Complaints Not Reviewed by the Agency.
- 1.114. Filing a Complaint.
- 1.115. Referral of Certain Complaints to Other Agencies or Entities.
- 1.116. Agency Investigation of Student Complaint.
- 1.117. Attempt to Facilitate an Informal Resolution to the Complaint.
- 1.118. Recommendation for Resolution Made to the Commissioner.
- 1.119. Written Determination of the Commissioner.
- 1.120. Authority of the Commissioner to Issue Written Determinations Regarding Student Complaints.

- 1.110. Definitions

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

- (1) – (5) No changes.

(6) Student complaint form--A standard form required for filing a student complaint with the Agency, available [~~in downloadable format~~] on the Agency's website or by request in hard copy form from the Agency [~~, which is required to be used in filing any student complaint with the Agency~~].

- (7) No changes.

- 1.111. – 1.112. No changes.

- 1.113. Complaints Not Reviewed by the Agency

The following is a non-exhaustive list of student complaints that are not reviewed by the Agency:

- (1) No changes.

(2) The Agency does not intervene in matters solely concerning an individual's grades, [~~or~~] examination results, or evaluation of academic performance, as these are within the sole purview of the institution and its faculty.

- (3) – (8) No changes.

## 1.114. Filing a Complaint

(a) No changes.

(b) Complainants shall submit ~~[send]~~ student complaint forms through the online process provided on the agency's website, by electronic mail (email) to StudentComplaints@theccb.state.tx.us, or by hard copy sent ~~[mail]~~ to the Texas Higher Education Coordinating Board, College Readiness and Success Division ~~[Office of the General Counsel]~~, P.O. Box 12788, Austin, Texas 78711-2788. Facsimile (FAX) transmissions of the student complaint form are not accepted.

(c) – (e) No changes.

## 1.115. Referral of Certain Complaints to Other Agencies or Entities

Once the Agency receives a student complaint form, the Agency may refer the complaint to another agency or entity as follows:

(1) Complaints alleging that an institution has violated state consumer protection laws, e.g., laws related to fraud or false advertising, may ~~[shall]~~ be referred to the Consumer Protection Division of the Office of the Attorney General of Texas for investigation and resolution.

(2) – (4) No changes.

1.116. – 1.120. No changes.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (2)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter A, Section 4.11, concerning the Common Admission Application Forms

RECOMMENDATION:            Approval

Background Information:

The amended rules add needed definitions and reorganize current sections of the rules to better group related topics. Current language is amended to reflect the multiple common admissions applications that are available and to reflect that two-year public institutions are now required to accept Apply Texas applications. Proposed language indicates 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.

Jerel Booker, Assistant Commissioner for College Readiness and Success, is available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: February 1, 2016

Date Published in the *Texas Register*: February 12, 2016

The 30-day comment period with the *Texas Register* ended on: March 12, 2016

No comments were received regarding this rule.

CHAPTER 4  
RULES APPLYING TO ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN TEXAS

SUBCHAPTER A.  
GENERAL PROVISIONS

Section 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, Section 51.672 and established in accordance with Board rules, Chapter 1, Subchapter G, §§1.128 - 1.134, 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.

~~[A common application form for freshman and undergraduate transfer applications is hereby adopted by the Coordinating Board pursuant to Texas Education Code, §51.762. The form is adopted in both a printed format, distributed each August to Texas high schools and available at [www.collegeforalltexas.com](http://www.collegeforalltexas.com), and in an electronic format ([www.applytexas.org](http://www.applytexas.org)). The Board, with the assistance of an advisory committee established by, and in accordance with, Board rules, Chapter 1, Subchapter G, §§1.128 - 1.134 of this title (relating to Apply Texas Advisory Committee), will review the form and recommend any changes for subsequent academic years.]~~

(b) Acceptance of Admission Applications.

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

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

(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.

