



TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12788 Austin, Texas 78711

MEMORANDUM

Robert W. Jenkins
CHAIR

Stuart W. Stedman
VICE CHAIR

David D. Teuscher, M.D.
SECRETARY OF THE BOARD

Haley R. DeLaGarza
STUDENT REPRESENTATIVE

Arcilia C. Acosta
S. Javaid Anwar
Fred Farias III, O.D.
Ricky A. Raven
Janelle Shepard
John T. Steen, Jr.

Raymund A. Paredes
COMMISSIONER
OF HIGHER EDUCATION

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

July 7, 2016

To: Coordinating Board Members & Interested Parties

From: Raymund A. Paredes *RAP*

Subject: Coordinating Board Meeting

The agenda for the July 21, 2016, Coordinating Board meeting is attached. The meeting will be held in the Board Room at 1200 East Anderson Lane in Austin according to the schedule below. The agenda is organized according to committees. The times indicated for the start and conclusion of each section of the agenda are approximate and depend on the length of discussion for each item.

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

Wednesday, July 20

2:00 p.m.

Agency Operations Committee

Texas Higher Education Coordinating Board
Board Room 1.170

6:00 p.m.

Dinner for Board Members with Council of Public University Presidents & Chancellors

Headliners Club
221 W 6th St.
Austin, TX 78701

Thursday, July 21

Coordinating Board Meeting

Texas Higher Education Coordinating Board
Board Room 1.170

8:30 a.m.

Call to Order: Opening Remarks and Strategic Planning Presentation

Agenda Item I

9:30 a.m.	<u>Approval of Minutes</u> Agenda Item II
9:35 a.m.	<u>Approval of Consent Calendar for entire meeting</u> Agenda Item III
9:35 a.m.	<u>Major Policy Discussion</u> Agenda Item IV
10:35 a.m.	<u>Recognition of Excellence</u> Agenda Item V
11:05 a.m.	<u>Matters relating to the Full Board</u> Agenda Item VI
11:35 a.m.	<u>Matters relating to the Committee on Affordability, Accountability and Planning</u> Agenda Item VII
12:30 p.m.	<u>Lunch</u> Agenda Item VIII
1:00 p.m.	<u>Matters Relating to the Committee on Academic and Workforce Success</u> Agenda Item IX
2:00 p.m.	<u>Matters Relating to the Committee on Agency Operations</u> Agenda Item X
2:15 p.m.	<u>Adjournment</u> Agenda Item XI

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

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

TEXAS HIGHER EDUCATION COORDINATING BOARD

PREFERRED MAILING ADDRESS LIST

EMAIL: boardmember@thech.state.tx.us

BOARD MEMBER	ADDRESS/PHONE/EMAIL	TERM ENDS
Robert W. "Bobby" Jenkins, Jr. <i>Chair</i> AUSTIN	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/17
Stuart W. Stedman <i>Vice Chair</i> HOUSTON	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/21
David D. Teuscher, M.D. <i>Secretary of the Board</i> BEAUMONT	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/17
Arcilia Acosta DALLAS	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/19
S. Javaid Anwar MIDLAND	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/21
Fred Farias III, O.D. McALLEN	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/19
Ricky A. Raven SUGAR LAND	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/21
Janelle Shepard WEATHERFORD	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/17
John T. Steen, Jr. SAN ANTONIO	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/19
Haley R. DeLaGarza <i>Student Representative</i> VICTORIA	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	05/31/17

dated 06.01.16

**TEXAS HIGHER EDUCATION COORDINATING BOARD
STANDING COMMITTEE MEMBERSHIP**

Effective June 1, 2016

Committee on Academic and Workforce Success (CAWS)

Janelle Shepard, Chair
Fred Farias III, O.D., Vice Chair
Arcilia C. Acosta
Ricky A. Raven
John T. Steen, Jr.
Haley R. DeLaGarza (Student Representative), Ex-Officio
Robert “Bobby” Jenkins, Jr., Ex-Officio

Committee on Affordability, Accountability and Planning (CAAP)

David D. Teuscher, M.D., Chair
S. Javaid Anwar, Vice Chair
Arcilia C. Acosta
Janelle Shepard
Stuart W. Stedman
Haley R. DeLaGarza (Student Representative), Ex-Officio
Robert “Bobby” Jenkins, Jr., Ex-Officio

Agency Operations Committee (AOC)

John T. Steen, Jr., Chair
David D. Teuscher, M.D., Vice Chair
S. Javaid Anwar
Fred Farias III, O.D.
Ricky A. Raven
Stuart W. Stedman
Haley R. DeLaGarza (Student Representative), Ex-Officio
Robert “Bobby” Jenkins, Jr., Ex-Officio

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

TEXAS HIGHER EDUCATION COORDINATING BOARD

A G E N D A

Regular Quarterly Meeting

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

8:30 A.M., Thursday, July 21, 2016

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

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

I. Call to Order: Opening Remarks and Strategic Planning Presentation

- A. Recognition of Katherine Martin, recipient of the Kenneth H. Ashworth Fellowship Award 2016-2017
- B. Commissioner's Remarks
- C. Strategic Planning Presentation by Chancellor Robert L. Duncan, Texas Tech University System

II. Approval of Minutes

- A. April 28, 2016, Board Meeting
- B. June 29, 2016 Special Called Board Meeting

III. Approval of the Consent Calendar

- A. Consent Calendar

IV. Major Policy Discussion

- A. Achieving the goals of *60x30TX*: Building the financial literacy of Texans to promote a better understanding of how and why to pay for higher education

V. Recognition of Excellence

- A. The University of Texas at Austin – Texas Education Consortium for Male Students of Color

VI. Matters relating to the Full Board

- A. Consideration of adopting the Negotiated Rulemaking Committee's recommendation relating to the allocation methodology for distribution of the one-time appropriation of unexpended balances in the Texas B-On-Time Program (*House Bill 1, Article IX, Section 18.38, 84th Texas Legislature, Regular Session*)
- B. Consideration of adopting the Negotiated Rulemaking Committee's recommendation relating to an allocation methodology for the one-time distribution of funds associated with the Teacher Education Program in Bilingual Education (*House Bill 1, Article III, Special Provisions, Section 45, 84th Texas Legislature*)
- C. Consideration of adopting the staff recommendations relating to a report on Veterinary Medical Education in Texas

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

- A. Committee Chair's Overview
- B. Public Testimony on Items Relating to the Committee on Affordability, Accountability and Planning
- C. Consideration of adopting the Committee's recommendation to the Board relating to approval of the *Closing the Gaps by 2015* Final Progress Report
- D. Consideration of adopting the Committee's recommendation to the Board relating to approval of the Space Model Study (*House Bill 1, Article III, Rider 55, 84th Texas Legislature*)
- E. Consideration of adopting the Committee's recommendation to the Board relating to a report on the TEXAS Grant Program (*Senate Bill 28, 82nd Texas Legislature, Regular Session*)
- F. Consideration of adopting the Committee's recommendation to the Board relating to a report on the Physician Loan Repayment Program Retention Rates (*House Bill 1, Article III, Rider 31, 84th Texas Legislature*)
- G. Consideration of adopting the Committee's recommendation to the Board for approval of the nominated members of the Financial Literacy Advisory Committee
- H. Report on facilities projects that were submitted to the Coordinating Board

I. Proposed Rules: Report

- (1) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 1, Subchapter J, Sections 1.149 – 1.151, and 1.154 of Board rules, concerning the Financial Aid Advisory Committee
- (2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new section to Chapter 4, Subchapter A, General Provisions, Section 4.12 concerning tracking the participation of students with Intellectual and Developmental Disabilities (IDD) in public institutions of higher education in Texas (*Senate Bill 37, 84th Texas Legislature, Regular Session*)
- (3) Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 21, Subchapter C, Section 21.53 - 21.55 of Board rules, concerning the Hinson-Hazlewood College Student Loan Program
- (4) Consideration of adopting the Committee's recommendation to the Board relating to Chapter 21, new Subchapter II, Sections 22.1080; 21.1081; 21.1083 – 21.1085; 21.1087 and 21.1088, concerning the Educational Aide Exemption Program
- (5) Consideration of adopting the Committee's recommendation to the Board relating to Chapter 21, new Subchapter KK, concerning the Math and Science Scholars Loan Repayment Program (*Senate Bill 686, 84th Texas Legislature*)

VIII. Lunch

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

- A. Committee Chair's Overview
- B. Public Testimony on Items Relating to the Committee on Academic and Workforce Success
- C. Consideration of adopting the Committee's recommendation to the Board relating to the distribution of funds trustee to the Coordinating Board to support family practice residency programs for Fiscal Year 2017 and the report on trustee funds distributed in Fiscal Year 2016
- D. Consideration of adopting the Committee's recommendation to the Board relating to requests for a new degree program:

TEXAS A&M UNIVERSITY

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

UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON

(2) Doctor of Clinical Laboratory Sciences (DCLS) degree with a major in Clinical Laboratory Sciences

(3) Doctor in Occupational Therapy (OTD) degree with a major in Occupational Therapy

UNIVERSITY OF TEXAS AT ARLINGTON

(4) Doctor of Philosophy (PhD) degree with a major in Kinesiology

UNIVERSITY OF TEXAS AT SAN ANTONIO

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

E. Report on the FY 2016 Annual Report of Low-Producing Programs

F. Consideration of adopting the Committee's recommendation to the Board relating to Frank Phillips College's request for a Branch Campus Maintenance Tax Election

G. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board approved Mexican American Field of Study, as required by Texas Education Code, Section 61.823

H. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of members to Advisory Committees:

- (1) Apply Texas Advisory Committee
- (2) Certification Advisory Council (CAC)
- (3) Engineering Field of Study
- (4) Graduate Education Advisory Committee (GEAC)
- (5) Learning Technology Advisory Committee (LTAC)
- (6) Lower-Division Academic Course Guide Manual (ACGM)
- (7) Nursing Field of Study Advisory Committee
- (8) Undergraduate Education Advisory Committee (UEAC)

I. Consideration of adopting the Committee's recommendation to the Board relating to a request to amend the contract with The University of Texas at Austin for the maintenance of the Apply Texas System

J. Consideration of adopting the Committee's recommendation to the Board relating to the reallocation of Work-Study Mentorship Program funding

K. Consideration of adopting the Committee's recommendation to the Board relating to the Aerospace and Aviation Report (*S.B. 458, 84th Texas Legislature, Regular Session*)

L. Consideration of adopting the Committee's recommendation to the Board relating to the January 2016 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")

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

N. Proposed Rules:

(1) Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 4, Subchapter C, Section 4.54 of Board rules concerning Exemptions, Exceptions, and Waivers, as related to Texas Education Code, Section 51.3062 Success Initiative

(2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 5, Subchapter A, Section 5.5 of Board rules concerning the Uniform Admission Policy

(3) Consideration of adopting the Committee's recommendation to the Board relating to the new Chapter 13, Subchapter M, Sections 13.300 – 13.304 of Board rules concerning standards and accounting methods for determining total research expenditures

O. Consideration of adopting the Committee's recommendation to the Board relating to moving Chapter 1, Subchapters T - Z and Subchapter BB of Board rules relating to Fields of Study Advisory Committees to new Chapter 27, Fields of Study, Subchapters A - H

P. Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the previous Board meeting

X. Matters relating to the Agency Operations Committee

A. Committee Chairs' Overview

B. Public Testimony on Items Relating to the Agency Operations Committee

C. Consideration of adopting the Committee's recommendation to the Board relating to the agency's Legislative Appropriation Request for Fiscal Years 2018 and 2019

D. Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 25, Subchapter A, Sections 25.3 – 25.6 of Board rules concerning Optional Retirement Program

E. Consideration of adopting the Committee's recommendation to the Board relating to the Annual Internal Audit Plan for FY 2017

F. Consideration of adopting the Committee's recommendation to the Board relating to the Annual Compliance Monitoring Plan for FY 2017

G. Consideration of adopting the Committee's recommendation to the Board relating to the Final Report – An Audit of Formula Funding at South Texas College

XI. Adjournment

DRAFT

TEXAS HIGHER EDUCATION COORDINATING BOARD MINUTES

Regular Quarterly Meeting
1200 East Anderson Lane, Austin, Texas
April 28, 2016

The Texas Higher Education Coordinating Board convened at 8:30 a.m. on January 21, 2016, with the following members present: Bobby Jenkins, presiding; Arcilia Acosta; Javaid Anwar; Fred Farias; Janelle Shepard; Stuart Stedman; John Steen; David Teuscher; and Christina Delgado.

Members not present: Ricky Raven

AGENDA ITEM	ACTION
I. Call to order: Opening Remarks, Announcements and Appointments	Mr. Jenkins called the meeting of the Coordinating Board to order.
A. Introduction of new Board Members Arcilia Acosta, Ricky Raven and Stuart Stedman	No action required.
B. Consideration of Resolution of Appreciation for Christina Delgado, Student Representative of the Board, and former Board Member Dora Alcalá	On a motion by Dr. Teuscher, seconded by Ms. Shepard, the Board adopted the resolution for Christina Delgado, Student Representative of the Board. On a motion by Mr. Steen, seconded by Dr. Teuscher, the Board adopted the resolution for former Board Member Dora Alcalá. A copy of the resolutions can be found as Attachment A to these minutes.
C. Commissioner's Remarks	No action required.
D. Strategic Planning Presentation by Chancellor Brian McCall, Texas State University System	No action required. Chancellor Brian McCall, Texas State University System presented the System's strategic plan to the Board.

AGENDA ITEM	ACTION
II. Approval of Minutes	
A. January 21, 2016, Board Meeting	On a motion by Dr. Farias, seconded by Dr. Teuscher, the Board approved the January 21, 2016, minutes.
III. Approval of the Consent Calendar	Mr. Jenkins added VI-B; VI-C; VI-D; VI-E to the consent calendar. On a motion by Dr. Teuscher, seconded by Mr. Anwar, the Board approved the Consent Calendar. Items on the Consent Calendar were: VI-B; VI-C; VI-D; VI-E; VII-F; VII-H(1); VII-H(2); VII-H(3); VII-H(4); VII-H(5); VII-H(6); VII-H(7); VII-H(8); VII-H(9); VII-H(10); VII-H(11); VII-H(12); VII-H(13); VII-H(14); VII-H(15); VII-H(16); IX-G; IX-H; IX-I; IX-J; IX-K; IX-L; IX-K; IX-L; IX-N; IX-O; IX-P; IX-Q; IX-R; IX-T(1); IX-T(2); IX-T(3); IX-T(5); IX-T(6); IX-T(7); IX-T(8); IX-T(9); IX-T(10); IX-T(11); IX-T(12); X-D; X-E.
IV. Major Policy Discussion	
A. Achieving the Goals of <i>60x30TX</i> : College Readiness and Dual Credit	No action required.
V. Recognition of Excellence	
A. Lone Star College – Montgomery, Integrated Reading and Writing Program, recognized as a model of excellence in the <i>Developmental Education Best Practices</i> , A Report to the Texas Legislature in Response to Rider 52, General Appropriations Act, 82nd Texas Legislature	No action required. Brandy Harvey, Ph.D., Dean of Instruction, LSC-Montgomery, along with colleagues, made a presentation on the Integrated Reading and Writing Program.
VI. Matters relating to the Full Board	
A. Consideration of adopting the Negotiated Rulemaking Committee's recommendation relating to the new Chapter 6, Health Education, Training, and Research Funds, Subchapter K, Sections 6.210 – 6.218 of Board rules concerning the Autism Grant Program (<i>House Bill 1, Article III, Rider 68, 84th Texas Legislature</i>)	On a motion by Dr. Teuscher, seconded by Mr. Anwar, the Board approved the new rules relating to the Autism Grant Program. A copy of the Board rules as adopted may be found in the agenda materials.

AGENDA ITEM	ACTION
B. Consideration of adopting the Negotiated Rulemaking Committee's recommendation relating to Chapter 21, Subchapter E, Section 21.134 of Board rules concerning the allocation methodology for the Texas B-On-Time Loan Program renewal awards at private and independent institutions of higher education (<i>House Bill 1, Article III, Provision 56, 84th Texas Legislature</i>)	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
C. Consideration of adopting the Negotiated Rulemaking Committee's recommendation relating to Chapter 21, Subchapter E, Section 21.136 of Board rules concerning the allocation methodology for the Texas B-On-Time Loan Program renewal awards at public institutions of higher education (<i>House Bill 1, Article III, Provision 44, 84th Texas Legislature</i>)	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
D. Consideration of adopting the Negotiated Rulemaking Committee's recommendation relating to Chapter 21, Subchapter II, Section 21.1084 and 21.1086 of Board rules concerning the Educational Aide Exemption Program	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
E. Consideration of adopting the Negotiated Rulemaking Committee's recommendation relating to Chapter 22, Subchapter L, Section 22.236 of Board rules concerning the Toward EXcellence, Access, and Success (TEXAS) Grant Program	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
F. Annual report on the operations of the College for All Texans Foundation for the year ending August 31, 2015	No action required. Nina Wright, Executive Director of The Foundation, provided a statement of operations and the Foundation's audited financial statements for the past fiscal year.
VII. Matters Relating to the Committee on Affordability, Accountability and Planning	
A. Committee Chair's Overview	No action required. An overview of the Committee's activities was presented to the Board by Dr. Teuscher, Chair of the Committee on Affordability, Accountability and Planning.

AGENDA ITEM	ACTION
B. Public Testimony on Items Relating to the Committee on Affordability, Accountability and Planning	The Board heard testimony from Dr. Gregory Fennes, President, The University of Texas at Austin and Dr. S. Claiborne Johnston, Dean of Dell Medical School who gave an overview of UT Austin's Dell Medical School as it relates to Agenda Item VII-C concerning formula funding recommendations.
C. Consideration of adopting the Committee's recommendation to the Board relating to funding formulas for use by the Governor and the Legislative Budget Board in making appropriations recommendations to the appropriate Legislative Committees	On a motion by Mr. Anwar, seconded by Mr. Steen, the Board approved the funding formulas for use by the Governor and the Legislative Budget Board in making appropriations recommendations to the appropriate Legislative Committees. Dr. Dusty Johnston, Vernon College; Dr. Dana Hoyt, President, Sam Houston State University; and Mr. John Harman, University of North Texas-Health Science Center presented their recommendations to the Board prior to the Board taking action.
D. Consideration of adopting the Committee's recommendation to the Board relating to the annual report about the financial condition of the state's community college districts (<i>H.B. 1, 84th Texas Legislature, Regular Session, Rider 13, III-205</i>)	On a motion by Mr. Steen, seconded by Dr. Farias, the Board approved the annual report about the financial condition of the state's community college districts.
E. Consideration of adopting the staff recommendations relating to the Coordinating Board's Legislative Agenda for the 85th Texas Legislature	On a motion by Mr. Steen, seconded by Ms. Shepard, the Board postponed this item to the Special Called Board Meeting on June 29. Mr. John Wyatt, Director for External Relations provided an overview of the staff legislative recommendations.
F. Consideration of adopting the Committee's recommendation to the Board relating to approval of the appointment of student representative to the Financial Aid Advisory Committee	This item was approved on the Consent Calendar.
G. Report on facilities projects that were submitted to the Coordinating Board	No action required.

AGENDA ITEM	ACTION
<p>H. Proposed Rules</p> <p>(1) Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 1, Subchapter A, Section 1.18 (c) (1) concerning Education Research Center Advisory Board status as a governmental body (<i>S.B. 685, 84th Texas Legislature, Regular Session</i>)</p> <p>(2) Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 1, Subchapter K, Sections 1.156, 1.158, and 1.161 concerning the Formula Advisory Committee – Community and Technical Colleges</p> <p>(3) Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 1, Subchapter L, Sections 1.164 and 1.169 concerning the Formula Advisory Committee – General Academic Institutions</p> <p>(4) Consideration of adopting the Committee's recommendation to the Board relating to an amendment to Chapter 1, Subchapter M, Section 1.176 concerning the Formula Advisory Committee – Health-Related Institutions</p> <p>(5) Consideration of adopting the Committee's recommendation to the Board relating to proposed new rules under Chapter 1, Subchapter CC, concerning the creation of the Financial Literacy Advisory Committee</p> <p>(6) Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 13, Subchapter A, Section 13.1 concerning Definitions section of the financial planning rules</p> <p>7. Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 13, Subchapter C, Sections 13.42, 13.43, and 13.47 concerning clarification of terms in the rules on budgets</p> <p>8. Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 21, Subchapter A, Section 21.1; the repeal of Section 21.9 – 21.11, and new proposed Sections 21.9 – 21.10 of the Board rules, concerning the General Provisions of Student Services (<i>H.B. 700, 84th Texas Legislature, Regular Session</i>)</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>

AGENDA ITEM	ACTION
<p>9. Consideration of adopting the Committee's recommendation to the Board relating to the repeal of Chapter 21, Subchapter D, Section 21.100 of Board rules, concerning the Hinson-Hazlewood College Student Loan Program</p> <p>10. Consideration of adopting the Committee's recommendations to the Board relating to the repeal of Chapter 21, Subchapter G, Sections 21.171 – 21.176, and proposed new Sections 21.171 – 21.176, concerning the Teach for Texas Loan Repayment Assistance Program</p> <p>11. Consideration of adopting the Committee's recommendation to the Board relating to the repeal of Chapter 21, Subchapter H, Sections 21.191 – 21.207 of Board rules, concerning the Teacher Education Loan Program (<i>S.B. 457, 71st Texas Legislature</i>)</p> <p>12. Consideration of adopting the Committee's recommendation to the Board relating to the repeal of Chapter 21, Subchapter I, Sections 21.221 – 21.241 of Board rules, concerning the Future Teacher Loan Program (<i>S.B. 457, 71st Texas Legislature</i>)</p> <p>13. Consideration of adopting the Committee's recommendation to the Board relating to the repeal of Chapter 21, Subchapter L, Sections 21.301 – 21.325 of Board rules, concerning the Paul Douglas Teacher Scholarship Program (<i>H.R. 1944, 104th Congress, 1995</i>)</p> <p>14. Consideration of adopting the Committee's recommendation to the Board relating to the repeals of Chapter 21, Subchapter O, Sections 21.465 – 21.477 and Subchapter LL, Sections 21.2050 – 21.2056 of Board rules, concerning the Early Childhood Care Provider Student loan Repayment Program</p> <p>15. Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 21, Subchapter S, Sections 21.590 – 21.596, concerning the Border County Doctoral Faculty Education Loan Repayment Program</p> <p>16. Consideration of adopting the Committee's recommendation to the Board relating to the repeal of Chapter 21, Subchapter DD, Sections 21.970 – 21.980 of Board rules, concerning the Minority Doctoral Incentive Program of Texas</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>

AGENDA ITEM	ACTION
VIII. Lunch	
IX. Matters relating to the Committee on Academic and Workforce Success	
A. Committee Chair's Overview	No action required. An overview of the Committee's activities was presented to the Board by Ms. Shepard, Chair of the Committee on Academic and Workforce Success.
B. Public Testimony on Items Relating to the Committee on Academic and Workforce Success	No action required.
<p>C. Consideration of adopting the Committee's recommendation to the Board relating to requests for a new degree program:</p> <p>TEXAS A&M UNIVERSITY (1) Master of Science (MS) degree and Doctor of Philosophy (PhD) degree with majors in Astronomy</p> <p>THE UNIVERSITY OF TEXAS AT EL PASO (2) Doctor of Philosophy (PhD) degree with a major in Mechanical Engineering</p>	<p>On a motion by Dr. Teuscher, seconded by Ms. Acosta, the Board approved the new degree program.</p> <p>On a motion by Ms. Acosta, seconded by Dr. Teuscher, the Board approved the new degree program.</p>
D. Consideration of adopting the Committee's recommendation to the Board relating to 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)	On a motion by Dr. Teuscher, seconded by Ms. Acosta, the Board approved the 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).
E. Consideration of adopting the Committee's recommendation to the Board relating to changes in the Academic Course guide Manual (ACGM)	On a motion by Ms. Acosta, seconded by Dr. Teuscher, the Board approved the changes in the Academic Course Guide Manual.
F. Consideration of adopting the staff recommendation to the Board relating to the submission of the Adult Basic Education and Postsecondary Education Report (<i>House Bill 1, Article III, Rider 27, 84th Texas Legislature</i>)	On a motion by Dr. Teuscher, seconded by Dr. Farias the Board approved the submission of the Adult Basic Education and Postsecondary Education Report.

AGENDA ITEM	ACTION
G. Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Applications for the Nursing, Allied Health and Other Health-related Education Grant Program	This item was approved on the Consent Calendar.
H. Consideration of adopting the Committee's recommendation to the Board 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	This item was approved on the Consent Calendar.
I. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of members to the Architecture Field of Study Advisory Committee	This item was approved on the Consent Calendar.
J. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of members to the Architecture and Construction Career Cluster Program of Study Advisory Committee	This item was approved on the Consent Calendar.
K. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of members to the Health Science Career Cluster Program of Study Advisory Committee	This item was approved on the Consent Calendar.
L. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of a member to the Learning Technology Advisory Committee (LTAC)	This item was approved on the Consent Calendar.
M. Report to the Board on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)	No action required.
N. Consideration of adopting the Committee's recommendation to the Board relating to the guidelines for the 2016 Texas Higher Education Star Awards	This item was approved on the Consent Calendar.

AGENDA ITEM	ACTION
O. Consideration of adopting the Committee's recommendation to the Board 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	This item was approved on the Consent Calendar.
P. Consideration of adopting the Committee's recommendation to the Board 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	This item was approved on the Consent Calendar.
Q. Consideration of adopting the Committee's recommendation to the Board for approval to provide funding for integrated career pathway programs contributing to meeting 60x30TX goals	This item was approved on the Consent Calendar.
R. Consideration of adopting the Committee's recommendation to the Board for approval to provide funding for institutions of higher education to scale strategies that improve outcomes for underprepared learners	This item was approved on the Consent Calendar.
S. Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the previous Board meeting	No action required.
<p>T. Proposed Rules:</p> <p>(1) Consideration of adopting the Committee's recommendation to the Board 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</p> <p>(2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter A, Section 4.11, concerning the Common Admission Application Forms</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>

AGENDA ITEM	ACTION
<p>(3) Consideration of adopting the Committee's recommendation to the Board 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</p> <p>(4) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 15, Subchapter C, Section 15.43 of Board rules, concerning the eligibility criteria to receive distributions from the National Research University Fund</p> <p>(5) Consideration of adopting the Committee's recommendation to the Board 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</p> <p>(6) Consideration of adopting the Committee's recommendation to the Board 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</p> <p>(7) Consideration of adopting the Committee's recommendation to the Board 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</p> <p>(8) Consideration of adopting the Committee's recommendation to the Board 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</p> <p>(9) Consideration of adopting the Committee's recommendation to the Board 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</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>On a motion by Dr. Farias, seconded by Mr. Stedman, the Board approved the amendments to the rules. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>

AGENDA ITEM	ACTION
<p>(10) Consideration of adopting the Committee's recommendation to the Board 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</p> <p>(11) Consideration of adopting the Committee's recommendation to the Board 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</p> <p>(12) Consideration of adopting the Committee's recommendation to the Board 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</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>
X. Matters relating to the Agency Operation's Committee	
A. Committee Chair's Overview	No action required. An overview of the Committee's activities was presented to the Board by Mr. Steen, Chair of the Committee on Agency Operations.
B. Public Testimony on Items Relating to the Agency Operation's Committee	No action required.
C. Consideration of adopting the Committee's recommendation to the Board relating to the authorization of the Board Chair, Board Vice-Chair and Chair of the Committee on Agency Operations to approve the Agency Strategic Plan for FY 2017-2021, to be submitted to the Governor's Office and the Legislative Budget Board by June 24, 2016	At the request of Dr. Teuscher, an extension to submit our Strategic plan from June 24 to June 30 was requested. The request was granted. On a motion by Dr. Teuscher, seconded by Mr. Anwar, the Board approved holding a special called board meeting on June 29 to consider approval of the Agency Strategic Plan for FY 2017-2021.

AGENDA ITEM	ACTION
D. Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 1, Agency Administration	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
E. Consideration of adopting the Commissioner's recommendation to the Board relating to amendments to Chapter 1, Subchapter A, Section 1.6 of Board rules concerning Advisory Committees	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
F. Consideration of adopting the Committee's recommendation to the Board relating to the agency's operating budget for fiscal year 2017	This item was approved on the Consent Calendar.
XI. Adjournment	

With no further business, on a motion by Mr. Anwar, seconded by Ms. Shepard, the meeting adjourned at approximately 2:40 p.m.

Respectfully Submitted,

David D. Teuscher, M.D.
Secretary of the Board



Texas Higher Education Coordinating Board

Resolution of Appreciation

Dora G. Alcalá

WHEREAS, Dora G. Alcalá was appointed to the Texas Higher Education Coordinating Board by Governor Rick Perry on July 7, 2014; and

WHEREAS, during her term on the Coordinating Board, Ms. Alcalá served with great distinction as a member of the Committee on Academic and Workforce Success and as Vice-Chair of the Agency Operations Committee; and

WHEREAS, Ms. Alcalá's term expired before the Board could fully benefit from the wealth of knowledge she brought to the table; although during her fairly short term, she made exceedingly valuable contributions to the mission of the Coordinating Board; and

WHEREAS, Ms. Alcalá's experience as the first woman elected Mayor in the City of Del Rio, her extensive experience serving in the Department of Defense and the United States Air Force, and her untiring passion for higher education made her an effective Board member; and

WHEREAS, Ms. Alcalá's recommendations to improve access to higher education in underserved communities will continue to benefit the state and its students; and

WHEREAS, Ms. Alcalá has earned the admiration and respect of her colleagues at the Coordinating Board and institutions of higher education for her continued commitment to achieving the goals of the state's new higher education plan, *60x30TX*; and

NOW THEREFORE BE IT RESOLVED, that the members of the Texas Higher Education Coordinating Board, on this 28th day of April, 2016, express our deepest appreciation to Dora Alcalá for her distinguished service as an influential member of this Board and her unwavering dedication to higher education for all the people of Texas; and

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



Texas Higher Education Coordinating Board

Resolution of Appreciation

Christina N. Delgado

WHEREAS, Christina N. Delgado was appointed as the Student Representative of the Texas Higher Education Coordinating Board by Governor Greg Abbott on July 2, 2015; and

WHEREAS, during her tenure on the Coordinating Board, Ms. Delgado served as an ex-officio member on the Agency Operations Committee, the Committee on Academic and Workforce Success, and the Committee on Affordability, Accountability and Planning; and

WHEREAS, the Coordinating Board values the input, ideas, and feedback from students on higher education policy, particularly those policies that have a direct impact on students; and

WHEREAS, Ms. Delgado has exceeded expectations through her dedication, leadership and professionalism, and has provided extraordinary support to the Board during Board meetings and her involvement in the 2015 THECB Leadership Conference; and

WHEREAS, Ms. Delgado effectively represented the students' perspective through her thoughtful questions, informed comments and deep passion for higher education; and

WHEREAS, the Board, its staff, and all current and future students in Texas will benefit from Ms. Delgado's active participation and dedicated service on the Board; and

NOW THEREFORE BE IT RESOLVED, that the members of the Texas Higher Education Coordinating Board, on this 28th day of April, 2016, express our deepest appreciation to Christina Delgado for her distinguished service as the Student Representative of this Board and her unwavering dedication to higher education for all students of Texas; and

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

DRAFT

TEXAS HIGHER EDUCATION COORDINATING BOARD MINUTES

Special Called Board Meeting
1200 East Anderson Lane, Austin, Texas
June 29, 2016

The Texas Higher Education Coordinating Board convened at 11:00 a.m. on June 29, 2016, with the following members present: Bobby Jenkins, presiding; David Teuscher; Arcilia Acosta; Javaid Anwar; Janelle Shepard; Stuart Stedman; and Haley DeLaGarza.

Board Members not present: Fred Farias; John Steen; and Ricky Raven

AGENDA ITEM	ACTION
I. Call to order: Opening Remarks and Announcements	Mr. Jenkins called the Special Called Board meeting to order.
II. Public Testimony	No action required.
III. Consideration of adopting the staff recommendation relating to the Agency Strategic Plan for FY 2017-2021	On motion by Dr. Teuscher, seconded by Ms. Shepard, the Board approved the Agency Strategic Plan for FY 2017-2021.
IV. Consideration of adopting the staff recommendation relating to the Coordinating Board's Legislative Agenda for the 85th Texas Legislature.	On motion by Dr. Teuscher, seconded by Mr. Stedman, the Board approved the Coordinating Board's Legislative Agenda for the 85th Texas Legislature.

AGENDA ITEM	ACTION
V. Lunch	
VI. Adjournment	<p>Because several members were unable to attend the Committee on Academic and Workforce Success (CAWS) meeting, Mr. Jenkins exercised his authority pursuant to Section 61.026 of the Texas Education Code to temporarily appoint Dr. David Teuscher and himself as members of this committee for today's meeting in order to ensure a quorum for the Committee.</p>

With no further business, on a motion by Dr. Teuscher, seconded by Ms. Shepard, the meeting adjourned at approximately 12:55p.

Respectfully Submitted,

David D. Teuscher, M.D.
Secretary of the Board

TEXAS HIGHER EDUCATION COORDINATING BOARD
REGULAR QUARTERLY MEETING
****DRAFT****
CONSENT CALENDAR
JULY 2016

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

I. Proposed Rules: Report

- (1) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 1, Subchapter J, Sections 1.149 – 1.151, and 1.154 of Board rules, concerning the Financial Aid Advisory Committee
- (3) Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 21, Subchapter C, Section 21.53 - 21.55 of Board rules, concerning the Hinson-Hazlewood College Student Loan Program
- (4) Consideration of adopting the Committee's recommendation to the Board relating to Chapter 21, new Subchapter II, Sections 22.1080; 21.1081; 21.1083 – 21.1085; 21.1087 and 21.1088, concerning the Educational Aide Exemption Program
- (5) Consideration of adopting the Committee's recommendation to the Board relating to Chapter 21, new Subchapter KK, concerning the Math and Science Scholars Loan Repayment Program (Senate Bill 686, 84th Texas Legislature)

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

- C. Consideration of adopting the Committee's recommendation to the Board relating to the distribution of funds trustee to the Coordinating Board to support family practice residency programs for Fiscal Year 2017 and the report on trustee funds distributed in Fiscal Year 2016
- F. Consideration of adopting the Committee's recommendation to the Board relating to Frank Phillips College's request for a Branch Campus Maintenance Tax Election
- H. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of members to Advisory Committees:
 - (1) Apply Texas Advisory Committee
 - (2) Certification Advisory Council (CAC)
 - (3) Engineering Field of Study
 - (4) Graduate Education Advisory Committee (GEAC)
 - (5) Learning Technology Advisory Committee (LTAC)
 - (6) Lower-Division Academic Course Guide Manual (ACGM)
 - (7) Nursing Field of Study Advisory Committee
 - (8) Undergraduate Education Advisory Committee (UEAC)

- I. Consideration of adopting the Committee's recommendation to the Board relating to a request to amend the contract with The University of Texas at Austin for the maintenance of the Apply Texas System
- J. Consideration of adopting the Committee's recommendation to the Board relating to the reallocation of Work-Study Mentorship Program funding
- K. Consideration of adopting the Committee's recommendation to the Board relating to the Aerospace and Aviation Report (S.B. 458, 84th Texas Legislature, Regular Session)
- N. Proposed Rules:
 - (1) Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 4, Subchapter C, Section 4.54 of Board rules concerning Exemptions, Exceptions, and Waivers, as related to Texas Education Code, Section 51.3062 Success Initiative
 - (2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 5, Subchapter A, Section 5.5 of Board rules concerning the Uniform Admission Policy
- O. Consideration of adopting the Committee's recommendation to the Board relating to moving Chapter 1, Subchapters T - Z and Subchapter BB of Board rules relating to Fields of Study Advisory Committees to new Chapter 27, Fields of Study, Subchapters A - H

X. Matters Relating to the Agency Operations Committee

- E. Consideration of adopting the Committee's recommendation to the Board relating to the Annual Internal Audit Plan for FY 2017
 - F. Consideration of adopting the Committee's recommendation to the Board relating to the Annual Compliance Monitoring Plan for FY 2017
-

AGENDA ITEM IV-A

Achieving the goals of 60x30TX: Building the financial literacy of Texans to promote a better understanding of how and why to pay for higher education

RECOMMENDATION: No action required

Background Information:

The 60x30TX student debt goal addresses balancing and managing student loan debt. The intention is to address student loan debt in Texas before it becomes unmanageable and deters greater numbers of students from seeking a certificate or degree. Each Texas public institution of higher education may address this goal and its targets differently, but every institution should seek to create an environment in which the debt students carry after graduation is manageable.

The intent of the student debt goal is to increase access and persistence, expand students' options for careers after graduation, and advance other life choices. Helping students complete credentials and balance debt load will help the state reach the overarching 60x30 goal and will help two- and four-year colleges in Texas reach the state's completion goal. Achieving the student debt goal also will lead to healthier individual finances among graduates and a stronger state economy.

Three groups directly influence college affordability: students – through the financial decisions made before, during, and after their college careers; colleges – through their efforts toward cost-efficiency and their efforts to ensure students understand the financial decisions they are making; and the state – through adequate funding for higher education. This discussion will focus primarily on students, particularly in relation to how students can make an impact on college affordability by maintaining the lowest possible debt levels, by making good decisions about their time and finances during and after college, by maintaining affordable college lifestyles, and by understanding the total cost of borrowing money.

Collegiate financial education is a growing field of interest, as demonstrated by the recent establishment of the Texas Association of Collegiate Financial Education Professionals (TACFEP). Today's discussion will include insights from founding members of TACFEP, a student influenced by these efforts, and a representative from a non-profit organization focused on financial literacy. Questions that will be explored include: What program elements are needed in a financial literacy program for college students in order to positively impact students' money management behavior while attending college and lessen the amount of loan and credit card debt students take on to complete their degrees? How can financial literacy programs positively impact a student's decision and ability to complete his or her certificate or degree? What are the roadblocks to financial literacy advising? How are financial literacy programs evaluated for effectiveness? Representatives also will consider the future and relevance of financial literacy programs for helping to achieve the 60x30TX student debt goal.