~~[Each general academic teaching institution 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.]~~

~~(a) All general academic teaching institutions shall adhere to the following:~~

~~(1) No general academic teaching institution shall pre-print its own name on the printed common application form, and no general academic teaching institution's name or logo shall appear on the form.~~

~~(2) When sending the common application to a student along with other supplemental information or when inserting it into a viewbook, it shall be included with no alterations and shall include the instructions for completing the application, the general application information and the list of deadlines for all general academic teaching institutions.]~~

~~(d)[(e)] Outreach to Public High Schools.~~ The Coordinating Board shall ensure that copies of the freshman common admission application forms ~~[form]~~ and information for their ~~[its]~~ use are available ~~[for distribution]~~ 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 ~~[form]~~. ~~[Participating institutions may charge a reasonable fee for the filing of a common application form.]~~

~~(e)[(f)] 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)[(f)] 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 ~~[previous year's]~~ 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 ~~[July 15th]~~ of each fiscal year and payments must be received no later than December 1~~[7]~~ 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.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (3)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter Q, Section 4.278 of Board rules, concerning approval of off-campus and self-supporting courses and program for public institutions

RECOMMENDATION:           Approval

Background Information:

The intent of these amendments is to clarify in rule that community colleges and universities may enter into an agreement to offer college courses for dual credit to a school district or high school without regional council approval.

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

Date approved by the Commissioner for publication in the *Texas Register*: January 25, 2016

Date Published in the *Texas Register*: February 5, 2016

The 30-day comment period with the *Texas Register* ends on: March 5, 2016

One comment was received.

Comment: The University of Texas at Rio Grande Valley commented in support of the proposed change and stated the change clarified the rules.

Staff response: No changes were made to the proposed text.

Chapter 4  
Rules Applying to All Public Institutions of Higher Education in Texas

Subchapter Q  
Approval of Off-Campus and Self-Supporting Courses and Programs for Public Institutions

- 4.270 Purpose
- 4.271 Authority
- 4.272 Definitions
- 4.273 General Provisions
- 4.274 Standards and Criteria for Institutions
- 4.275 Standards and Criteria for Off-Campus and Self-Supporting Programs
- 4.276 Standards and Criteria for Off-Campus and Self-Supporting Courses
- 4.277 Standards for Criteria for Off-Campus and Self-Supporting Courses Faculty
- 4.278 Functions of Regional Councils
- 4.279 Formula Funding General Provisions

4.270 – 4.277 No Changes.

4.278 Function of Regional Councils

(a) Regional Councils shall advise the Commissioner on appropriate policies and procedures for effective state-level administration of off-campus lower-division instruction.

(b) With the exception of subsection (e), (i), and (j) of this section, Regional Councils in each of the ten Uniform State Service Regions shall make recommendations to the Commissioner and shall resolve disputes regarding plans for lower-division courses and programs proposed by public institutions.

(c) With the exception of subsection (e), (i), and (j) of this section, for any dispute arising from off-campus delivery of lower-division courses to groups, any institution party to the disagreement may appeal first to the Regional Council, and then to the Commissioner and then the Board.

(d) Each Regional Council shall make recommendations to the Commissioner regarding off-campus courses and programs proposed for delivery within its Uniform State Service Region in accordance with the consensus views of Council members, except for courses and programs proposed to be offered by public community colleges in their designated service areas and courses and programs governed by the provisions of subsection (e), (i), and (j) of this section.

(e) A public community college may enter into an agreement to offer dual credit courses with a high school located in the service area of another public community college without additional regional council approval. ~~[up to a maximum of three courses per student per academic year, except to the extent approved by the Commissioner of Texas Education Agency. This provision does not apply to students enrolled in approved early college high school programs.]~~

(f) Public community colleges shall submit for the appropriate Regional Council's review all off-campus lower-division courses proposed for delivery to sites outside their service areas.