AGENDA ITEM V-A

The University of Texas at Austin – Texas Education Consortium for Male Students of Color

RECOMMENDATION: No action required

Background Information:

The Texas Education Consortium for Male Students of Color (Consortium) was officially launched on June 1, 2013, funded by two new grant awards from the Greater Texas Foundation and TG as well as continuation funding from the Texas Higher Education Coordinating Board. The Consortium is composed of school districts, community colleges, and four-year universities – entities across educational sectors that have come together to share knowledge and expertise and to support each other in improving educational outcomes for male students of color. The Consortium seeks to align and coordinate existing programs and services that target underrepresented male students across the education continuum, and it seeks to stimulate new male-focused initiatives within Texas school districts, colleges, universities. It is headquartered at The University of Texas at Austin in the Division of Diversity & Community Engagement.

The Consortium is an ambitious project because of the scale of the challenge, namely the pervasive educational attainment gap for Latino and African American males both in Texas and nationally. For more than two decades, educators and policymakers have become increasingly aware of the persistent achievement gap for male students of color, a gap that is evident through disparities in overall educational attainment as compared to their female and other male peers. Latino and African American males are simply not keeping pace with males of other racial and ethnic groups in their rates of high school graduation, college enrollment, degree completion, and workforce participation. In light of the emerging U.S. demographic reality, one driven by population growth among communities of color, this pervasive gap in educational attainment poses a serious challenge to our state's and our nation's ability to tap its human capital potential.

The Consortium is forging cross-sector partnerships across a statewide (as opposed to regional) context, with partners that have vastly different institutional cultures and that at times can inhabit incompatible policy environments. The reality is that these gender gaps in educational attainment for male students of color exist across all sectors, so it is a convergence of interests that has brought together this cross-sector network of institutions seeking to move beyond a deficit narrative to a more proactive response.

Victor Sáenz, Ph.D., Associate Professor and Executive Director, will make a presentation on the Texas Education Consortium for Male Students of Color.

AGENDA ITEM VI-A

Consideration of adopting the Negotiated Rulemaking Committee's recommendation relating to the allocation methodology for distribution of the one-time appropriation of unexpended balances in the Texas B-On-Time Program (House Bill 1, Article IX, Section 18.38, 84th Texas Legislature, Regular Session)

RECOMMENDATION: Adopt

Background Information:

The 84th Texas Legislature passed House Bill 700, which authorizes the Coordinating Board to provide only renewal Texas B-On-Time (BOT) loans to students who received initial loans for a semester or term occurring before the 2015 Fall semester. This authority ends with the semester or term occurring before the 2020 Fall semester. Contingent on enactment of House Bill 700, Article IX, Section 18.38 of the General Appropriations Act appropriated approximately \$65m in unexpended funds in General Revenue-Dedicated Texas B-On-Time Account 5103 to the Coordinating Board for distribution back to the institutions.

In accordance with Section 61.0331 of the Texas Education Code, the Coordinating Board engaged in a negotiated rulemaking process (described in Chapter 2008 of the Texas Government Code), to develop an allocation methodology for distributing these funds. The allocation method proposed for these funds was reviewed and approved by Negotiated Rulemaking Committee on B-On-Time Tuition Set-Asides Reimbursement on April 20, 2016. The Report of the Negotiated Rulemaking Committee is available at the offices of the Texas Higher Education Coordinating Board located at 1200 E. Anderson Lane, Austin, Texas.

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

Final Allocation Methodology, as agreed upon by the Negotiated Rulemaking Committee on B-On-Time Tuition Set-Asides Reimbursement on April 20, 2016

Distribution of the one-time appropriation of unexpended balances in the B-On-Time Loan program will occur as follows:

- Total set-asides sent to the Texas Higher Education Coordinating Board for the period starting FY2007 and ending FY2015 will be calculated for each institution that was required to make set-asides for the B-On-Time Loan program.
- Total B-On-Time Loan program disbursements for the period starting FY2007 and ending FY2015 will be calculated for each institution that was required to make set-asides for the B-On-Time Loan program.
- Those institutions whose total set-asides were less than total program disbursements over the FY2007-FY2015 period will not be eligible for a one-time distribution of unexpended balance funding.
- For each remaining eligible institution, program disbursements will be subtracted from set-asides sent to the Texas Higher Education Coordinating Board to determine the unused set-aside.
- For each of these eligible institutions, their share of the \$65,324,057 appropriated for allocation will be based on the percentage the institution's unused set-aside as compared to the total of all unused set-asides from the eligible institutions.
- The allocation spreadsheet will be provided to each institution that was required to make set-asides for the B-On-Time Loan program for review, and the institutions will be given 10 working days, beginning the day of the notice's distribution and excluding State holidays, to confirm that the spreadsheet accurately reflects the B-On-Time disbursements for the FY2007-FY2015 period. (B-On-Time set-asides for this period have previously been verified in the annual tie-out process with the Texas Comptroller of Public Accounts.)

AGENDA ITEM VI-B

Consideration of adopting the Negotiated Rulemaking Committee's recommendation relating to an allocation methodology for the one-time distribution of funds associated with the Teacher Education Program in Bilingual Education (House Bill 1, Article III, Special Provisions, Section 45, 84th Texas Legislature)

RECOMMENDATION: Adopt

Background Information:

House Bill 1, Article III, Special Provisions, Section 45, 84th Texas Legislature, appropriates funds for the 2016-17 biennium to encourage students who enroll in an educator prep program at seven identified universities to become certified to teach bilingual education, English as a Second Language, or Spanish in school districts with high critical needs. In accordance with Section 61.0331 of the Texas Education Code, the Coordinating Board engaged in a negotiated rulemaking process (described in Chapter 2008 of the Texas Government Code), to develop an allocation methodology for distributing these funds.

The allocation method proposed for these funds was reviewed and approved by Negotiated Rulemaking Committee on April 18, 2016. The Report of the Negotiated Rulemaking Committee is available at the offices of the Texas Higher Education Coordinating Board located at 1200 E. Anderson Lane, Austin, Texas.

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

Final Allocation Methodology, as agreed upon by the Negotiated Rulemaking Committee on Bilingual Scholarship Program on April 18, 2016

Distribution of the one-time appropriation of excess funds for costs associated with bilingual education programs at the University of North Texas, University of North Texas at Dallas, Texas Woman's University, The University of Texas at Dallas, The University of Texas at Arlington, Texas A&M University-Commerce, and DFW Tech Teach - Texas Tech University will occur as follows:

- Each eligible institution will review the requirements of House Bill 1, Article III, Special Provisions Relating Only to State Agencies of Higher Education, Section 45 to determine the amount they are able to spend within the guidelines outlined by the Section.
- By August 1, 2016, each eligible institution will submit to the Texas Higher Education Coordinating Board a request for the amount they are able to spend in FY2016 and FY2017 within the guidelines outlined by Section 45, not to exceed \$150,000 per fiscal year.
- By October 15, 2016, the Texas Higher Education Coordinating Board will review Top Ten Percent Scholarship funding levels to determine the total excess funding available, not to exceed \$2,100,000.
- If the total requests from the eligible institutions do not exceed the total excess funding identified by the agency, then each eligible institution will receive a distribution equal to their request.
- If the total requests from the eligible institutions exceed the total excess funding identified by the agency, then each eligible institution will receive a distribution equal to their share of the total excess funding identified by the agency based on the percentage of the institution's request as compared to the total of all requests from eligible institutions.
- If the total requests from the eligible institutions total to less than the excess funding identified, then funds will first be distributed based on the guidelines established above regarding situations where total requests do not exceed the total excess funding, after which, all institutions will be provided the opportunity to submit a request indicating the additional amount of funding that their institution would be able to spend in FY2016 and FY2017, and any excess funding not already distributed will be distributed proportionally based on the percentage of the institution's request as compared to the total of all of these supplemental requests from eligible institutions.
- Not later than January 1, 2017, each eligible institution receiving a distribution of funding through this allocation methodology will submit a report to the Texas Higher Education Coordinating Board detailing annual information of the following performance measures:
 - Student graduation rates from the program;
 - Passage rates for the Texas Examination of Education Standards Bilingual Education Supplemental exam and/or the English as a Second Language Supplemental exam; and
 - Graduate employment data at Texas public school districts.

AGENDA ITEM VI-C

Consideration of adopting the staff recommendation relating to a report on Veterinary Medical Education in Texas

RECOMMENDATION: Adopt

Background Information:

Coordinating Board staff have researched the issues surrounding veterinary medical education. This report provides information about the historical production of veterinarians in Texas and the nation to explore whether workforce needs are being met. It also provides an assessment of the current state of veterinary medicine education in Texas and includes recent data and information about the workforce need. The report is under separate cover.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, and Dr. James Goeman, Assistant Director for Academic Quality, will present the report.

AGENDA ITEM VII-A

Committee Chair's Overview

Dr. David Teuscher, Chair of the Committee on Affordability, Accountability and Planning, will provide the Board an overview of the items on the agenda.

AGENDA ITEM VII-B

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

RECOMMENDATION: No action required

Background Information:

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

AGENDA ITEM VII-C

Consideration of adopting the Committee's recommendation to the Board relating to approval of the *Closing the Gaps by 2015* Final Progress Report

RECOMMENDATION: Approval

Background Information:

The 15-year strategic plan for Texas higher education, *Closing the Gaps by 2015*, concluded in fall 2015. Final data submissions have been certified, including flex entry and career school data received in spring 2016. Staff will provide a report to the Board on the 14th and final *Closing the Gaps* progress report, which will include highlights of plan achievements.

During the years of the *Closing the Gaps* plan, Texas made excellent progress in the critical area of student success, far exceeding its 2015 success goal. The state achieved 96 percent of its ambitious participation goal, enrolling over 600,000 additional students since the plan's inception. In 2015, Texas higher education was considerably more diverse than in 2000 and student outcomes had improved in many areas.

The final *Closing the Gaps* progress report will be sent under separate cover.

Staff will also summarize information and data relating to public institutions' Higher Education Assistance Plans, which is statutorily required to be included in the progress report.

AGENDA ITEM VII-D

Consideration of adopting the Committee's recommendation to the Board relating to approval of the Space Model Study (House Bill 1, Article III, Rider 55, 84th Texas Legislature)

RECOMMENDATION: Approval

Background Information:

In accordance with General Appropriations Act, House Bill 1, Article III, Section 55, 84th Texas Legislature, Regular Session, the Texas Higher Education Coordinating Board (THECB) was directed to conduct a study of the Space Projection Model. Specifically:

Space Projection Model. *Out of funds appropriated above, the Higher Education Coordinating Board shall conduct a study to review the space projection model and report the results of the study to the Legislative Budget Board and the Governor's Office no later than June 1, 2016. The study should provide an analysis of the methodology used in the model and consider the impacts of courses delivered online in the model. The study shall include recommendations to enhance the accuracy and validity of space projections determined by the model.*

THECB staff conducted an analysis of the existing methodology and parameters of the space model as well as the impact of online course delivery. Further, staff developed recommendations intended to increase the accuracy and validity of the space model using actual performance data from the institutions to inform recommended changes to the projection approach.

Institutional representatives were asked to provide input and feedback on the proposed changes to the model. THECB staff considered all input provided and integrated changes that found substantial support within the advisory group. Of particular concern to the institutional representatives was the potential impact of the proposed modifications on formula funding and how the revised model might influence the legislative funding process. Staff included a section on institutional concerns in the report to highlight potential affects should the model be used for funding in the upcoming legislative session.

As directed by the Commissioner, the agency has executed a contract with a facilities expert to review the report and to evaluate whether the proposed models provide a suitable methodology for effectively projecting space needs of Texas higher education institutions, given current actual space usage and the space that will be needed to accommodate expected future growth.

Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, and Mr. Thomas Keaton, Director of Funding, Strategic Planning and Funding, will present the report and recommendations.

AGENDA ITEM VII-E

Consideration of adopting the Committee's recommendation to the Board relating to a report on the TEXAS Grant Program (Senate Bill 28, 82nd Texas Legislature, Regular Session)

RECOMMENDATION: Adopt

Background Information:

The Texas Legislature established the TEXAS (Towards EXcellence, Access and Success) Grant in 1999 (Texas Education Code, Section 56.301) to provide funds to academically prepared high school graduates with financial need assistance to pursue a higher education.

Senate Bill (S.B.) 28, 82nd Texas Legislature, Regular Session and Texas Education Code, Section 56.311(c-1) requires the Coordinating Board to submit by September 1 of each year a report regarding the operation of the TEXAS Grant Program to the Governor, Lieutenant Governor, Speaker of the House of Representatives, and the Senate Higher Education Committee members. The report includes from the three preceding state fiscal years information regarding:

- allocations of TEXAS grants by eligible institution, disaggregated by initial and subsequent awards;
- the number of TEXAS grants awarded to students, disaggregated by race, ethnicity, and expected family contribution; and
- the persistence, retention, and graduation rates of students receiving TEXAS grants.

A draft of the TEXAS Grant report will be provided under separate cover.

Dr. Charles W. Puls, Deputy Assistant Commissioner for Student Financial Aid Services, will be available to answer questions about this report.

AGENDA ITEM VII-F

Consideration of adopting the Committee's recommendation to the Board relating to a report on the Physician Loan Repayment Program Retention Rates (House Bill 1, Article III, Rider 31, 84th Texas Legislature)

RECOMMENDATION: Adopt

Background Information:

House Bill (HB) 1, General Appropriations Act, Rider 31, page III-52 (84th Texas Legislature) directs the Coordinating Board to report the results of a survey of physicians who have completed a Physician Education Loan Repayment Program application agreeing to practice in a health professional shortage area in exchange for loan repayment assistance, to determine rates of retention in those areas. The Coordinating Board is required to report the results of the survey to the Governor and Legislative Budget Board by September 1 of every even-numbered year.

A draft of the Physician Education Loan Repayment Program Retention Rates report will be provided under separate cover.

Dr. Charles W. Puls, Deputy Assistant Commissioner for Student Financial Aid Services, will be available to answer questions about this report.

AGENDA ITEM VII-G

Consideration of adopting the Committee's recommendation to the Board for approval of the nominated members of the Financial Literacy Advisory Committee

RECOMMENDATION: Appoint Members

Background Information:

Coordinating Board staff are requesting new member appointments for the Financial Literacy Advisory Committee. Board staff will seek confirmation of these appointments at the July 2016 Board meeting.

In accordance with Texas Education Code, Section 61.026 and Texas Government Code, Section 2110.0012, the Financial Literacy Advisory Committee was created to provide the Board advice and recommendations regarding better ways to advise students and parents on financial aid options and the impact of those options on students' finances before, during, and after their college careers.

The Financial Literacy Advisory Committee includes business leaders, representatives from community-based organizations, public education leaders, higher education administrators, and financial aid administrators at Texas institutions of higher education. The Financial Literacy Advisory Committee will meet on a monthly basis. A list of recommended final candidates will be provided under separate cover.

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

Recommended new members:

Donald "Don" Albrecht, Vice President, Student Engagement & Success
Texas A&M University, Corpus Christi

Bryan Ashton, Director, Student and Institutional Success
TG

Thomas "Tom" Babel, Vice President, Regulatory Affairs
DeVry Education Group.

Toni Bryant, Dean, Enrollment Services
Schreiner University

Kevin Crusier, Director, Government & Legislative Affairs
Texas Women's University

Joe Dahlstrom, Senior Director, Libraries
University of Houston, Victoria

Jim Doris, Statewide Social Studies Coordinator
Texas Education Agency

Laura Ewing, President
Texas Council on Economic Education

Karla Flores, Associate Director, Financial Aid
University of Texas, Rio Grande Valley

June Giddings, Director, Texas OnCourse
University of Texas, Austin

Jud Hicks, President
Frank Phillips College

Lupe Mares, Manager, Public Affairs
Federal Reserve Bank

Edwin "Trey" McCampbell, Chief Administrative Officer (Board Chairman - Del Mar College)
American Bank

Jared Pickens, Associate Professor/Director, Personal Financial Planning
Texas A&M University, Commerce

Charles Puls, Deputy Assistant Commissioner, Student Financial Aid Programs
Texas Higher Education Coordinating Board

Todd Rogers, Associate Principal, Advanced Academics & College and Career Readiness
Byron Nelson High School

Karen Serna, Director, Student Money Management Office
Austin Community College

Jason Smith, Vice President, Student Services
Lamar Institute of Technology

Sonia Townsend, Director, Educational Planning, Counseling, and Completion
San Jacinto College District

Leslie Wingo, President/CEO
Sanders/Wingo

AGENDA ITEM VII-H

Report on facilities projects that were submitted to the Coordinating Board

RECOMMENDATION: No action required

Background Information:

Senate Bill 215, 83rd Texas Legislature, Regular Session shifted the authority to approve capital projects from the Texas Higher Education Coordinating Board (THECB) to the Boards of Regents. Texas Education Code (TEC) 61.0572 (regarding real property purchases) and TEC 61.058 (regarding new construction and repair and rehabilitation projects) to require institutions to report capital projects to the Board and that THECB staff review facilities projects. The Board must submit a report to the governor, lieutenant governor, speaker of the house, and Legislative Budget Board on all projects that do not meet standards.

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

Reviewed Projects

Institution Project Name	Project Cost	Space Usage	Space Need	Cost	Building Efficiency
The University of Texas M.D. Anderson Cancer Center <i>Resubmit Construct Sheikh Zayed Bin Sultan Al Nahyan Building for Personalized Care</i>	\$361,000,000	NA ¹	Yes	Yes	Yes
The University of Texas Health Science Center at San Antonio <i>Renovate Facilities Renewal and Renovation</i>	\$96,000,000	NA ¹	Yes	Yes	Yes
Texas Tech University System <i>Construct New System Office Building</i>	\$27,500,000	NA ²	NA ²	Yes	Yes
Sam Houston State University <i>Construct Library Repository</i>	\$22,000,000	No	Yes	Yes	Yes
The University of Texas Health Science Center at Tyler <i>Renovate Facility for Physicians Residents Training</i>	\$18,500,000	NA ¹	Yes	Yes	Yes
Texas A&M University <i>Renovate Energy Consumption Reduction Project Phase IV</i>	\$5,806,890	NA ³	Yes	NA ³	NA ³
Texas A&M University <i>Renovate Energy Consumption Reduction Project Phase V</i>	\$5,522,908	NA ³	Yes	NA ³	NA ³

¹ The Standard for Space Usage Efficiency is not calculated for Health-Related Institutions.

² The Standard for Space Usage Efficiency and Space Need are not calculated for University System Projects.

³ The Standard for Space Usage Efficiency, Cost and Building Efficiency are not applicable to Energy Savings Performance Projects.

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

AGENDA ITEM VII-I (1)

Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 1, Subchapter J, Sections 1.149 – 1.151, and 1.154 of Board rules, concerning the Financial Aid Advisory Committee

RECOMMENDATION: Adopt

Background Information:

Specifically, Section 1.149 regarding authority and purpose removes redundant language.

Section 1.150 regarding definitions removes unnecessary language referring to the location of the Texas Financial Aid Information Center call center and the College for All Texans website. Section 1.150 (3) removes the definition of "Commissioner", because the term is not referenced in the rule.

Section 1.151(a) regarding committee membership and officers adds language regarding the composition of the committee's membership to include representatives employed in the non-profit sector. Section 1.151 (b)(1-4) language is modified to state the minimum of one representative from a health-related institution is to be included in the committee. Language is also added to clarify that the committee will be comprised of at least one student representative from a health-related institution or a four-year institution, one student representative from a two-year college sector, and one representative from the Texas Association of Student Financial Aid Administrators (TASFAA). Each will serve as a non-voting member on the committee. Language referencing the specific professional associations is removed from Section 1.151(c). In Section 1.151(e)(1) and (2), language is added to clarify the procedures for appointment of the presiding officer as well as appointment procedures in which the vice chair succeeds the presiding officer. Section 1.151(g) adds language clarifying the one-year term of the TASFAA-appointed committee member.

Section 1.154 (a) and (b) adds language stating that the committee will provide guidance and advice on tasks assigned to the Coordinating Board and has been renumbered accordingly.

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

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

Date published in the *Texas Register*: May 6, 2016.

The 30-day comment period with the *Texas Register* ended on June 6, 2016.

No comments were received regarding the amendments.

Legal Review:

Approved by the Office of General Counsel _____ Date: _____

The amendments have been prepared in the following format:

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

CHAPTER 1 AGENCY ADMINISTRATION

SUBCHAPTER J FINANCIAL AID ADVISORY COMMITTEE

Section

- §1.149. Authority and Specific Purposes of the Financial Aid Advisory Committee
- §1.150. Definitions
- §1.151. Committee Membership and Officers
- §1.152. Duration
- §1.153. Meetings
- §1.154. Tasks Assigned the Committee
- §1.155. Report to the Board; Evaluation of Committee Costs and Effectiveness

1.149. Authority and Specific Purposes of the Financial Aid Advisory Committee.

(a) No changes.

(b) Purposes.

(1) No changes.

(2) In addition, the committee shall ~~[review]~~ provide insight on state financial aid program policies and procedures (e.g. eligibility, allocations, disbursement processes, etc); ~~[review state financial aid reports, including their uses; recommend changes in the allocation of financial aid funds to address state goals;]~~ review the collection, use, and reporting ~~[and uses]~~ of data; and identify areas of research for consideration.

1.150. Definitions.

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

(1) No changes.

(2) Center for Financial Aid Information--The state's entity for developing and disseminating information about financial aid for college, consisting of the Texas Financial Aid Information Center call center ~~[housed at the Texas Guaranteed Student Loan Corporation]~~, and the College for All Texans website ~~[housed on the Board's website]~~.

~~[(3) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.]~~

~~(3)~~ (3) ~~[(4)]~~ Interested persons--Persons who attend committee meetings as representatives of stakeholder entities and any other persons who have made their interest in the work of the committee known to its presiding officer. Such interested

persons may participate in committee discussions, as invited by the presiding officer to do so, but do not have the authority to cast votes.

1.151. Committee Membership and Officers.

(a) Membership shall consist of financial aid practitioners, public school counselors, and other persons employed in the non-profit sector in roles with responsibility for advising students regarding financial aid. ~~[who can provide insight into the informational needs of students]~~

(b) Membership on the committee will include:

(1) at least two representatives from the following sectors ~~[each sector]~~ of higher education: ~~[four-year public universities, [health-related institutions,] two-year colleges, and private institutions];~~ and at least one representative from a health-related institution.

(2) at least one student representative ~~[- if two are selected, one is to be]~~ from a health-related institution or the four-year college sector; and at least one student representative from the two-year college sector ~~[-],~~ who serve as non-voting members;

(3) two representatives of school districts; and

(4) one representative from the Texas Association of Student Financial Aid Administrators (TASFAA), named by the TASFAA Board, ~~[-]~~ who serves as a non-voting member.

(c) Interested persons ~~[-, such as the Independent Colleges and Universities of Texas (ICUT), Texas Association of State College and University Business Officers (TASCUBO), and the Texas Association of Community Colleges (TACC),]~~ and legislative and governmental relations staff shall be regularly advised of committee meetings.

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

(e) Members of the committee shall select:

(1) the presiding officer, who will be responsible for conducting meetings and conveying committee recommendations to the Board, and who will be selected from the financial aid practitioners serving on the committee; and

(2) the vice chair, who will succeed the presiding officer at the end of the presiding officer's year of service ~~[-],~~ and who will be selected from the financial aid practitioners serving on the committee.

(f) No changes.

(g) Members shall serve for a term of three years, except that, regardless of the number of years previously on the committee, terms for persons who serve as chair of the committee will include the year as chair and the subsequent year as immediate-past chair; and the terms of persons who serve as vice chair will include the year as vice chair, the subsequent year as chair, and a following year as immediate-past chair of the committee. Student members of the committee will serve two-year terms. The TASFAA representative will serve a one-year term. Persons who have previously served on the committee are eligible to serve again.

1.152 No changes.

1.153 No changes.

1.154 Tasks Assigned the Committee

(a) Tasks assigned the committee include providing the agency with guidance and advice to:

(1) – (4) No changes.

(b) Other tasks to be addressed include:

(1) – (2) No changes.

~~[(3) — review and make recommendations on financial aid allocations to ensure state goals are met;]~~

(3) [(4)] review the collection, [and] use, and reporting of financial aid data; and

(4) [(5)] identify areas of research for consideration.

1.155. No changes.

AGENDA ITEM VII-I (2)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new section to Chapter 4, Subchapter A, General Provisions, Section 4.12 concerning tracking the participation of student with Intellectual and Developmental Disabilities (IDD) in public institutions of higher education in Texas (S.B. 37, 84th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

The intent of this new section is to establish a system to acquire and maintain data regarding the participation of students with IDD in undergraduate and graduate programs in Texas, as required by Texas Education Code, Subchapter C, Section 61.0664.

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

Date approved by the Commissioner for publication in the *Texas Register*: May 6, 2016.

Date Published in the *Texas Register*: May 6, 2016.

The 30-day comment period with the *Texas Register* ends on: June 6, 2016.

The following comments were received from The University of Texas – Austin (UT-Austin):

Comment: UT-Austin expressed concern that the definition of Intellectual and Developmental Disability (IDD) in the proposed rule is ambiguous and allows for a high degree of subjectivity. UT-Austin notes that the definition as written may result in a very small number of students being reported and unreliable reporting across institutions.

Staff Response: The definition outlined in the proposed rule is based on the definition of Intellectual Disability from the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition, published by the American Psychiatric Association (DSM-V). A group of experts which was convened suggested that it was best to keep the definition broad in order to allow each institution's disability services office to use its own process for identifying students with an IDD. Although the broad definition may result in differences in reporting across institutions, decisions on how or whether a student is identified as having a certain disability, such as an IDD, is up to the discretion of each institution. In addition, a more specific definition or definitions could lead to a much greater reporting burden for institutions. No changes were made as a result of this comment.

Comment: UT-Austin expressed concern that relying on data based on self-reports of Intellectual and Developmental Disability will not reflect actual numbers of students with IDD.

Staff Response: We understand that relying on self-identification by students may result in an undercounting of this population. However, we cannot require that students who have an IDD identify themselves for the purpose of this data collection, nor do we wish to encourage faculty or staff to attempt to identify a student who does not wish to register his or her disability with the institution. We understand the disability services offices have a role in confirming reported disabilities and we do not wish to interfere with that process. Using data from only students who self-identify, as confirmed by trained staff as meeting the definition provided in rule, both protects the privacy of students and ensures some consistency of reporting. No changes were made as a result of this comment.

Comment: UT-Austin expressed concern that the definition of “postsecondary transitional program or postsecondary program for students with IDD” in Section 4.12(b) is inconsistent with the requirement that only students in college-level coursework or technical continuing education be reported, which would exclude some students only enrolled in a transitional program (such as the UT informal classes available at UT-Austin). UT-Austin requests clarification of the apparent inconsistency.

Staff Response: The statute upon which this proposed rule is based (TEC, Section 61.0664) specifies that the Texas Higher Education Coordinating Board only collect data “relating to undergraduate and graduate level participation of persons with intellectual and developmental disabilities at institutions of higher education...” which is why we specify in Section 4.12(d) that data can only be collected on students in credit-bearing college-level coursework or technical continuing education. We include a definition for “postsecondary transitional programs or programs for students with IDD” in section 4.12(b) because one of the proposed data collection elements is whether the student with IDD has ever been or is currently enrolled in one of these transitional programs. This question will serve to show how many students in these transitional programs go on to enroll in college-level course work and provide the ability to track their subsequent outcomes. No changes were made as a result of this comment.

Comment: UT-Austin requested clarification of the categories listed in paragraph 4.12(e)(1) as the category for “not identified as having an IDD” could be interpreted in many ways.

Staff Response: Coordinating Board staff agree that the categories should be explicitly defined. The categories listed in the proposed rule will be specifically described and explained in detail within the CBM manual where this item will be reported. For example, the direction that “all students who are not defined in the other options must be reported as not identified as having an IDD.” No changes were made as a result of this comment.

Comment: UT-Austin expressed concern that the proposed rule requires that an Autism Spectrum Disorder be reported separately from students with an Intellectual or Developmental Disability. UT-Austin requested clarification regarding whether this determination would be made based upon additional evaluation or diagnosis. They reiterate that the definition of IDD in section (b) is ambiguous and will introduce inconsistencies across institutions.

Staff Response: At the request of practitioners, we separated out the identification of those with an Autism Spectrum Disorder but not an Intellectual Disability as this group is qualitatively different from students with Intellectual Disabilities. We are leaving the identification of the

diagnosis of Autism Spectrum Disorder up to the policies of each institution. We realize this may result in inconsistencies across each institution; however, it is not the role of the Texas Higher Education Coordinating Board to prescribe what documentation or evaluation is necessary for an office of disability services to accept a diagnosis to allow for accommodations. No changes were made as a result of this comment.

The following comment was received from Texas State University:

Comment: Texas State expressed that the proposed rules in general are excellent, but requested that an additional indicator be added to the reporting requirement regarding whether the student actually received any accommodations through the institution for his or her disability.

Staff Response: In the opinion of the Texas Higher Education Coordinating Board staff, collecting information on whether a student with IDD receives accommodations is beyond the scope of the statute, and would add an extra reporting requirement to office of disability services staff and reporting staff. Generally, self-identification of an IDD would be for the specific purpose of receiving accommodations. No changes were made as a result of this comment.

Legal Review:

Approved by the Office of General Counsel _____ Date: _____

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

Section

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

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

- (a) For the purpose of this rule, Intellectual and Developmental Disability (IDD) will be defined as a neurodevelopmental disorder that must meet the following criteria:
 - (1) Deficits in intellectual functions, such as reasoning, problem solving, planning, abstract thinking, judgement, academic learning, and learning from experience.
 - (2) Deficits in adaptive functioning that result in failure to meet developmental and sociocultural standards for personal independence and social responsibility. Without ongoing support, the adaptive deficits limit functioning in one or more activities of daily life, such a communication, social participation, and independent living, across multiple environments, such as home, school, work and community.
 - (3) Paragraphs (a)(1) and (2) of this subsection may occur after the developmental period (such as in the case of a traumatic brain injury).
 - (4) Students with IDD may include those diagnosed with an Autism Spectrum Disorder.
- (b) For the purpose of this rule, "postsecondary transitional program or postsecondary program for students with IDD" will be defined as a degree, certificate or non-degree program for students with IDD that is offered by an institution of higher education. These programs are designed to support students with IDD who want to continue

academic, career, and independent living instruction following completion of secondary education.

- (c) The Coordinating Board may collect, as part of its ongoing regular data collection process, information about students with IDD for the purpose of analyzing factors affecting the college participation and outcomes of persons with IDD at public institutions of higher education. Institutions may only report students who have been identified through self-identification and/or documented receipt of special services. Students who do not self-identify will not be reflected in the data. Institutions may, but are not required to, collect consent forms regarding reporting of the data outlined in subsection (d) of this section from students who have self-identified with an IDD. In the case where a student has an appointed legal guardian, the guardian will act on behalf of the student for the purposes of this rule.
- (d) All public institutions of higher education shall provide to the Coordinating Board data (as specified in subsection (e) of this section) regarding the enrollment of individuals with IDD in their undergraduate, graduate and technical continuing education programs. Data about these students' participation in postsecondary transitional programs or postsecondary programs for students with IDD will also be collected, but student-level data will not be collected for students enrolled in these programs unless they are also enrolled in credit-bearing college-level coursework or technical continuing education. Institutions of higher education and the Coordinating Board shall follow all federal privacy requirements under the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) when collecting and reporting data for the purposes of this rule.
- (e) Two additional items will be added to the CBM Student Reports (CBM001, CBM00A, and CBM0E1) for the purposes of this ongoing study. The definitions in section 4.12(a) and (b) will apply to the data collection for these items.
 - (1) An item with three options in which the student is reported as:
 - (i) not identified as having an IDD;
 - (ii) identified as having an IDD;
 - (iii) identified as having an autism spectrum developmental disorder but not an intellectual disability.
 - (2) An item with three options indicating if:
 - (i) the student never participated in a postsecondary transitional program or postsecondary program for students with IDD;
 - (ii) the student participated in a postsecondary transitional program or postsecondary program for students with IDD;
 - (iii) it is unknown if the student ever participated in a postsecondary transitional program or postsecondary program for students with IDD.
- (f) Access to the identifiers above in the CBM Student Report which indicate if an enrolled student has an IDD as defined will not be made available to the Education Research

Centers, established under Texas Education Code §1.005, as part of regular data requests unless this information is specified and approved by the advisory board established under Texas Education Code §1.006 as relating to the research study proposed.

AGENDA ITEM VII-I (3)

Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 21, Subchapter C, Section 21.53 - 21.55 of Board rules, concerning the Hinson-Hazlewood College Student Loan Program

RECOMMENDATION: Adopt

Background Information:

Specifically, Section 21.53 is amended to remove the definition for "Career college", which does not meet the definition of an eligible institution as defined in Texas Education Code, Section 61.003. The Section has been renumbered accordingly.

Section 21.54 regarding the eligibility of institutions is amended to align the language in rules with the eligibility provisions in Texas Education Code, Section 61.003, and Section 21.049, therefore removing career colleges. The previous language has been stricken.

Section 21.55 regarding student eligibility requirements is amended to remove the reference to students attending career colleges, because these institutions are not eligible to participate in the loan program. The Section has been renumbered accordingly.

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

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

Date published in the *Texas Register*: May 6, 2016.

The 30-day comment period with the *Texas Register* ended on June 6, 2016.

No comments were received regarding the amendments.

Legal Review:

Approved by the Office of General Counsel _____ Date: _____

The amendments have been prepared in the following format:

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

CHAPTER 21. STUDENT SERVICES

SUBCHAPTER C HINSON-HAZLEWOOD COLLEGE STUDENT LOAN PROGRAM

Section

- 21.51. Purpose
- 21.52. Authority
- 21.53. Definitions
- 21.54. Eligibility of Institutions
- 21.55. Eligibility of Students
- 21.56. Requirements of Cosigner/Accommodation Party
- 21.57. Notice to Borrowers
- 21.58. Amount of Loan
- 21.59. Loan Origination Fees
- 21.60. Loan Interest
- 21.61. Disbursement to Students
- 21.62. Repayment of Loans
- 21.63. Deceased or Disabled Borrowers and Cosigners
- 21.64. Enforcement of Collection

21.51 – 21.52 No change.

21.53. Definitions.

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

(1) – (4) No change.

~~[(5) Career college -- an educational institution that is not a public or private nonprofit educational institution and is approved by the U.S. Secretary of Education under the Higher Education Act of 1965, as amended, and the regulations found in 34 C.F.R. §600.5.]~~

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

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

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

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

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

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

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

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

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

(14) ~~[(15)]~~ Fund – the Texas Opportunity Plan Fund as created by the Constitution of the State of Texas, Article III, 50b; the Student Loan Revenue Bond Fund authorized in the Texas Education Code, Chapter 56, Subchapter H; and/or the Student Loan Auxiliary Fund, authorized in the Texas Education Code, Chapter 52, Subchapter F.

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

(16) ~~[(17)]~~ HELP – Health Education Loan Program.

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

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

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

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

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

21.54. Eligibility of Institutions.

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

(1) is located in this state; and

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

~~[(a) The following institutions or entities located in Texas and approved by the U.S. Department of Education for the purpose of guaranteeing the Board against loss due to the death, disability, or default of borrower shall be eligible to participate in the Program:~~

~~(1) Institutions of Higher Education as defined in Texas Education Code, §61.003(8);~~

~~(2) Private or Independent Institutions of Higher Education as defined in Texas Education Code, §61.003(15);~~

~~(3) Career colleges that offer degree programs approved by the Board under §§12.1 -- 12.46 of this title (relating to Career Schools and Colleges); and~~

~~(4) Nonprofit private postsecondary educational institutions accredited by an agency recognized by the Board in §7.4(a) of this title (relating to Exemptions, Revocation of Exemptions, and Certificates of Authorization).]~~

(b) - (d) No change.

21.55. Eligibility of Students.

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

(1) - (8) No change.

~~[(9) enrolled in a degree program approved by the Board under the provisions of §§12.1 - 12.46 of this title (relating to Career Schools and Colleges) and is otherwise eligible under the provisions of this section for a student enrolled in a career college;]~~

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

(b) - (c) No change.

21.56 - 21.64 No change.

AGENDA ITEM VII-I (4)

Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 21, Subchapter II, Sections 22.1080; 21.1081; 21.1083 – 21.1085; 21.1087 and 21.1088, concerning the Educational Aide Exemption Program

RECOMMENDATION: Adopt

Background Information:

Specifically, the amendment to Section 21.1080 of Board rules strikes a reference to the former citation of the Texas Education Code (TEC), Section 54.214, which was re-designated as TEC Section 54.363 in 2011. In Section 21.1080 the term "Educational Aides" has been amended to show capitalization.

Changes to Section 21.1081 regarding Definitions introduce terms relevant to new requirements for students receiving continuation awards, beginning fall 2014 (Senate Bill 1210, 83rd Texas Legislature, Regular Session). Amendments to program rules are just now being made due to the lack of program funding for FY 2014 and FY 2015. The new provisions include a grade point average requirement for graduate and undergraduate students and a loss of eligibility once an undergraduate student reaches the credit hour limit for formula funding. The addition of definitions for "Continuation Award" and "Excessive Hours" caused subsequent definitions to be renumbered. In addition, the definition of "Financial Need" is revised to align with the definition found in other state programs.

Section 21.1083 is amended to reflect two subsections, (a) and (b), to distinguish between the general eligibility requirements and the provisions for continuation awards. In Subsection (a) (3), the section number for "Hardship Provisions" is updated from 21.1089 to 21.1088. New subsection (b) includes the Senate Bill 1210, 83rd Texas Legislature requirements regarding grade point average and number of completed semester credit hours for continuation awards. The term "Resident", has been capitalized.

The titles for Sections 21.1084 and 21.1085 have been updated to reflect current rules. The amendments to Section 21.1085 (a) and (b) state that the exemption covers a student's full tuition and mandatory fee charges and only applies to courses for which an institution receives formula funding. Outdated language has been removed.

Section 21.1087 adds the Texas Education Code citation, 21.050(c), which authorizes an exemption from student teaching for Educational Aide award recipients.