(g) With the exception of subsection (h) and (i) of this section, universities, health-related institutions, public technical colleges, and Lamar state colleges shall submit for Regional Council review all off-campus lower-division courses proposed for delivery to sites in the Council's Service Region.

(h) Universities, health-related institutions, public community and technical colleges, and Lamar state colleges may offer clinical courses at clinical facilities without Regional Council approval if each of the following criteria is met:

(1) the student(s) enrolled in the clinical course is already employed by the clinical facility;

(2) the institution receives written verification from the clinical facility that there will be no reduction in the number of clinical opportunities available for use by area institutions; and

(3) the institution of higher education shall notify the appropriate Regional Council(s) of the clinical course and provide the Regional Council(s) with written verification from the clinical facility that the course will not reduce the number of clinical opportunities available for use by area institutions.

(i) Universities, health-related institutions, public technical colleges, and Lamar state colleges may enter into an agreement to offer lower-division dual credit courses with a school district and/or high school without additional regional council approval ~~[that makes such a request, and regional council approval is not required in order to offer requested lower division, dual credit courses]~~.

(j) All institutions of higher education shall provide notice to the Higher Education Regional Councils when planning to offer requested off-campus and/or electronic to groups dual credit courses in the Council's service area.

4.279 No Changes.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (4)

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

RECOMMENDATION: Approval

Background Information:

The intent of the amendments is to clarify: (a) the academic achievement of a freshman class, (b) faculty distinctions are counted for each of two years measured, and (c) faculty awards of distinction are counted only in the year the award was given.

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

Date approved by the Commissioner for publication in the *Texas Register*: January 25, 2016  
Date Published in the *Texas Register*: February 5, 2016

The 30-day comment period with the *Texas Register* ends on: March 5, 2016

One comment was received from Texas State University. The comment noted that awards and not faculty should be counted in Section 15.43 (E)(ii), since a single faculty may receive multiple awards in a given year.

Staff response: Staff agree with this change. Coordinating Board practice in previous years has been to count multiple awards by a single faculty. The original language change posted in the *Texas Register* was:

(ii) The annual number of tenured/tenure-track faculty who have received during a given academic year ~~[been awarded]~~ awards of national or international distinction ~~[during a specific state fiscal year]~~ in any of the following categories is equal to or greater than 7 for each year.

The change based on the comment received is proposed for Section 15.43 (E)(i) and (E)(ii).

These sections would read:

(i) The cumulative number of national or international distinctions tenured/tenure-track faculty ~~[who have]~~ achieved ~~[national or international distinction]~~ through recognition as a member of one of the National Academies (including National Academy of Science, National Academy of Engineering, Academy of Arts and Sciences, and Institute of Medicine) or are Nobel Prize recipients is equal to or greater than 5 for each year; or

(ii) The annual number of awards of national and international distinction received by tenured/tenure-track faculty [~~who have been awarded national or international distinction~~] during a given [~~specific~~] state fiscal year in any of the following categories is equal to or greater than 7 for each year.

Chapter 15  
National Research Universities

Subchapter C  
National Research University Fund

- 15.40 Purpose
- 15.41 Authority
- 15.42 Definitions
- 15.43 Eligibility
- 15.44 Accounting and Reporting

15.40 - 15.42            No Changes.

15.43 Eligibility

(a) The eligibility criteria for a general academic teaching institution to receive distributions from the Fund include: having an entering freshman class of high academic achievement; receiving recognition of research capabilities and scholarly attainment of the institution; having a high-quality faculty; and demonstrating commitment to high-quality graduate education.