Section 21.1088 outlines hardship provisions that institutions must follow to allow an individual, even though he or she failed to meet program grade point average requirements, to receive an exemption if that failure was due to circumstances outlined in statute as a basis for special consideration. Such circumstances include illness, caring for another person, military deployment or other just causes acceptable to the institution. In addition, in keeping with

Senate Bill 1210, the new sections indicate institutions may, on a showing of good cause, allow an undergraduate to receive the exemption although he or she has completed a number of semester credit hours considered excessive under Section 21.1083(b) of this subchapter (relating to Continuation Awards). The former language relating to hardship provisions for recipients who are unable to remain employed for the full term has been stricken.

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

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

Date published in the *Texas Register*: May 6, 2016.

The 30-day comment period with the *Texas Register* ended on June 6, 2016.

No comments were received regarding the amendments.

Legal Review:

Approved by the Office of General Counsel _____ Date: _____

The amendments have been prepared in the following format:

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

CHAPTER 21. STUDENT SERVICES

SUBCHAPTER II. EDUCATIONAL AIDE EXEMPTION PROGRAM

Section

- 21.1080. Authority and Purpose.
- 21.1081. Definitions.
- 21.1082. Institutions.
- 21.1083. Eligible Students.
- 21.1084. The Application [~~and Awarding Process~~].
- 21.1085. Award Amounts [~~and Processing Cycle~~].
- 21.1086. Allocations for Institutions.
- 21.1087. Exemption from Student Teaching.
- 21.1088. Hardship Provisions.
- 21.1089. Dissemination of Information and Rules.

21.1080. Authority and Purpose.

(a) Authority. Authority for this subchapter is provided in the Texas Education Code, Chapter 54, Subchapter B, Tuition Rates. These rules establish procedures to administer the subchapter as prescribed in the Texas Education Code, Section 54.363 [~~(formerly 54.214)~~], relating to an exemption for Educational Aides [~~educational aides~~].

(b) Purpose. The purpose of the Educational Aide Exemption Program is to encourage certain Educational Aides [~~educational aides~~] to complete full teacher certification by providing need-based exemptions from the payment of tuition and certain mandatory fees at Texas public institutions of higher education.

21.1081. Definitions.

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

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

(2) Commissioner – The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(3) Continuation Award--An exemption from tuition and fees awarded to a student in accordance with this subchapter who has received the exemption in a previous semester, and which is awarded in accordance with this subchapter.

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

(5) ~~[(4)]~~ Educational Aide – A person who has been employed by a public school district in Texas in a teaching capacity working in the classroom directly with the students for at least one year on a full-time basis. It may include substitute teachers who have been employed by a public school district in Texas for 180 or more full days in a teaching capacity working in the classroom directly with students.

(6) Excessive Hours-- in accordance with Texas Education Code Section 54.014, for undergraduates, hours in excess of 30 more than those required for completion of the degree program in which the student is enrolled.

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

(8) ~~[(6)]~~ Financial need – The Cost of attendance at a particular public or private institution of higher education less the Expected family contribution. The Cost of attendance and family contribution are to be determined in accordance with Board guidelines. ~~[An indication of a student's inability to meet the full cost of attending a college or university, measured by one of the following methods:]~~

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

~~(B) — An income methodology, which considers a student to have financial need if his or her adjusted gross annual income is less than income levels set annually by the Commissioner. If the student is a dependent, the family's adjusted gross family income is considered; if the student is independent, only the student's income (and the income of the student's spouse, if he or she is married) is considered.]~~

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

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

21.1082. No Changes.

21.1083. Eligible Students.

(a) To receive an award through the Educational Aide Exemption Program, a student must:

- (1) be a Resident [~~resident~~] of Texas;
- (2) have met the definition of an Educational Aide at some time during the five years preceding the term or semester for which the student is awarded his or her initial exemption;
- (3) be employed in some capacity by a school district in Texas during the full term for which the student receives the award unless granted a hardship waiver as described in Section 21.1088 [~~21.1089~~] of this title (relating to Hardship Provisions);
- (4) show Financial need;
- (5) - (10) No Changes.

(b) if a person receiving a Continuation Award at the beginning of the term or semester in which the award is received must also:

- (1) if classified as an undergraduate or a graduate, be meeting the institution's financial aid grade point average requirement for making satisfactory academic progress towards a degree or certificate in accordance with the institution's policy regarding eligibility for financial aid, unless granted a hardship waiver by the institution in keeping with 21.1088 of this subsection (relating to Hardship Provisions) and,
- (2) if classified as a resident undergraduate, have not completed a number of semester credit hours that is considered to be excessive under Texas Education Code, Section 54.014, unless granted a hardship waiver by the institution in keeping with Section 21.1088 of this title (relating to Hardship Provisions). In determining the number of hours an undergraduate has completed, semester credit hours completed include transfer credit hours that count towards the person's undergraduate degree or certificate requirements, but exclude:
 - (A) hours earned exclusively by examination;
 - (B) hours earned for a course for which the person received credit toward the person's high school academic requirements; and
 - (C) hours earned for developmental courses that the institution required the person to take under Texas Education Code, Section 51.3062 or under the former provisions of Texas Education Code, Section 51.306.

21.1084. The Application [~~and Awarding Process~~].

(a) Institutions are not required to provide exemptions under this subchapter beyond those funded through appropriations specifically designated for this purpose. The Board shall advise institutions of the availability of funds as soon as possible after funding is known.

(b) Application forms and instructions developed by the Board will be distributed through financial aid offices of approved institutions.

(c) If only limited funds are available:

(1) the Board will advise institutions of a deadline for submitting applications and the number of applications each institution may submit to compete for funds;

(2) Institutions will forward to the Board applications for students they have determined to be eligible; and

(3) the Board will then select recipients for the limited funds on a first come/first served basis and announce recipients to institutions.

21.1085. Award Amounts [~~and Processing Cycle~~].

(a) Amounts. Students receiving awards through the Educational Aide Exemption Program shall be exempted from the payment of ~~[(or reimbursed for)]~~ the total resident tuition and required fees, other than laboratory and class fees, for courses taken during the relevant term.

(b) An exemption under this title only applies to courses for which an institution receives formula funding.

~~[(b) Form of Award — Exemption or Reimbursement.~~

~~(1) — If applications are processed and announced in time, institutions should exempt recipients from the payment of such charges and then request reimbursement from the Board.~~

~~(2) — If applications are processed and/or announced too late for the student to be exempted from such payments at registration, the student may be required to pay these charges first, and then be reimbursed by the institution.~~

~~(c) — Unique Requirements for Each Term.~~

~~(1) — Fall awards are made on the basis of the original fall/spring application that will be posted on the Coordinating Board website for institutions to download and provide to students.~~

~~(2) — Spring awards are based on the original fall/spring application. If the student was not a recipient during the fall term, the original application functions as a~~

~~stand-alone spring application. If the applicant also received a fall award, the spring award shall not be granted by the institution until the school or school district confirms to the institution that it will still be employing the applicant in the spring term.~~

~~(3) Summer awards are to be based on a summer application that will be posted on the Coordinating Board website for institutions to download and provide to students. Institutions and school districts will be advised by the Board of the availability of the summer application by March 1 of each year.]~~

21.1086. No Changes.

21.1087. Exemption from Student Teaching.

(a) An individual who receives a bachelor's degree required for a teaching certificate on the basis of higher education coursework completed while receiving an award through this subchapter shall not be required by his or her institution to participate in any field experience or internship consisting of student teaching as a requirement to receive a teaching certificate, in accordance with Section 21.050(c), Texas Education Code.

(b) An individual who receives a bachelor's degree prior to receiving his or her first award under this subchapter is not eligible for a student teaching exemption under Subsection (a) of this Section.

21.1088. Hardship Provisions.

(a) Each institution of higher education is required to adopt a policy to allow a student who fails to maintain a grade point average as required by Section 21.1083(b) of this subchapter to receive an exemption in another semester or term on a showing of hardship or other good cause, including:

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

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

(3) the student's active duty or other service in the United States armed forces or the student's active duty in the Texas National Guard; or

(4) any other cause considered acceptable by the institution.

(b) An institution may, on a showing of good cause, permit an undergraduate Continuation Award applicant to receive an exemption or waiver although he or she has completed a number of semester credit hours that is considered excessive under Texas Education Code Section 54.014.

~~[An individual is considered to meet the employment requirements listed in Section 21.1083(3) of this title (relating to Eligible Students) if he or she was employed at the beginning of the relevant term but was unable to remain employed throughout the term for reasons beyond his or her control. Such situations include, but are not limited to, the following:~~

~~(1) — a severe illness or other debilitating condition that may affect the individual's ability to continue employment;~~

~~(2) — responsibility for the care of a temporarily disabled dependent that may affect the recipient's ability to continue employment; or~~

~~(3) — performance of active duty military service.]~~

21.1089. No Changes.

AGENDA ITEM VII-I (5)

Consideration of adopting the Committee's recommendation to the Board relating to Chapter 21, new Subchapter KK, concerning the Math and Science Scholars Loan Repayment Program (Senate Bill 686, 84th Texas Legislature)

RECOMMENDATION: Adopt

Background Information:

Specifically, Senate Bill 1720 of the 83rd Texas Legislature authorized the Math and Science Scholars Loan Repayment Program. However, funds for the program were first appropriated by the 84th Texas Legislature. The statute specifies that awards will first be made based on teaching service during the 2016-2017 school year. Section 61.9840 of the Texas Education Code states that the Coordinating Board shall adopt rules necessary for the administration of this program.

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

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

Date published in the *Texas Register*: May 6, 2016.

The 30-day comment period with the *Texas Register* ended on June 6, 2016.

No comments were received regarding the rules.

Legal Review:

Approved by the Office of General Counsel _____ Date: _____

The amendments have been prepared in the following format:

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

CHAPTER 21. STUDENT SERVICES

SUBCHAPTER KK. MATH AND SCIENCE SCHOLARS LOAN REPAYMENT PROGRAMSection21.2021. Authority and Purpose.21.2022. Definitions.21.2023. Eligibility for Enrollment in the Program.21.2024. Application Ranking Priorities.21.2025. Exceptions to Consecutive Years of Employment Requirement.21.2026. Eligibility for Disbursement of Award.21.2027. Eligible Lender and Eligible Education Loan.21.2028. Disbursement of Repayment Assistance and Award Amount.21.2029. Limitations.21.2021. Authority and Purpose.

(a) Authority. Authority for this subchapter is provided in the Texas Education Code, Subchapter KK, Math and Science Scholars Loan Repayment Program. These rules establish procedures to administer the subchapter as prescribed in the Texas Education Code, Sections 61.9831 through 61.9841.

(b) Purpose. The purpose of the Math and Science Scholars Loan Repayment Program is to encourage teachers, who demonstrated high academic achievement as math or science majors, to teach math or science in Texas public schools for eight years, the first four of which are at Title I schools.

21.2022. Definitions.

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

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

(2) Commissioner--The Commissioner of Higher Education, the chief executive officer of the Board.

(3) Employment Service Period – A period of at least 9 months of a 12-month academic year.

(4) Program -- The Math and Science Scholars Loan Repayment Program.

(5) Title I school—Texas public schools that receive federal funding under Title I, Elementary and Secondary Education Act of 1965 (20 U.S.C. Section 6301 et seq.)

21.2023. Eligibility for Enrollment in the Program.

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

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

(2) be a U.S. citizen;

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

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

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

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

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

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

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

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

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

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

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

21.2024. Application Ranking Priorities.

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

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

- (1) the number of mathematics and science courses completed by the applicants;
- (2) the grade received by each applicant for each of those courses; and
- (3) employment at schools having the highest percentages of students who are eligible for free or reduced cost lunches.

21.2025. Exceptions to Consecutive Years of Employment Requirement.

Although funding limitations may require the Board to exercise the ranking priorities established in Section 21.2024 of this title (relating to Application Ranking Priorities) a teacher who has enrolled in the Program shall not lose Program eligibility due to failure to meet the consecutive years of qualifying employment requirement if the break in employment service is a result of the person's:

- (1) full-time enrollment in a course of study related to the field of teaching that is approved by the State Board for Educator Certification and provided by a Texas institution of higher education, as defined in Texas Education Code 61.003;
- (2) service on active duty as a member of the armed forces of the United States, including as a member of a reserve or National Guard unit called for active duty;
- (3) temporary total disability for a period of not more than 36 months as established by the affidavit of a qualified physician;
- (4) inability to secure employment as required in a Title I school for a period not to exceed 12 months, because of care required by a disabled spouse or child; or
- (5) inability, despite reasonable efforts, to secure, for a single period not to exceed 12 months, employment in a Title I school.

21.2026. Eligibility for Disbursement of Award

To be eligible for disbursement of a loan repayment award, a teacher must:

- (1) for teachers having a probationary teaching certificate during the initial year in the Program, have received a standard teaching certificate by the beginning of the second year of employment, to qualify for a second-year award.
- (2) for the first four years of employment, submit all required end-of-year forms verifying completion of one, two, three, or four consecutive years of employment as a full-time classroom teacher in a Title I school;

(3) following the first four years of employment, submit all required end-of-service period forms verifying completion of five, six, seven, or eight consecutive years of employment as a full-time classroom teacher in any Texas public school.

21.2027. Eligible Lender and Eligible Education Loan.

(a) The Board shall retain the right to determine the eligibility of lenders and holders of education loans to which payments may be made. An eligible lender or holder shall, in general, make or hold education loans made to individuals for purposes of undergraduate, medical and graduate medical education and shall not be any private individual. An eligible lender or holder may be, but is not limited to, a bank, savings and loan association, credit union, institution of higher education, student loans secondary market, governmental agency, or private foundation.

(b) To be eligible for repayment, an education loan must:

(1) be evidenced by a promissory note for loans to pay for the cost of attendance for undergraduate or graduate education;

(2) not be in default at the time of the teacher's application;

(3) not have an existing obligation to provide service for loan forgiveness through another program;

(4) not be subject to repayment through another student loan repayment or loan forgiveness program;

(5) if the loan was consolidated with other loans, the teacher must provide documentation of the portion of the consolidated debt that was originated to pay for the cost of attendance for the teacher's undergraduate or graduate education; and

(6) not be an education loan made to oneself from one's own insurance policy or pension plan or from the insurance policy or pension plan of a spouse or other relative.

21.2028. Disbursement of Repayment Assistance and Award Amount.

(a) The annual repayment(s) shall be in one disbursement made payable to the servicer(s) or holder(s) of the loan upon the teacher's completion of each year of qualifying employment.

(b) The Commissioner or his or her designee shall determine the maximum annual repayment amount in each state fiscal year, taking into consideration the amount of available funding and the number of eligible applicants.

(c) A teacher who transfers to a Texas public school that is not a Title I school after completing four consecutive years of employment at a Title I school may qualify for no more than 75% of the annual award amount established for the fiscal year.

21.2029. Limitations.

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

(b) in the 2016-2017 school year, no more than 1,000 teachers shall receive loan repayment assistance;

(c) in the 2017-2018 school year, no more than 2,000 teachers shall receive loan repayment assistance;

(d) in the 2018-2019 school year, no more than 3,000 teachers shall receive loan repayment assistance; and

(e) failure to meet Program requirements will result in non-payment for the applicable year of employment and removal from the Program.

AGENDA ITEM IX-A

Committee Chair's Overview

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

AGENDA ITEM IX-B

Public Testimony on Items Relating to the Committee on Academic and Workforce Success

RECOMMENDATION: No action required

Background Information:

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

AGENDA ITEM IX-C

Consideration of adopting the Committee's recommendation to the Board relating to the distribution of funds trusteeed to the Coordinating Board to support family practice residency programs for Fiscal Year 2017 and the report on trusteeed funds distributed in Fiscal Year 2016

RECOMMENDATION: Approval to fund the Family Practice Residency Program in Fiscal Year 2017 and accept the report.

Background Information:

The Family Practice Residency Program (FPRP) was established in 1977. Since 1979, the Texas Legislature has appropriated funding to the program to increase the numbers of physicians selecting family practice as their medical specialty and to encourage those physicians to establish their practices in rural and underserved communities in Texas. The Coordinating Board provides trusteeed funds to the FPRP as directed by the Legislature. Funding recommendations are made to the Board by the statutory 12-member Family Practice Residency Advisory Committee. To date, the program has provided funding support for more than 9,400 family practice residents.

The FPRP received an appropriation of \$16,780,000 for the biennium. Funding of \$12,780,000 was directly appropriated to the Coordinating Board from the General Revenue-Dedicated Account No. 5111, *Designated Trauma Facility and Emergency Medical Services Account*; \$4,000,000 was appropriated from General Revenue. Funding of \$8,383,996 was awarded in Fiscal Year (FY) 2016, and \$8,390,000 is available for awards in FY 2017. The Family Practice Residency Advisory Committee met on April 15, 2016, and formulated recommendations for FY 2017 allocations based on the following criteria: 1) provide per-resident funding based on the number of residents certified in training on September 1, 2016; 2) provide funding to maintain the rural rotation and public health rotation requirements; and 3) provide support funding to the Faculty Development Center.

Following the Advisory Committee's recommendation for funding, staff estimates that the FY 2017 funding would be awarded as follows:

Total Available Funds/Appropriation:	\$ 8,390,000
<i>Estimated</i> number of certified residents:	746
<i>Estimated</i> per-resident funding:	\$ 10,887
<i>Estimated</i> Operational Grant Total:	\$8,121,500
45 Rural Rotations at \$2,500:	\$ 112,500
3 Public Health Rotations at \$2,000:	\$ 6,000
Rural and Public Health Rotation Total:	\$118,500
Faculty Development Center:	\$150,000
Total Allocation of Funds	\$ 8,390,000

Dr. Stacey Silverman, Deputy Assistant Commissioner for Academic Quality, will be available to answer questions.

Report on Trusted Funds Distributed in FY 2016:

During FY 2016, the FPRP provided grants to Texas' 28 nationally accredited family practice residency programs, which are located in every region of the state, and provided support for Texas' health care education and delivery network. Allocation of funding was based on recommendations made by the Family Practice Residency Advisory Committee and approved by the Board.

Table 1 below presents the appropriation amounts for FPRP for FY 2008 through FY 2017.

Table 1. Family Practice Residency Program Biennial Funding History	
FY 2008 - 2009	\$ 17,464,310
FY 2010 - 2011	\$ 21,214,310
FY 2012 - 2013	\$ 5,600,000
FY 2014 - 2015	\$ 12,780,000
FY 2016 - 2017	\$ 16,780,000

Funding for FPRP primarily supports the operation of family practice residency programs. However, a portion of the appropriation supports rural and public health rotations.

(a) Family Practice Residency Operational Programs

Funding levels per resident, shown in Table 2 for recent years, are based on the number of certified family practice residents in training on September 1st of each year.

Table 2. Family Practice Residency Program Per-Resident Funding		
	Per-resident Funding	Number of Residents Funded
FY 2011	\$14,396	693
FY 2012	\$3,895	706
FY 2013	\$3,841	716
FY 2014	\$8,504	730
FY 2015	\$8,797	727
FY 2016	\$10,897	746
FY 2017 <i>Estimated</i>	\$10,887	746

(b) Family Practice Faculty Development Center

The Family Medicine Faculty Development Center (Center) was established in 1978 with federal and state funding to provide statewide training for current and future

family practice residency and medical school faculty. A full range of opportunities are offered for Texas family medicine residents and faculty to enhance their skills in research, teaching, management, and administration of academic family medicine. The Center received \$373,670 in funding support under the FPRP in FY 2011. However, in FY 2012, state appropriations to FPRP received a 75 percent reduction, and prompted the closure of the Center in August 2011. The University of North Texas Health Science Center offered to establish a smaller scale Center on its campus in April 2012 and began training faculty the following summer. In FY 2016, the Center received funding support of \$150,000 under the FPRP, which allowed the Center to expand its certificate program for residents and increase its faculty development and leadership offerings for family medicine residents and faculty.

(c) Rural and Public Health Rotations

The Texas Legislature established the Rural Rotation program in 1989 and added Public Health in 1997. It is statutorily mandated that all accredited Texas family practice residency programs provide their residents with an opportunity to participate in a one-month rotation in a rural or public health setting. Rural and public health rotations are supported by FPRP funds, as required by a rider in the General Appropriations Act.

In FY 2016, funding of \$105,000 provided support for month-long experiences in a rural rotation to 42 family practice residents. Participating family practice residents receive a stipend of \$1,000 upon completion of a rural rotation. In addition, residency programs receive funding of \$1,500 for each resident who completes a rural rotation. Rural and public health supervisors serve as volunteers and are not compensated for their services.

AGENDA ITEM IX -D (1)

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

Recommendation: Approval

Rationale: The proposed Interdisciplinary Engineering program is intended to prepare students for careers in emerging interdisciplinary fields, such as Materials Engineering, Robotic Vision, and Energy Engineering. These emerging interdisciplinary fields would combine elements of more than one traditional discipline into a new specialization. There is an increasing demand for graduates with interdisciplinary or multidisciplinary engineering training and education. Much of the interdisciplinary effort in engineering education has been occurring at the graduate level, and this bachelor's-level program would be one of the first formal efforts at undergraduate interdisciplinary engineering education in the state.

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

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

<i>Related Programs</i>	<p>The institution has 14 degree programs within the same two-digit CIP code:</p> <table><tr><td><u>Yes</u></td><td>No</td><td>N/A</td></tr><tr><td colspan="3"><ul style="list-style-type: none">• BS in Aerospace Engineering,• BS in Biological and Agricultural Engineering,• BS in Biomedical Engineering,• BS in Chemical Engineering,• BS in Civil Engineering,• BS in Computer Engineering,• BS in Electrical Engineering,• BS in Industrial Engineering,• BS in Mechanical Engineering,• BS in Nuclear Engineering,• BS in Ocean Engineering• BS in Offshore and Coastal Systems Engineering,• BS in Petroleum Engineering, and• BS in Radiological Health Engineering.</td></tr></table>	<u>Yes</u>	No	N/A	<ul style="list-style-type: none">• BS in Aerospace Engineering,• BS in Biological and Agricultural Engineering,• BS in Biomedical Engineering,• BS in Chemical Engineering,• BS in Civil Engineering,• BS in Computer Engineering,• BS in Electrical Engineering,• BS in Industrial Engineering,• BS in Mechanical Engineering,• BS in Nuclear Engineering,• BS in Ocean Engineering• BS in Offshore and Coastal Systems Engineering,• BS in Petroleum Engineering, and• BS in Radiological Health Engineering.		
<u>Yes</u>	No	N/A					
<ul style="list-style-type: none">• BS in Aerospace Engineering,• BS in Biological and Agricultural Engineering,• BS in Biomedical Engineering,• BS in Chemical Engineering,• BS in Civil Engineering,• BS in Computer Engineering,• BS in Electrical Engineering,• BS in Industrial Engineering,• BS in Mechanical Engineering,• BS in Nuclear Engineering,• BS in Ocean Engineering• BS in Offshore and Coastal Systems Engineering,• BS in Petroleum Engineering, and• BS in Radiological Health Engineering.							

Proposed Program:

The proposed face-to-face program in Interdisciplinary Engineering would consist of 128 semester credit hours (SCH) of instruction, with curriculum requirements that are comparable to the other 14

ABET-accredited engineering programs in the Dwight Look College of Engineering. Interested students would be able to apply for admission to the program as early as their second semester. Before applying to the program, students would meet with the Director of Interdisciplinary Programs to identify their interdisciplinary interests. Students would then be required to submit tentative degree plans to the Director and Advising Committee for review and approval before being admitted to the program.

The institution estimates that the program's five-year costs would total \$910,000, with funding of \$3,247,327 over the same five years. Coordinating Board staff estimate that formula funding would provide approximately 12.7 percent of total funding during the first five years.

Evidence of Lack of Duplication, Workforce Need, and Student Demand:

<i>Lack of Duplication of Program</i>	<u>Strong</u>	Moderate	Weak
Number of degree programs in the state with programs in Interdisciplinary Engineering (14.0101.00): 0			
Number of degree programs within a 60-minute drive with the same 6-digit CIP: 0			
<i>Job Market Need</i>	Strong	<u>Moderate</u>	Weak
Advertisements for job openings	Yes	<u>No</u>	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand</i>	Strong	<u>Moderate</u>	Weak
Increased enrollment in related programs at the institution	<u>Yes</u>	No	N/A
High enrollment in similar programs at other institutions	Yes	No	<u>N/A</u>
Applicants turned away at similar programs at other institutions	Yes	No	<u>N/A</u>
Student surveys	<u>Yes</u>	No	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	25	49	73	77	76
<i>Student FTE</i>	25	49	73	77	76
<i>Core Faculty FTE</i>	2	2	2	2	2
<i>Core Faculty Headcount*</i>	4	4	4	4	4

*Members of the Advising Committee and faculty members teaching ENGR 401 (Interdisciplinary Design) and ENGR 402 (Interdisciplinary Design II) will be listed as program faculty. Every faculty member in the Dwight Look College of Engineering will be invited to apply for consideration as program faculty.

FIVE-YEAR COSTS

Personnel	
Faculty	\$0
Administration	\$ 400,000
Graduate Assistants	\$ 150,000
Clerical/Staff	\$ 360,000
Facilities and Equipment	\$0
Supplies and Materials	\$0
Other	\$0
Est. Five-Year Costs	\$ 910,000

SOURCES OF FUNDING

Anticipated New Formula	
Funding (years 3 through 5)	\$414,056
Reallocation of Existing Resources	\$910,000
Designated Tuition & Fees	\$1,970,271
Other Funding	\$0
Est. 5-Year Revenues	\$3,294,327

Major Commitments:

The program will seek ABET accreditation for its Interdisciplinary Engineering degree program upon the graduation of its first student.

Final Assessment:

The chief executive officer of the institution certified, and staff has 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 baccalaureate and master's degree programs (19 TAC Section 5.45): **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 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 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%
Total	48,702	100.0%	53,219	100.0%	56,507	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
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		Texas Rates
	Percent Increase	Average	Percent	Average	
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%	

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt		
Federal Student Loans						
2012		37%	\$6,304	39%	\$6,854	41%
2013		35%	\$6,374	37%	\$6,859	39%
Federal, State, Institutional or Other Grants Known by Institutions						
2012		56%	\$7,933	50%	\$8,091	55%
2013		56%	\$8,440	52%	\$8,533	55%
Federal (Pell) Grants						
2012		22%	\$3,994	25%	\$4,353	23%
2013		22%	\$4,098	24%	\$4,300	22%

Student Success									
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates				
Cohort	Enter Fall 2008		Enter Fall 2012		Enter Fall 2013		Cohort	Institution Rate	Peer Group Rate
	Total	Same	Total	Same	Total	Same			
8,495	97.5%	92.4%	7,174	95.7%	90.4%	51.9%	Fall 2005 4-year	50.7%	51.9%
90.4%	92.4%	4.2%	91.4%	91.4%	5.4%	52.8%	Fall 2009 4-year	53.8%	52.8%
5.4%	5.1%	4.2%	4.2%	4.2%	5.4%	54.8%	Fall 2010 4-year	55.0%	54.8%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					77.7%				
Enter Fall 2007					80.5%				
Enter Fall 2011					80.3%				
Enter Fall 2012					84.1%				
Institution Persistence					84.8%				
Cohort					85.2%				
Total					83.8%				
Same					84.5%				
Other					84.5%				
Peer Group Persistence					National Comparison (IPEDS Definition)				
Cohort					Institution Rate				
Total					OOS Peers Rate				
Same					Fall 2004 4-year				
Other					Fall 2008 4-year				
Peer Group Persistence					Fall 2009 4-year				
Cohort					Fall 2003 5-year				
Total					Fall 2007 5-year				
Same					Fall 2008 5-year				
Other					Fall 2002 6-year				
Peer Group Persistence					Fall 2006 6-year				
Cohort					Fall 2007 6-year				
Total					Six-year Graduation & Persistence Rate, Fall 2008				
Same					Student Group Cohort Rate				
Other					For Students Needing Dev Ed				
Peer Group Persistence					Institution				
Cohort					Peer Group				
Total					For Students NOT Needing Dev Ed				
Same					Institution				
Other					Peer Group				
Peer Group Persistence					7.333				
Cohort					6,894				
Total					89.8%				
Same					*Peer Group data is average for peer group.				
Other									
Peer Group Persistence									
Cohort									
Total									
Same									
Other									
Peer Group Persistence									
Cohort									
Total									
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Cohort									
Total									
Same									
Other									
Peer Group Persistence									

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		
	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%	
Total	56,507	100.0%	
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	95.8%
4-year Rate	Total	2010	Same	90.4%
	Same Institution	2009	Other	5.4%
	Other Institutions			
5-year Rate	Total	2009	Total	93.5%
	Same Institution	2008	Same	86.7%
	Other Institutions		Other	6.9%
6-year Rate	Total	2008	Avg Number SCH for Bachelor's Degree	
	Same Institution	2007	FY 2014 Average	
	Other Institutions		Sem SCH	
Grad Rates by Ethnicity			All	9.15
				129.93

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

[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		http://www.CollegePortraits.org
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2014			
Race/Ethnicity	Applicants	Accepted	Enrolled
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%
Total	30,876	70.9%	47.2%

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
Total Cost		\$22,470

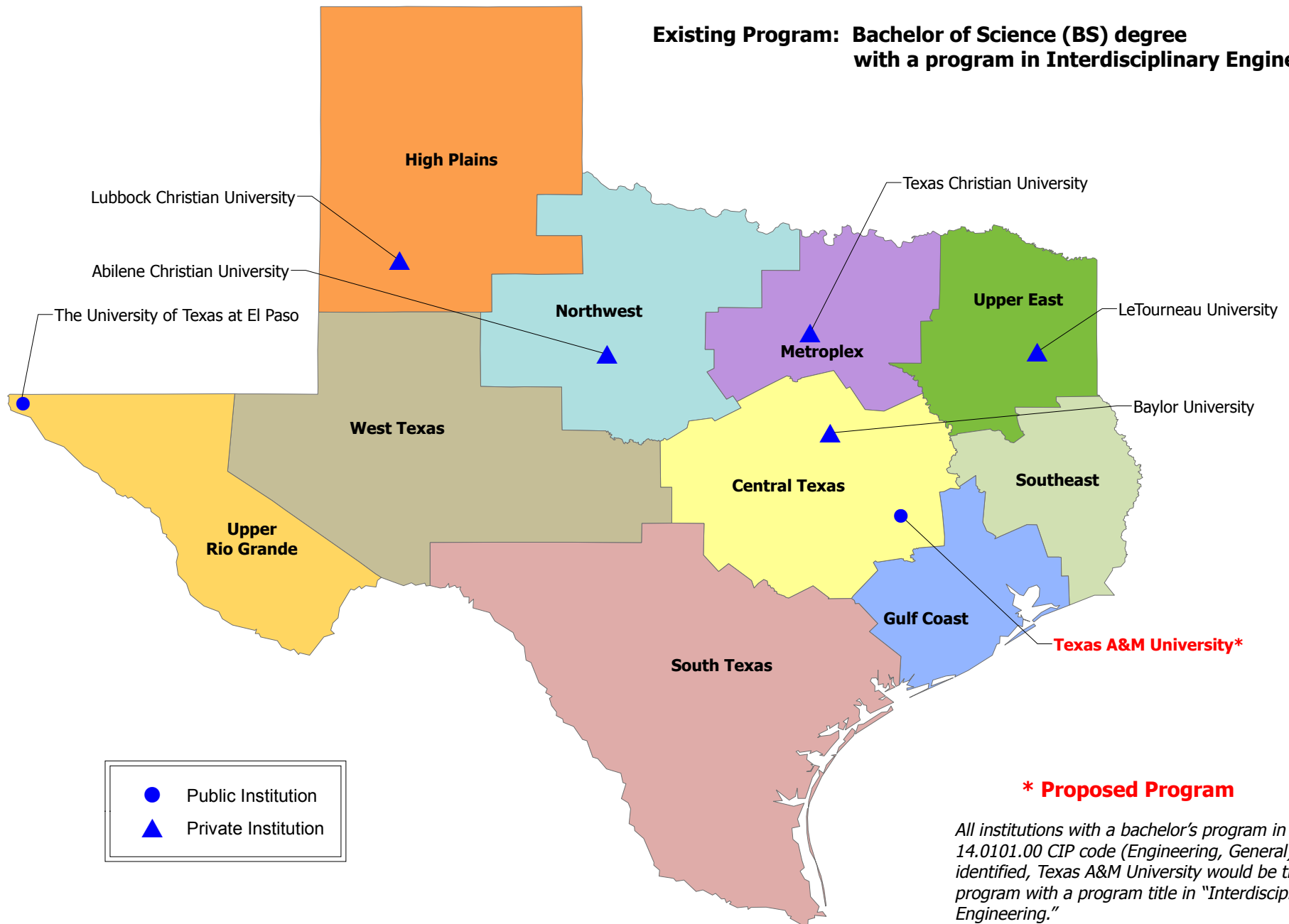
[Rates of Tuition per SCH](#)

[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%
Total Revenue	\$1,526,030,706	100.0%

**Existing Program: Bachelor of Science (BS) degree
with a program in Interdisciplinary Engineering**



AGENDA ITEM IX-D (2)

Consideration of adopting the Committee's recommendation to the Board relating to the request from The University of Texas Medical Branch at Galveston for a Doctor of Clinical Laboratory Sciences (DCLS) degree in Clinical Laboratory Sciences

Recommendation: Approval

Rationale: The proposed program would create an advanced practice doctorate program in Clinical Laboratory Sciences, a field in which the Bureau of Labor Statistics and the Texas Workforce Commission project greater than average growth. The program, which would be the second DCLS degree program in the U.S., is designed to educate a practice-oriented healthcare professional who would be able to serve in inter-professional healthcare teams in a consultant role. The proposed degree would be offered as an online program by The University of Texas Medical Branch at Galveston's (UTMB) Department of Clinical Laboratory Sciences in conjunction with the UTMB Department of Pathology.

Contingencies: The proposed program will seek accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and hire two full-time faculty during the program's first five years. The institution will submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

The University of Texas Medical Branch at Galveston

(Accountability Peer Group: Health-Related)

<i>Success Measures</i>	<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	88.6% 78.7%
	Doctoral 10-Year Graduation Rate	62.3% 62.8%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: Yes <u>No</u> N/A	
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A	
	Recently Approved Doctoral Programs: <ul style="list-style-type: none">• PhD in Rehabilitation Sciences (2011)• DNP in Nursing Practice (2011) <i>Projected enrollments were not met.</i>	

Proposed Program:

UTMB proposes to create a Doctor of Clinical Laboratory Sciences (DCLS) degree to train practicing professionals who have already obtained a bachelor's degree and have at least three years of clinical laboratory experience. The proposed program would require 77 semester credit hours (SCH) after the bachelor's degree and include a capstone project. All didactic coursework would be offered online, with requisite clinical work to be completed at UTMB or at affiliated hospitals. UTMB anticipates that most students would continue as working professionals and matriculate part-time, requiring 13 semesters (4.5 years) to complete the proposed program. The institution estimates that initial five-year costs would total \$906,655.

Existing Programs:

The DCLS degree is an advanced practice degree in Clinical Laboratory Sciences. There is one other DCLS program the U.S., at Rutgers University, and no DCLS programs in Texas.

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	10	20	32	34	36
<i>Graduates</i>	0	0	9	9	10
<i>Avg. Financial Assistance</i>	\$0	\$0	\$0	\$0	\$0
<i>Students Assisted</i>	0	0	0	0	0
<i>Core Faculty</i>	11	11	12	12	13
<i>Anticipated Costs</i>	\$ 76,966	\$154,591	\$189,266	\$188,266	\$297,566
<i>Anticipated Funding</i>	\$159,226	\$305,561	\$416,143	\$429,335	\$541,507
<i>% From Formula Funding</i>	0	0	35%	34%	45%

FIVE-YEAR COSTS

Personnel	
Faculty	\$ 709,875
Program	\$ 101,250
Graduate Assts/Clerical Staff	\$ 71,830
Library Supplies, and Materials	\$ 6,300
Facilities and Equipment	\$ 7,000
Other	\$ 10,400
Est. 5-Year Costs	\$ 906,655

SOURCE OF FUNDING

Anticipated New Formula Funding (years 3 through 5)	\$ 535,278
Other State Funding (Statutory Tuition)	\$ 118,800
Reallocation of Existing Resources	\$ 403,905
Other Funding (Designated Tuition and Student Program Fees)	\$ 793,789
Est. 5-Year Revenues	\$1,851,772

Major Commitments:

The proposed program will seek accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and hire two full-time faculty during the program's first five years. The institution will submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

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 MEDICAL BRANCH AT GALVESTON

Location: Galveston, Gulf Coast Region
 Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC - El Paso, UNT HSC, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center
 Out-Of-State Peers: Georgia Health Sciences University, University Of California-San Francisco
 Degrees Offered: Bachelor's, Master's, Doctoral, Professional
[Institutional Resumes](#) [Accountability System](#) [Definitions](#) [Institution Home Page](#)

Enrollment				
Category	Fall 2009	Fall 2013	Fall 2014	
Medical School Students	920	913	931	
Total Enrollment	2,430	3,112	3,211	
Physicians Certified in Residency	464	529	548	

Costs				
Average Annual Total Academic Costs for Resident Full-time Student				
Year	Undergraduate Student		Graduate Student	
	Institution	Peer Group	Institution	Peer Group
FY 2010	\$5,473	\$4,772	\$3,368	\$3,795
FY 2014	\$7,219	\$5,081	\$3,867	\$5,328
FY 2015	\$7,219	\$5,212	\$3,867	\$5,722

Student Success

National Data: Nursing or Allied Health Degrees Awarded									
FY 2009					FY 2013				
Type	Institution	Peer Group	Institution	Peer Group	Institution	Peer Group	Institution	Peer Group	
Bachelor's	251	184	432	308	456	286			
Master's	183	94	216	134	226	122			
Doctoral	11	5	14	8	19	10			
Professional	21	16	84	38	75	30			