(b) A general academic teaching institution is eligible to receive an initial distribution from the Fund appropriated for each state fiscal year if:

(1) the institution is designated as an emerging research university under the coordinating board's accountability system;

(2) in each of the two state fiscal years preceding the state fiscal year for which the appropriation is made, the institution expended at least \$45 million in restricted research funds; and

(3) the institution satisfies at least four of the following six criteria:

(A) the value of the institution's endowment funds is at least \$400 million in each of the two state fiscal years preceding the state fiscal year for which the appropriation is made;

(B) the institution awarded at least 200 doctor of philosophy degrees during each of the two academic years preceding the state fiscal year for which the appropriation is made;

(C) in each of the two academic years preceding the state fiscal year for which the appropriation is made, the entering freshman class of the institution demonstrated high academic achievement as reflected in the following criteria;

(i) At least 50 percent of the first-time entering freshman class students at the institution are in the top 25 percent of their high school class; or

(ii) The average SAT score of first-time entering freshman class students at or above the 75th percentile of SAT scores was equal to or greater than 1210 (consisting of the Critical Reading and Mathematics Sections) or the average ACT score of first-time entering freshman class students at or above the 75th percentile of ACT scores was equal to or greater than 26; and

(iii) The composition of the institution's first-time entering freshman class demonstrates progress toward ~~[achieving the goals of the Board's Closing the Gaps report by]~~ reflecting the population of the state or the institution's region with respect to underrepresented

\*Additional proposed changes are bold and italicized.

students and shows a commitment to improving the academic performance of underrepresented students. One way in which this could be accomplished is by active participation in one of the Federal TRIO Programs, such as having one or more McNair Scholars in a particular cohort.

(D) the institution is designated as a member of the Association of Research Libraries, has a Phi Beta Kappa chapter, or is a member of Phi Kappa Phi;

(E) in each of the two academic years preceding the state fiscal year for which the appropriation is made, the faculty of the institution was of high quality as reflected in the following:

(i) The cumulative number of ***national or international distinctions*** tenured/tenure-track faculty ~~[who have]~~ achieved ~~[national or international distinction]~~ through recognition as a member of one of the National Academies (including National Academy of Science, National Academy of Engineering, Academy of Arts and Sciences, and Institute of Medicine) or are Nobel Prize recipients is equal to or greater than 5 for each year; or

(ii) The annual number of ***awards of national and international distinction received by*** tenured/tenure-track faculty ~~[who have received]~~ during a given academic year [been awarded] ~~[awards of national or international distinction during a specific state fiscal year]]~~ in any of the following categories is equal to or greater than 7 for each year.

- (I) American Academy of Nursing Member
- (II) American Council of Learned Societies (ACLS) Fellows
- (III) American Law Institute
- (IV) Beckman Young Investigators
- (V) Burroughs Wellcome Fund Career Awards
- (VI) Cottrell Scholars
- (VII) Getty Scholars in Residence
- (VIII) Guggenheim Fellows
- (IX) Howard Hughes Medical Institute Investigators
- (X) Lasker Medical Research Awards
- (XI) MacArthur Foundation Fellows
- (XII) Andrew W. Mellon Foundation Distinguished Achievement Awards
- (XIII) National Endowment for the Humanities (NEH) Fellows
- (XIV) National Humanities Center Fellows
- (XV) National Institutes of Health (NIH) MERIT
- (XVI) National Medal of Science and National Medal of Technology winners
- (XVII) NSF CAREER Award winners (excluding those who are also PECASE winners)
- (XVIII) Newberry Library Long-term Fellows
- (XIX) Pew Scholars in Biomedicine
- (XX) Pulitzer Prize Winners
- (XXI) Winners of the Presidential Early Career Awards for Scientists and Engineers (PECASE)
- (XXII) Robert Wood Johnson Policy Fellows
- (XXIII) Searle Scholars
- (XXIV) Sloan Research Fellows
- (XXV) Woodrow Wilson Fellows

(iii) In lieu of meeting either clause (i) or (ii) of this subparagraph, an institution may request that a comprehensive review of the faculty in five of the institution's

\*Additional proposed changes are bold and italicized.