National Data: Nursing or Allied Health Degrees Awarded									
FY 2008					FY 2012				
	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.	
Associate's	.	.	.	.	.	.	.	.	.
Bachelor's	279	139	390	100	432	.	432	.	.
Master's	181	148	248	252	213	89	213	89	89
Doctoral	.	67	4	15	14	7	14	15	7

Research Expenditures	
Year	Amount
FY 2009	\$153,713,920
FY 2013	\$144,728,120
FY 2014	\$141,002,443

Percent of Medical School Students Practicing Primary Care in Texas after Graduation			
Year	Institution	Peer Group	
FY 2009	30.40%	31.35%	
FY 2013	33.57%	28.61%	
FY 2014	23.53%	35.35%	

Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License			
Year	Institution	Peer Group	
FY 2009	97.00%	96.54%	
FY 2013	96.80%	97.08%	
FY 2014	94.00%	95.99%	

Funding

Total Appropriated Funds Including Faculty and Staff Health and Retirement	
Year	Amount
FY 2010	\$427,245,097
FY 2013	\$317,760,622
FY 2014	\$357,302,064

Total Amount of Money from Any Source Available in FY		
Year	Amount	
FY 2010	\$840,094,857	
FY 2013	\$639,493,881	
FY 2014	\$685,114,135	

Online Resume for Prospective Students, Parents and the Public THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON

Location: Galveston, Gulf Coast Region
 Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center
 Out-Of-State Peers: Georgia Health Sciences University, University Of California-San Francisco
 Degrees Offered: Bachelor's, Master's, Doctoral, Professional
[Institutional Resumes](#) [Accountability System](#) [Definitions](#) [Institution Home Page](#)

Enrollment				
Fall 2014				
Race/Ethnicity	Total Students Number	% of Total	Medical Students Number	% of Total
White	1,489	46.4%	375	40.3%
Hispanic	476	14.8%	168	18.0%
African American	393	12.2%	139	14.9%
Asian/Pacific Isl.	535	16.7%	178	19.1%
International	142	4.4%	6	.6%
Other & Unknown	176	5.5%	65	7.0%
Total	3,211	100.0%	931	100.0%

Costs		
Annual Academic Costs for Full-time Resident Student, FY 2015		
Type of Cost	Average Amount	
Undergraduate	\$7,219	
Graduate	\$3,867	
First-time Medical Student	\$17,815	
Rates of Tuition per SCH		
Mandatory Fees as Defined by CB		
Amount & Percent of Tuition Increase (UGrad)		
Amount & Percent of Tuition Increase (Grad)		

Financial Aid			
Need-based Aid for Graduate Students (GS)			
Fall 2013			
Type of Aid	% of GSs Receiving	Average Amount	
Grants or Scholarships	3.8%	\$9,562	
Loans	3.2%	\$2,960	
Work Study	1.2%	\$1,555	
Grants, Scholarships, Loans or Workstudy	7.6%	\$6,310	

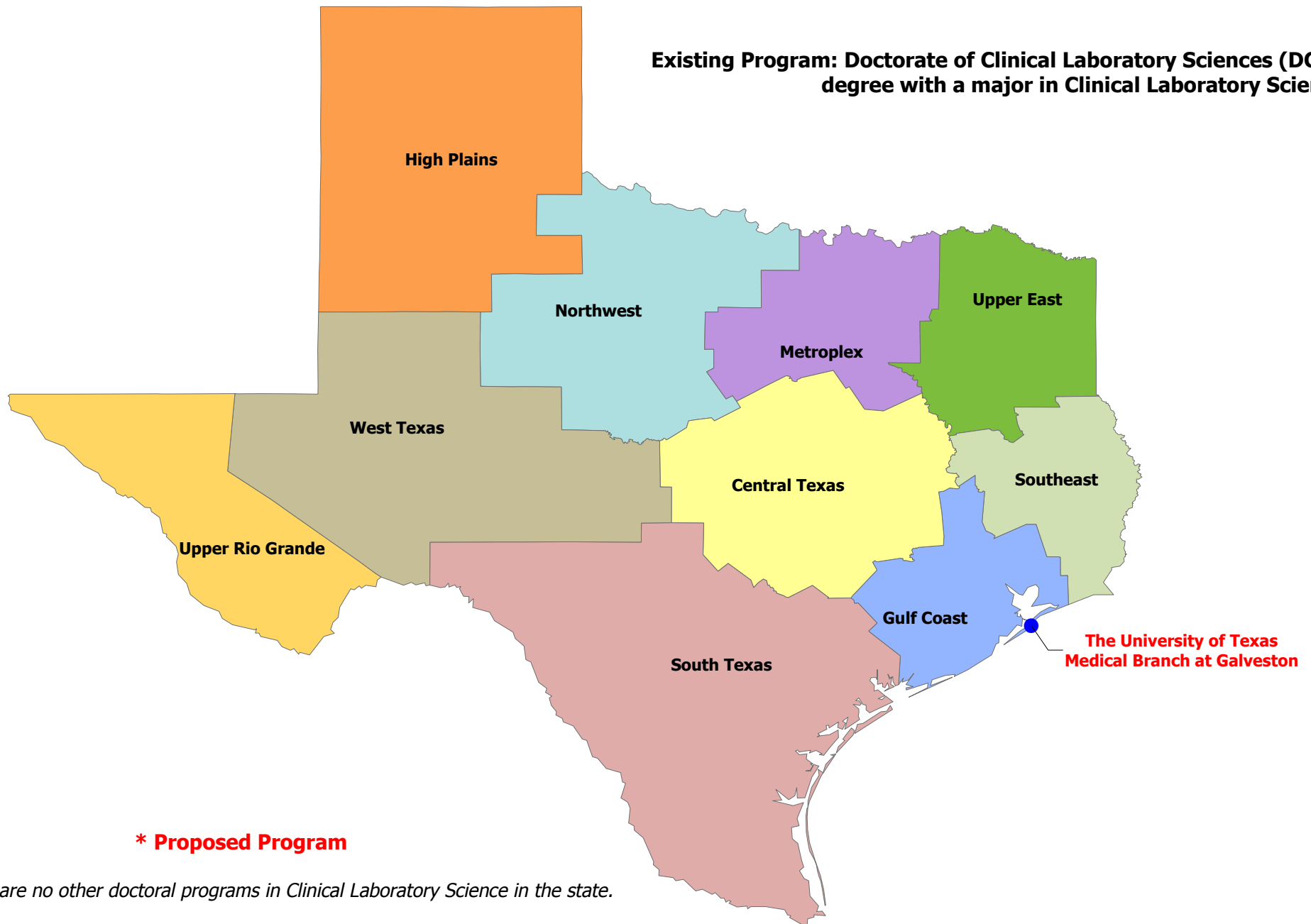
Student Success				
Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License		Percent of Medical School Students Practicing Primary Care in Texas after Graduation		
Year	Institution	Peer Group	Year	Peer Group
FY 2014	94.00%	95.99%	FY 2014	23.53%
				35.35%

First-time Licensure or Certification Examination Pass Rate FY 2014			
Field	Institution	Peer Group	Peer Group
Dental	N/A		94.0%
Allied Health	92.4%		95.4%
Nursing	94.2%		91.2%
Pharmacy	N/A		94.7%
Medical	94.0%		96.0%

Research Expenditures	
Year	Amount
FY 2014	\$141,002,443

* Data for FY 2015

**Existing Program: Doctorate of Clinical Laboratory Sciences (DCLS)
degree with a major in Clinical Laboratory Sciences**



AGENDA ITEM IX-D (3)

Consideration of adopting the Committee's recommendation to the Board relating to the request from The University of Texas Medical Branch at Galveston for a Doctor of Occupational Therapy (OTD) degree with a major in Occupational Therapy

Recommendation: Approval

Rationale: The proposed program would serve a well-documented need for doctoral professionals in occupational therapy, as the field faces shortages in leadership and faculty, and increased needs for demonstrating positive clinical outcomes. There is also a need for doctoral-prepared occupational therapists in Texas with skills in planning and development to create and lead programs that provide care for underserved populations. The program, which would be the second OTD program in Texas, is designed to educate a practice-oriented healthcare professional who would be able to serve in inter-professional healthcare teams. Graduates would be prepared to search, analyze, and synthesize information for clinical evidence, serve effectively as members of inter-professional teams, and create networks between institutions and communities.

Contingencies: The institution will hire two new faculty in Years 3 and 5 of operation. The institution will submit five annual doctoral reports confirming institutional commitments and assessing the progress of program implementation.

The University of Texas at Medical Branch at Galveston

(Accountability Peer Group: Health-Related)

<i>Success Measures</i>	<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	88.6% 78.7%
	Doctoral 10-Year Graduation Rate	62.3% 62.8%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: Yes <u>No</u> N/A	
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A	
	Recently Approved Doctoral Programs: <ul style="list-style-type: none">• PhD in Rehabilitation Sciences (2011)• DNP in Nursing Practice (2011) <i>Projected enrollments were not met.</i>	

Proposed Program:

UTMB proposes to create a Doctor of Occupational Therapy (OTD) program to train practicing professionals who have already obtained either a master's or bachelor's degree in occupational therapy. The program would be a post-professional hybrid model offered primarily online, with some onsite components. The program is designed to enable experienced occupational therapists (OT) to assume leadership roles in practice settings and to serve as clinical faculty in entry-level professional programs. The program would include both clinical courses and mentored projects. Admission to the program would require at least three years of clinical experience and consist of 34 semester credit hours after the master's degree. A capstone project would be required. The program would allow experienced practitioners with a bachelor degree to matriculate, if they have an extensive portfolio of relevant clinical experience that demonstrates advanced practice competence secured in the field. Students with a bachelor's degree would need to complete six additional semester credit hours.

UTMB does not include any teaching or research assistantships for the proposed program designed for working professionals. This stance on student financial assistance is common of other post-professional OT programs in the country, including the only other OTD program at Texas Woman's University. The institution estimates the initial five-year costs would be \$759,867. The institution agrees to hire two new faculty; one in the third year and another in the fifth year of the program's operation.

Existing Programs:

There is one public OTD program at Texas Woman's University (TWU), which is located 331 miles from the proposed program at UTMB. The OTD program at TWU has been at capacity since it opened in 2014.

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	10	25	35	40	40
<i>Graduates</i>	0	9	14	19	19
<i>Avg. Financial Assistance</i>	\$0	\$0	\$0	\$0	\$0
<i>Students Assisted</i>	0	0	0	0	0
<i>Core Faculty</i>	9	9	9	9	9
<i>Anticipated Costs</i>	\$89,942	\$126,941	\$144,028	\$143,826	\$255,130
<i>Anticipated Funding</i>	\$152,720	\$290,067	\$400,159	\$435,349	\$533,155
<i>% From Formula Funding</i>	0	0	41%	37%	48%

FIVE-YEAR COSTS		SOURCE OF FUNDING	
Faculty	\$605,283	Anticipated New Formula Funding (years 3 through 5)	\$433,568
Program Administration	\$32,215		
Clerical Staff	\$101,669	Other State Funding	\$126,500
New faculty recruitment	\$10,400	Reallocation of Existing Resources	\$235,212
Equipment and Supplies	\$10,300	Other Funding (Other Tuition and Fees)	\$865,489
Est. 5-Year Costs	\$759,867	Est. 5-Year Revenues	\$1,660,769

Major Commitments:

The institution agrees to hire two new faculty during the program's first five years and to revise the curriculum to allow for an intensive pre-doctoral semester for those admitted to the program with a bachelor's degree. The institution will submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

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 MEDICAL BRANCH AT GALVESTON

Location: Galveston, Gulf Coast Region
 Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC - El Paso, UNT HSC, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center
 Out-Of-State Peers: Georgia Health Sciences University, University Of California-San Francisco
 Degrees Offered: Bachelor's, Master's, Doctoral, Professional
[Institutional Resumes](#) [Accountability System](#) [Definitions](#) [Institution Home Page](#)

Enrollment				
Category	Fall 2009	Fall 2013	Fall 2014	
Medical School Students	920	913	931	
Total Enrollment	2,430	3,112	3,211	
Physicians Certified in Residency	464	529	548	

Costs				
Average Annual Total Academic Costs for Resident Full-time Student				
Year	Undergraduate Student		Graduate Student	
	Institution	Peer Group	Institution	Peer Group
FY 2010	\$5,473	\$4,772	\$3,368	\$3,795
FY 2014	\$7,219	\$5,081	\$3,867	\$5,328
FY 2015	\$7,219	\$5,212	\$3,867	\$5,722

Student Success

Nursing and Allied Health Degrees Awarded					
Type	FY 2013			FY 2014	
	Institution	Peer Group	Peer Group	Institution	Peer Group
Bachelor's	251	184	432	456	286
Master's	183	94	216	226	122
Doctoral	11	5	14	19	10
Professional	21	16	84	75	30

National Data: Nursing or Allied Health Degrees Awarded					
	FY 2008		FY 2012		FY 2013
	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.	Institution
Associate's	.	.	.	.	.
Bachelor's	279	139	390	100	432
Master's	181	148	248	252	213
Doctoral	.	67	4	15	14
					7

Research Expenditures	
Year	Amount
FY 2009	\$153,713,920
FY 2013	\$144,728,120
FY 2014	\$141,002,443

Percent of Medical School Students Practicing Primary Care in Texas after Graduation		
Year	Institution	Peer Group
FY 2009	30.40%	31.35%
FY 2013	33.57%	28.61%
FY 2014	23.53%	35.35%

Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License		
Year	Institution	Peer Group
FY 2009	97.00%	96.54%
FY 2013	96.80%	97.08%
FY 2014	94.00%	95.99%

Funding

Total Appropriated Funds Including Faculty and Staff Health and Retirement	
Year	Amount
FY 2010	\$427,245,097
FY 2013	\$317,760,622
FY 2014	\$357,302,064

Total Amount of Money from Any Source Available in FY		
Year	Amount	
FY 2010	\$840,094,857	
FY 2013	\$639,493,881	
FY 2014	\$685,114,135	

Online Resume for Prospective Students, Parents and the Public THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON

Location: Galveston, Gulf Coast Region
 Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC - El Paso, UNT HSC, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center
 Out-Of-State Peers: Georgia Health Sciences University, University Of California-San Francisco
 Degrees Offered: Bachelor's, Master's, Doctoral, Professional
[Institutional Resumes](#) [Accountability System](#) [Definitions](#) [Institution Home Page](#)

Enrollment					
Fall 2014					
Race/Ethnicity	Total Students Number	% of Total	Medical Students Number	% of Total	Physicians Certified in Residency* Number % of Total
White	1,489	46.4%	375	40.3%	0 .0%
Hispanic	476	14.8%	168	18.0%	0 .0%
African American	393	12.2%	139	14.9%	0 .0%
Asian/Pacific Isl.	535	16.7%	178	19.1%	0 .0%
International	142	4.4%	6	.6%	0 .0%
Other & Unknown	176	5.5%	65	7.0%	0 .0%
Total	3,211	100.0%	931	100.0%	548 100.0%

* Data for FY 2015

Costs		
Annual Academic Costs for Full-time Resident Student, FY 2015		
Type of Cost	Average Amount	
Undergraduate	\$7,219	
Graduate	\$3,867	
First-time Medical Student	\$17,815	
Rates of Tuition per SCH		
Mandatory Fees as Defined by CB		
Amount & Percent of Tuition Increase (UGrad)		
Amount & Percent of Tuition Increase (Grad)		

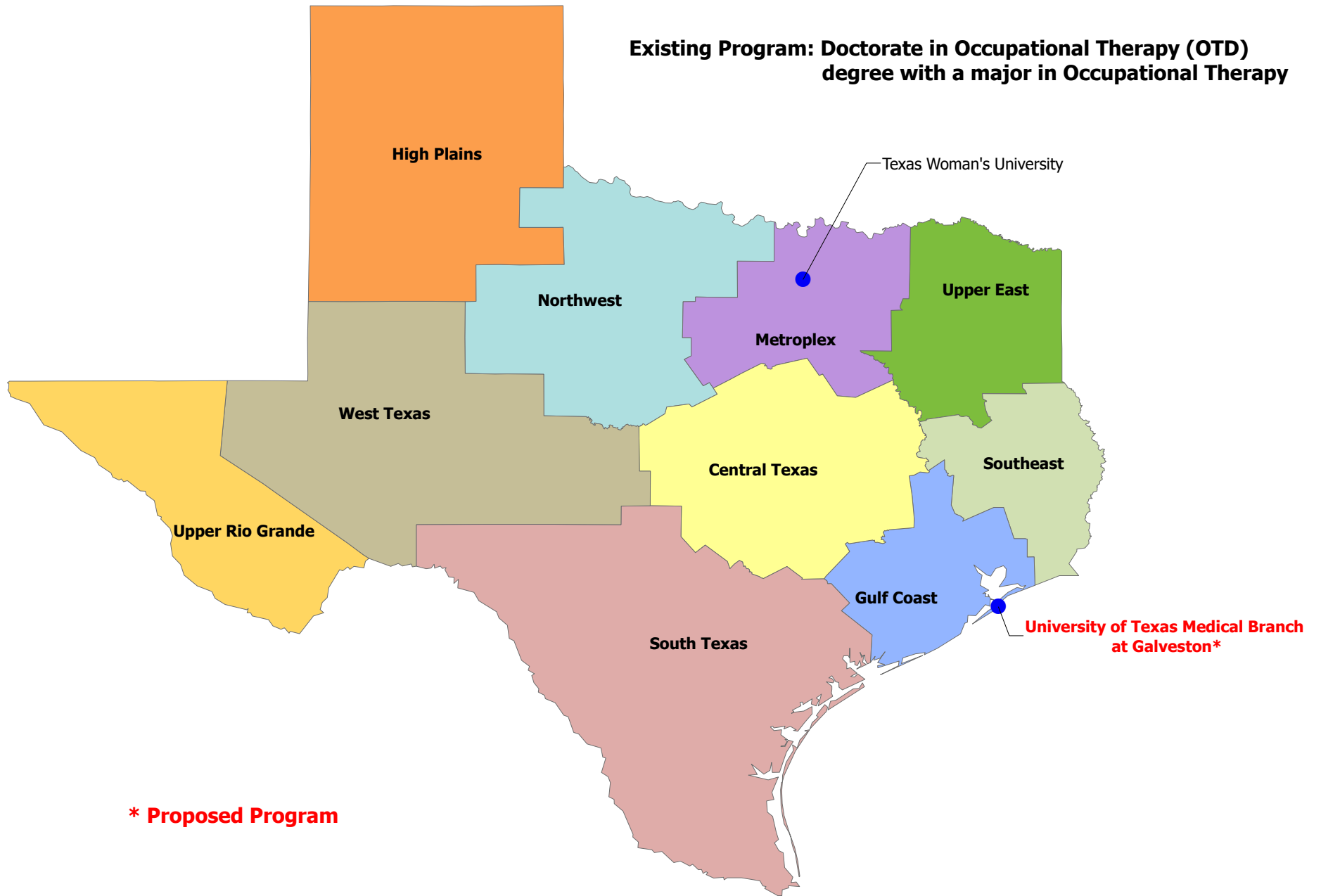
Financial Aid			
Need-based Aid for Graduate Students (GS)			
Fall 2013			
Type of Aid	% of GSs Receiving	Average Amount	
Grants or Scholarships	3.8%	\$9,562	
Loans	3.2%	\$2,960	
Work Study	1.2%	\$1,555	
Grants, Scholarships, Loans or Workstudy	7.6%	\$6,310	

Student Success					
Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License			Percent of Medical School Students Practicing Primary Care in Texas after Graduation		
Year	Institution	Peer Group	Year	Institution	Peer Group
FY 2014	94.00%	95.99%	FY 2014	23.53%	35.35%

First-time Licensure or Certification Examination Pass Rate FY 2014			
Field	Institution	Peer Group	
Dental	N/A	94.0%	
Allied Health	92.4%	95.4%	
Nursing	94.2%	91.2%	
Pharmacy	N/A	94.7%	
Medical	94.0%	96.0%	

Research Expenditures		
Year	Amount	
FY 2014	\$141,002,443	

**Existing Program: Doctorate in Occupational Therapy (OTD)
degree with a major in Occupational Therapy**



AGENDA ITEM IX-D (4)

Consideration of adopting the Committee's recommendation to the Board relating to the request from The University of Texas at Arlington for a Doctor of Philosophy (Ph.D.) degree with a major in Kinesiology

Recommendation: Approval

Rationale: The proposed program would offer an interdisciplinary approach to kinesiology by incorporating nursing, physiology, social work, and biomedical engineering courses into the curriculum. The interdisciplinary focus of the proposed program would provide students with a unique opportunity to collaborate and work alongside faculty and students in other healthcare related areas. The interdisciplinary curriculum and opportunities for collaborative research would support the national movement toward an interdisciplinary, team-based approach to healthcare and healthcare research. Students would choose from three tracks: rehabilitation sciences, physiology of exercise, and physical education.