Doctoral degree programs be conducted by external consultants selected by Coordinating Board staff in consultation with the institution and said review must demonstrate that the faculty are comparable to and competitive with faculty in similar programs at public institutions in the Association of American Universities. Costs for the review shall be borne by the institution. This review is only available if the institution has already met or, as determined by Coordinating Board staff, is on track to meet three of the other eligibility criteria listed in subparagraphs (A) - (D) of this paragraph;

(F) in each of the two academic years preceding the state fiscal year for which the appropriation is made, the institution has demonstrated a commitment to high-quality graduate education as reflected in the following:

(i) The number of Graduate-level programs at the institution is equal to or greater than 50;

(ii) The Master's Graduation Rate at the institution is 56 percent or higher and the Doctoral Graduation Rate is 58 percent or higher; and

(iii) The institution must demonstrate that the overall commitment to five Doctoral degree programs, including the financial support for Doctoral degree students, is competitive with that of comparable high-quality programs at public institutions in the Association of American Universities. The five Doctoral degree programs selected for this review must be those selected in subparagraph (E)(iii) of this paragraph or, if subparagraph (E)(iii) of this paragraph is not chosen by the institution, then any five Doctoral degree programs at the institution. Costs for the review shall be borne by the institution.

15.44 No Changes.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (5)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter I, Sections 26.261 - 26.267 of Board rules, concerning an advisory committee to develop programs of study specific to the Hospitality and Tourism Career Cluster

RECOMMENDATION: Approval

Background Information:

Section 61.8235 of the Texas Education Code, CAREER AND TECHNICAL EDUCATION PROGRAM OF STUDY CURRICULA, states:

The board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts, shall develop career and technical education program of study curricula.

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 intent of these new sections is to establish the Hospitality and Tourism Career Cluster Program of Study Advisory Committee (H &T POS Committee). The H &T POS Committee will be charged with identifying the knowledge, skills, and abilities required to prepare students for high-skill, high-wage jobs in high-demand occupations related to the H &T POS Career Cluster. The H &T POS Committee shall be composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts. 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 H &T POS Committee as determined by the Board.

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

Date approved by the Commissioner for publication in the *Texas Register*: January 25, 2016

Date Published in the *Texas Register*: February 5, 2016

The 30-day comment period with the *Texas Register* ends on: March 5, 2016

No comments were received.

CHAPTER 26. PROGRAMS OF STUDY  
SUBCHAPTER I. HOSPITALITY AND TOURISM PROGRAMS OF STUDY ADVISORY COMMITTEE

- 26.261 Authority and Specific Purposes of the Hospitality and Tourism Programs of Study Advisory Committee
- 26.262 Definitions
- 26.263 Committee Membership and Officers
- 26.264 Duration
- 26.265 Meetings
- 26.266 Tasks Assigned to the Committee
- 26.267 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.261 Authority and Specific Purposes of the Hospitality and Tourism Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Hospitality and Tourism Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.262 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) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.263 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program 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 three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### 26.264 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 26.265 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.

#### 26.266 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Hospitality and Tourism Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Hospitality and Tourism Programs of Study Curricula; and

(3) Any other issues related to the Hospitality and Tourism Programs of Study Curricula as determined by the Board.

#### 26.267 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.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (6)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter J, Sections 26.281 - 26.287 of Board rules, concerning an advisory committee to develop programs of study to the Human Services Career Cluster

RECOMMENDATION:           Approval

Background Information:

Section 61.8235 of the Texas Education Code, CAREER AND TECHNICAL EDUCATION PROGRAM OF STUDY CURRICULA, states:

The board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts, shall develop career and technical education program of study curricula.

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 intent of these new sections is to establish the Human Services Career Cluster Program of Study Advisory Committee (HS POS Committee). The HS POS Committee will be charged with identifying the knowledge, skills, and abilities required to prepare students for high-skill, high-wage jobs in high-demand occupations related to the HS POS Career Cluster. The HS POS Committee shall be composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts. 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 HS POS Committee as determined by the Board.

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

Date approved by the Commissioner for publication in the *Texas Register*: January 25, 2016

Date Published in the *Texas Register*: February 5, 2016

The 30-day comment period with the *Texas Register* ends on: March 5, 2016

No comments were received.

CHAPTER 26. PROGRAMS OF STUDY  
SUBCHAPTER J. HUMAN SERVICES PROGRAMS OF STUDY ADVISORY COMMITTEE

- 26.281 Authority and Specific Purposes of the Human Services Programs of Study Advisory Committee
- 26.282 Definitions
- 26.283 Committee Membership and Officers
- 26.284 Duration
- 26.285 Meetings
- 26.286 Tasks Assigned to the Committee
- 26.287 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.281 Authority and Specific Purposes of the Human Services Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Human Services Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.282 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) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.283 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program 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 three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### 26.284 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 26.285 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.

#### 26.286 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Human Services Programs of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Human Services Programs of Study Curricula; and
- (3) Any other issues related to the Human Services Programs of Study Curricula as determined by the Board.

#### 26.287 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.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (7)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter K, Sections 26.301 - 26.307 of Board rules, concerning an advisory committee to develop programs of study specific to the Information Technology Career Cluster

RECOMMENDATION:           Approval

Background Information:

Section 61.8235 of the Texas Education Code, CAREER AND TECHNICAL EDUCATION PROGRAM OF STUDY CURRICULA, states:

The board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts, shall develop career and technical education program of study curricula.

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 intent of these new sections is to establish the Information Technology Career Cluster Program of Study Advisory Committee (IT POS Committee). The IT POS Committee will be charged with identifying the knowledge, skills, and abilities required to prepare students for high-skill, high-wage jobs in high-demand occupations related to the IT POS Career Cluster. The IT POS Committee shall be composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts. 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 IT POS Committee as determined by the Board.

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

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No comments were received.

CHAPTER 26. PROGRAMS OF STUDY  
SUBCHAPTER K. INFORMATION TECHNOLOGY PROGRAMS OF STUDY ADVISORY COMMITTEE

- 26.301 Authority and Specific Purposes of the Information Technology Programs of Study Advisory Committee
- 26.302 Definitions
- 26.303 Committee Membership and Officers
- 26.304 Duration
- 26.305 Meetings
- 26.306 Tasks Assigned to the Committee
- 26.307 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.301 Authority and Specific Purposes of the Information Technology Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Information Technology Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.302 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) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.303 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program 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 three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### 26.304 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 26.305 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.

#### 26.306 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Information Technology Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Information Technology Programs of Study Curricula; and

(3) Any other issues related to the Information Technology Programs of Study Curricula as determined by the Board.

#### 26.307 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.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (8)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter L, Sections 26.321 - 26.327 of Board rules, concerning an advisory committee to develop programs of study to the Law, Public Safety, Corrections, and Security Career Cluster

RECOMMENDATION: Approval

Background Information:

Section 61.8235 of the Texas Education Code, CAREER AND TECHNICAL EDUCATION PROGRAM OF STUDY CURRICULA, states:

The board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts, shall develop career and technical education program of study curricula.

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 intent of these new sections is to establish the Law, Public Safety, Corrections, and Security Career Cluster Program of Study Advisory Committee (LPSS POS Committee). The LPSS POS Committee will be charged with identifying the knowledge, skills, and abilities required to prepare students for high-skill, high-wage jobs in high-demand occupations related to the LPSS POS Career Cluster. The LPSS POS Committee shall be composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts. 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 LPSS POS Committee as determined by the Board.

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

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No comments were received.

CHAPTER 26. PROGRAMS OF STUDY  
SUBCHAPTER L. LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY PROGRAMS OF  
STUDY ADVISORY COMMITTEE

- 26.321 Authority and Specific Purposes of the Law, Public Safety, Corrections, and Security Programs of Study Advisory Committee
- 26.322 Definitions
- 26.323 Committee Membership and Officers
- 26.324 Duration
- 26.325 Meetings
- 26.326 Tasks Assigned to the Committee
- 26.327 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.321 Authority and Specific Purposes of the Law, Public Safety, Corrections, and Security Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Law, Public Safety, Corrections, and Security Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.322 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) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.323 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program 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 three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### 26.324 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 26.325 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.

#### 26.326 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Law, Public Safety, Corrections, and Security Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Law, Public Safety, Corrections, and Security Programs of Study Curricula; and

(3) Any other issues related to the Law, Public Safety, Corrections, and Security Programs of Study Curricula as determined by the Board.

#### 26.327 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.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (9)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter M, Sections 26.341 - 26.347 of Board rules, concerning an advisory committee to develop programs of study specific to the Manufacturing Career Cluster

RECOMMENDATION: Approval

Background Information:

Section 61.8235 of the Texas Education Code, CAREER AND TECHNICAL EDUCATION PROGRAM OF STUDY CURRICULA, states:

The board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts, shall develop career and technical education program of study curricula.

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 intent of these new sections is to establish the Manufacturing Career Cluster Program of Study Advisory Committee (MANU POS Committee). The MANU POS Committee will be charged with identifying the knowledge, skills, and abilities required to prepare students for high-skill, high-wage jobs in high-demand occupations related to the MANU POS Career Cluster. The MANU POS Committee shall be composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts. 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 MANU POS Committee as determined by the Board.

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

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No comments were received.

CHAPTER 26. PROGRAMS OF STUDY  
SUBCHAPTER M. MANUFACTURING PROGRAMS OF STUDY ADVISORY COMMITTEE

- 26.341 Authority and Specific Purposes of Manufacturing Programs of Study Advisory Committee
- 26.342 Definitions
- 26.343 Committee Membership and Officers
- 26.344 Duration
- 26.345 Meetings
- 26.346 Tasks Assigned to the Committee
- 26.347 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.341 Authority and Specific Purposes of the Manufacturing Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Manufacturing Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.342 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) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.343 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program 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 three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### 26.344 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 26.345 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.

#### 26.346 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Manufacturing Programs of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Manufacturing Programs of Study Curricula; and
- (3) Any other issues related to the Manufacturing Programs of Study Curricula as determined by the Board.

#### 26.347 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.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (10)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter N, Sections 26.361 - 26.367 of Board rules, concerning an advisory committee to develop programs of study specific to the Marketing Career Cluster

RECOMMENDATION:           Approval

Background Information:

Section 61.8235 of the Texas Education Code, CAREER AND TECHNICAL EDUCATION PROGRAM OF STUDY CURRICULA, states:

The board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts, shall develop career and technical education program of study curricula.

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 intent of these new sections is to establish the Marketing Career Cluster Program of Study Advisory Committee (MARK POS Committee). The MARK POS Committee will be charged with identifying the knowledge, skills, and abilities required to prepare students for high-skill, high-wage jobs in high-demand occupations related to the MARK POS Career Cluster. The MARK POS Committee shall be composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts. 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 MARK POS Committee as determined by the Board.

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

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No comments were received.

CHAPTER 26. PROGRAMS OF STUDY  
SUBCHAPTER N. MARKETING PROGRAMS OF STUDY ADVISORY COMMITTEE

- 26.361 Authority and Specific Purposes of the Marketing Programs of Study Advisory Committee
- 26.362 Definitions
- 26.363 Committee Membership and Officers
- 26.364 Duration
- 26.365 Meetings
- 26.366 Tasks Assigned to the Committee
- 26.367 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.361 Authority and Specific Purposes of the Marketing Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Marketing Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.362 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) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.363 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program 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 three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### 26.364 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 26.365 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.

#### 26.366 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Marketing Programs of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Marketing Programs of Study Curricula; and
- (3) Any other issues related to the Marketing Programs of Study Curricula as determined by the Board.

#### 26.367 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.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (11)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter O, Sections 26.381 - 26.387 of Board rules, concerning an advisory committee to develop programs of study specific to the Science, Technology, Engineering, and Mathematics Career Cluster

RECOMMENDATION: Approval

Background Information:

Section 61.8235 of the Texas Education Code, CAREER AND TECHNICAL EDUCATION PROGRAM OF STUDY CURRICULA, states:

The board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts, shall develop career and technical education program of study curricula.

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 intent of these new sections is to establish the Science, Technology, Engineering, and Mathematics Career Cluster Program of Study Advisory Committee (STEM POS Committee). The STEM POS Committee will be charged with identifying the knowledge, skills, and abilities required to prepare students for high-skill, high-wage jobs in high-demand occupations related to the STEM POS Career Cluster. The STEM POS Committee shall be composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts. 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 STEM POS Committee as determined by the Board.

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

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No comments were received.

CHAPTER 26. PROGRAMS OF STUDY  
SUBCHAPTER O. SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS PROGRAMS OF  
STUDY ADVISORY COMMITTEE

- 26.381 Authority and Specific Purposes of the Science, Technology, Engineering and Mathematics Programs of Study Advisory Committee
- 26.382 Definitions
- 26.383 Committee Membership and Officers
- 26.384 Duration
- 26.385 Meetings
- 26.386 Tasks Assigned to the Committee
- 26.387 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.381 Authority and Specific Purposes of the Science, Technology, Engineering and Mathematics Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Science, Technology, Engineering and Mathematics Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.382 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) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.383 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program 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 three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### 26.384 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 26.385 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.

#### 26.386 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Science, Technology, Engineering and Mathematics Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Science, Technology, Engineering and Mathematics Programs of Study Curricula; and

(3) Any other issues related to the Science, Technology, Engineering and Mathematics Programs of Study Curricula as determined by the Board.

#### 26.387 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.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (12)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter P, Sections 26.401 - 26.407 of Board rules, concerning an advisory committee to develop programs of study specific to the Transportation, Distribution and Logistics Career Cluster

RECOMMENDATION:           Approval

Background Information:

Section 61.8235 of the Texas Education Code, CAREER AND TECHNICAL EDUCATION PROGRAM OF STUDY CURRICULA, states:

The board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts, shall develop career and technical education program of study curricula.

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 intent of these new sections is to establish the Transportation, Distribution and Logistics Career Cluster Program of Study Advisory Committee (TD & L POS Committee). The TD & L POS Committee will be charged with identifying the knowledge, skills, and abilities required to prepare students for high-skill, high-wage jobs in high-demand occupations related to the TD & L POS Career Cluster. The TD & L POS Committee shall be composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts. 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 TD & L POS Committee as determined by the Board.

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

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No comments were received.

CHAPTER 26. PROGRAMS OF STUDY  
SUBCHAPTER P. TRANSPORTATION, DISTRIBUTION, AND LOGISTICS PROGRAMS OF STUDY  
ADVISORY COMMITTEE

- 26.401 Authority and Specific Purposes of the Transportation, Distribution, and Logistics Programs of Study Advisory Committee
- 26.402 Definitions
- 26.403 Committee Membership and Officers
- 26.404 Duration
- 26.405 Meetings
- 26.406 Tasks Assigned to the Committee
- 26.407 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.401 Authority and Specific Purposes of the Transportation, Distribution, and Logistics Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Transportation, Distribution, and Logistics Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.402 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) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.403 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program 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 three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### 26.404 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 26.405 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.

#### 26.406 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Transportation, Distribution, and Logistics Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Transportation, Distribution, and Logistics Programs of Study Curricula; and

(3) Any other issues related to the Transportation, Distribution, and Logistics Programs of Study Curricula as determined by the Board.

#### 26.407 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.