Contingencies: The institution will submit five annual reports confirming institutional commitments and assessing the progress of program implementation. The institution will hire a grant management staff person in 2017.

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

<i>Success Measures</i>	<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	67.9% 72.9%
	Doctoral 10-Year Graduation Rate	53.7% 61.9%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: Yes No <i>N/A</i>	
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: Yes No <i>N/A</i>	
	The institution has had no new doctoral programs in the last five years.	

Proposed Program:

UT-Arlington proposes to create a Ph.D. in Kinesiology program with tracks in movement and rehabilitation sciences, exercise physiology, and physical education. The program would be delivered in a face-to-face format and require 42 to 45 semester credit hours (SCH) beyond the master's degree.

UT-Arlington offers both the Master of Science and Bachelor of Science programs in Kinesiology and Exercise Science. These programs would support the proposed program.

Existing Programs:

Four Texas public institutions and one private institution offer the Ph.D. in Kinesiology: Texas A&M University, Texas Woman's University, The University of Texas at Austin, University of Houston, and Baylor University Waco campus. The existing programs are at or near capacity.

The closest public program is located at Texas Woman's University, which is 47 miles from the proposed program.

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	6	13	16	19	21
<i>Graduates</i>	0	4	4	5	5
<i>Avg. Financial Assistance</i>	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
<i>Students Assisted</i>	5	10	11	12	12
<i>Core Faculty</i>	15	15	15	15	15
<i>Anticipated Costs</i>	\$369,387	\$459,387	\$477,387	\$495,387	\$495,387
<i>Anticipated Funding</i>	\$369,387	\$376,587	\$518,935	\$660,985	\$681,371
<i>% From Formula Funding</i>			26%	41%	43%

FIVE-YEAR COSTS

Personnel	
Faculty	\$1,362,435
Clerical/Staff	\$12,500
Program	
Administration	\$22,000

Graduate Assistants	\$900,000
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Est. 5-Year Costs	\$2,296,935
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SOURCE OF FUNDING

Anticipated New Formula	
Funding (years 3 through 5)	\$698,830
Tuition and Fees	\$61,500
Reallocated Funds	\$1,846,935

Est. 5-Year Revenues	\$2,607,265
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Major Commitments:

In response to recommendations of the external consultants, the institution has agreed to hire a grant management staff person in 2017.

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 ARLINGTON

Location: Arlington, Metroplex Region
Emerging Research Accountability Peer Group: Texas State Univ - San Marcos, Texas Tech Univ, UT San Antonio, Univ of Houston, Univ of North Texas
Out-Of-State Peers: Arizona State University-Tempe (Utsa4)(Txs46) (Uta1), Florida International University, Georgia State University, 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 2009		Fall 2013		Fall 2014	
	Number	Percent	Number	Percent	Number	Percent
White	13,069	46.5%	13,328	40.0%	13,151	37.7%
Hispanic	4,623	16.5%	7,383	22.2%	7,891	22.6%
African American	4,084	14.5%	5,009	15.0%	5,176	14.8%
Asian	2,856	10.2%	3,528	10.6%	3,482	10.0%
International	2,805	10.0%	3,087	9.3%	4,140	11.9%
Other & Unknown	648	2.3%	994	3.0%	1,028	2.9%
Total	28,085	100.0%	33,329	100.0%	34,868	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	2,792	13.5%	2,852	11.6%	3,459	14.1%
Other Institutions	533	2.6%	426	1.7%	497	2.0%

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	\$8,378	0%	\$8,056	0%	0%
2011	\$8,690	3.7%	\$8,398	4.2%	4.2%
2012	\$9,152	5.3%	\$8,902	6.0%	6.0%
2013	\$9,152	.0%	\$9,148	2.8%	2.8%
2014	\$9,152	.0%	\$9,345	2.2%	2.2%
2015	\$9,380	2.5%	\$9,598	2.7%	2.7%

Financial Aid					
Fiscal Year	Institution		Peer Group		OOS Peer Group
	Percent	Avg Amt	Percent	Avg Amt	Percent
Federal Student Loans					
2012	63%	\$8,634	55%	\$7,730	52%
2013	60%	\$8,712	52%	\$7,484	48%
Federal, State, Institutional or Other Grants Known by Institutions					
2012	61%	\$6,463	58%	\$6,741	75%
2013	61%	\$6,301	59%	\$6,894	71%
Federal (Pell) Grants					
2012	41%	\$3,763	41%	\$4,045	49%
2013	40%	\$3,810	39%	\$4,055	49%

Student Success									
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates				
Cohort	Enter Fall 2008		Enter Fall 2012		Enter Fall 2013		Cohort	Institution Rate	Peer Group Rate
	Enter Fall 2008	Enter Fall 2012	Enter Fall 2012	Enter Fall 2013	Enter Fall 2013	Enter Fall 2013			
Total	2,254	2,551	2,524	2,624	2,624	2,624	Fall 2005 4-year	19.1%	23.6%
Same	84.5%	87.2%	85.6%	85.6%	85.6%	85.6%	Fall 2009 4-year	23.9%	27.4%
Other	64.7%	70.2%	68.0%	68.0%	68.0%	68.0%	Fall 2010 4-year	24.0%	28.4%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates									
Cohort	Enter Fall 2007		Enter Fall 2011		Enter Fall 2012		Cohort	Institution Rate	Peer Group Rate
	Enter Fall 2007	Enter Fall 2011	Enter Fall 2011	Enter Fall 2012	Enter Fall 2012	Enter Fall 2012			
Total	2,096	2,399	2,399	2,524	2,524	2,524	Fall 2003 6-year	55.3%	55.7%
Same	74.9%	81.2%	81.2%	79.2%	79.2%	79.2%	Fall 2007 6-year	52.2%	57.6%
Other	49.5%	62.0%	62.0%	59.2%	59.2%	59.2%	Fall 2008 6-year	52.7%	59.1%
Peer Group Persistence					National Comparison (IPEDS Definition)				
Cohort	Enter Fall 2007		Enter Fall 2011		Enter Fall 2012		Cohort	Institution Rate	OOS Peers Rate
	Enter Fall 2007	Enter Fall 2011	Enter Fall 2011	Enter Fall 2012	Enter Fall 2012	Enter Fall 2012			
Total	3,049	3,494	3,494	3,375	3,375	3,375	Fall 2004 4-year	13.0%	16.0%
Same	82.0%	81.5%	81.5%	81.9%	81.9%	81.9%	Fall 2008 4-year	17.0%	17.0%
Other	60.2%	64.3%	64.3%	64.9%	64.9%	64.9%	Fall 2009 4-year	17.0%	18.7%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Six-year Graduation & Persistence Rate, Fall 2008				
Year	Institution		Peer Group		Average		Student Group	Cohort	Rate
	Grads	Sem	Grads	Sem	Grads	Sem			
FY 2010	2,232	10.78	2,781	10.41	148.43	10.41	For Students	Needling Dev Ed	
FY 2013	3,002	12.05	3,275	11.08	145.35	11.08	Institution	235	56.6%
FY 2014	3,009	12.03	3,391	10.91	143.65	10.91	Peer Group	320	55.6%

Funding						
Source	FY 2009		FY 2013		FY 2014	
	Amount	Pct of Total	Amount	Pct of Total	Amount	Pct of Total
Appropriated Funds	\$125,491,327	35.2%	\$133,166,644	27.7%	\$136,962,296	27.8%
Federal Funds	\$57,012,708	16.0%	\$113,838,681	23.6%	\$81,696,900	16.6%
Tuition & Fees	\$127,979,766	35.9%	\$182,249,596	37.9%	\$210,712,249	42.8%
Total Revenue	\$356,529,537	100.0%	\$481,429,051	100.0%	\$492,543,829	100.0%

*Peer Group data is average for peer group.

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS AT ARLINGTON

Location: Arlington, Metroplex Region
Emerging Research Accountability Peer Group: Texas State Univ - San Marcos, Texas Tech Univ, UT Dallas, UT El Paso, UT San Antonio, Univ of Houston, Univ of North Texas
Out-Of-State Peers: Arizona State University-Tempe (Utsa4)(Txs46) (Utar1), Florida International University, Georgia State University, 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	13,151	37.7%	
Hispanic	7,891	22.6%	
African American	5,176	14.8%	
Asian	3,482	10.0%	
International	4,140	11.9%	
Other & Unknown	1,028	2.9%	
Total	34,868	100.0%	
TX First Time Transfers			
	Number	% of UG	
Two-Year Institutions	3,459	14.1%	
Other Institutions	497	2.0%	

Baccalaureate Success				
Graduation Rate of First-time, Full-time Degree-seeking Students				
Measure		Entering Fall	Rate	
4-year Rate Total		2010	24.0%	
Same Institution			20.6%	
Other Institutions			3.4%	
5-year Rate Total		2009	47.3%	
Same Institution			38.6%	
Other Institutions			8.7%	
6-year Rate Total		2008	52.7%	
Same Institution			41.5%	
Other Institutions			11.2%	
Grad Rates by Ethnicity				
Avg Number SCH for Bachelor's Degree				
FY 2014 Average		Sem	SCH	
All		12.03	143.65	

Degrees Awarded		
Type		FY 2014
Bachelor's		6,738
Master's		2,502
Doctoral		225
Professional		0
Total		9,465

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate		
Field		FY 2014 Rate
Education*		95.00%
Law		%
Pharmacy		%
Nursing		94.3%
Engineering		69.3%

*Data for FY 2013

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

Application for First-time Undergraduate Admission			
Fall 2014			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	2,631	74.0%	44.4%
African American	1,836	49.3%	40.4%
Hispanic	4,038	63.2%	33.8%
Asian	1,330	75.2%	45.4%
International	585	79.7%	26.0%
Other	236	76.7%	38.1%
Total	10,656	66.2%	38.8%

Instruction		
Measure of Excellence		
Undergraduate Classes with < 20 Students		Fall 2014
Undergraduate Classes with > 50 Students		32.6%
% of Teaching Faculty Tenured/Tenure-track *		20.8%
Student/Faculty Ratio *		51.5%
		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	\$8,378	.0%	\$8,010	.0%
2011	\$8,690	3.6%	\$8,357	4.2%
2012	\$9,152	5.0%	\$8,866	5.7%
2013	\$9,152	.0%	\$9,148	3.1%
2014	\$9,152	.0%	\$9,373	2.4%
2015	\$9,380	2.4%	\$9,629	2.7%

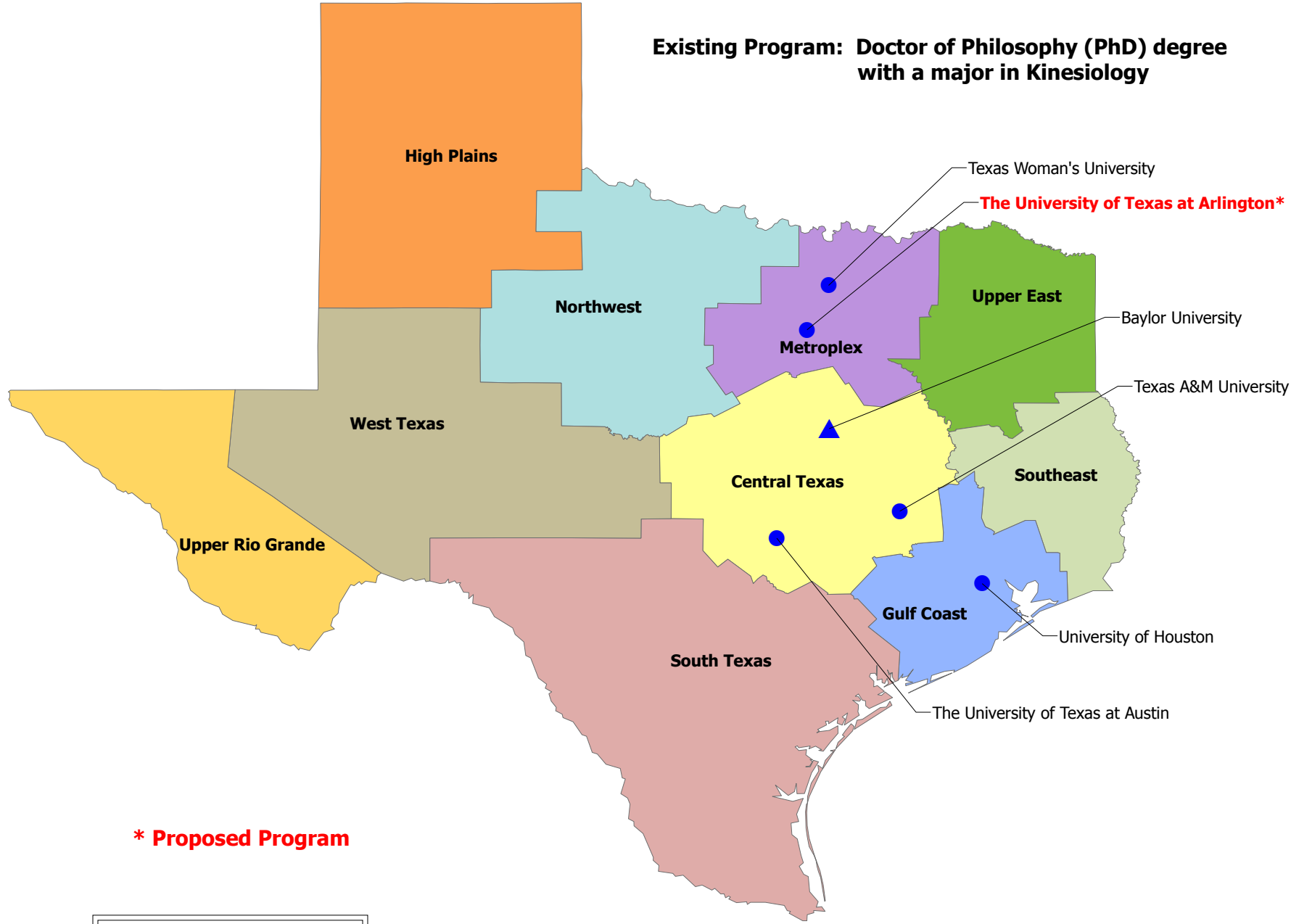
Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2015		
Type of Cost		Average Amount
Total Academic Cost		\$9,380
On-campus Room & Board		\$8,156
Books & Supplies		\$1,206
Off-Campus Transportation & Personal Expenses		\$4,400
Total Cost		\$23,142

[Rates of Tuition per SCH](#)
[Mandatory Fees](#)

Financial Aid		
Enrolled in FY 2013		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	61%	\$6,301
Federal (Pell) Grants	40%	\$3,810
Federal Student Loans	60%	\$8,712

Funding		
Source	FY 2014 Amount	Pct of Total
Appropriated Funds	\$136,962,296	27.8%
Federal Funds	\$81,696,900	16.6%
Tuition & Fees	\$210,712,249	42.8%
Total Revenue	\$492,543,829	100.0%

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



*** Proposed Program**

▲

Private Institution

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Public Institution

AGENDA ITEM IX-D (5)

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

Recommendation: Approval

Rationale: Nationally, data from the Bureau of Labor Statistics (BLS) and the National Center for Educational Statistics (NCES) suggest that the need for Chemical Engineers is being met by graduates of existing Chemical Engineering programs. However, data from Burning Glass Technologies (BGT) and the THECB indicate a need in Texas for additional graduates in the field. BGT tracks online job advertisements and its data showed an average of 566 positions for entry-level chemical engineers over the past five years. In 2015, Texas public institutions awarded 501 bachelor's degrees in seven chemical engineering programs, not enough to meet demand. The proposed program in chemical engineering would provide students at The University of Texas at San Antonio (UTSA) access to job opportunities in this field and enable UTSA to serve the needs of the state and its regional population.

Contingencies: The institution will begin to admit students no earlier than fall 2017 and add a faculty position prior to matriculating students. It will seek accreditation for its Chemical Engineering degree program from the Accreditation Board for Engineering and Technology (ABET) upon the graduation of its first student.

The University of Texas at San Antonio (*Accountability Peer Group: Emerging Research*)

<i>Related Programs</i>	The institution has degree programs within the same two-digit CIP code: <div style="text-align: right;"><u>Yes</u> No N/A</div> UTSA has five bachelor's degree programs in Engineering: <ul style="list-style-type: none">• BS in Biomedical Engineering,• BSCE in Civil Engineering,• BS in Computer Engineering,• BSEE in Electrical Engineering, and• BSME in Mechanical Engineering.
-------------------------	--

Proposed Program:

The proposed face-to-face program in Chemical Engineering would consist of 128 semester credit hours (SCH) of instruction, with curriculum requirements that are comparable to the

other ABET-accredited chemical engineering programs. The institution estimates that the program's five-year costs would total \$2,173,801, with funding of \$2,251,983 over the same five years. Coordinating Board staff estimate that formula funding would provide approximately 32 percent of total funding during the first five years.

Evidence of Lack of Duplication, Workforce Need, and Student Demand:

<i>Lack of Duplication of Program</i>	<u>Strong</u>	Moderate	Weak
Number of degree programs in the state with programs in Chemical Engineering (14.0701.00): 8			
Lamar University			
Prairie View A&M University			
Rice University			
Texas A&M University-Kingsville			
Texas A&M University			
Texas Tech University			
The University of Texas at Austin			
University of Houston			
Number of degree programs within a 60-minute drive with the same 6-digit CIP: 0			
<i>Job Market Need</i>	Strong	<u>Moderate</u>	Weak
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	Yes	<u>No</u>	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand</i>	Strong	<u>Moderate</u>	Weak
Increased enrollment in related programs at the institution	<u>Yes</u>	No	N/A
High enrollment in similar programs at other institutions	<u>Yes</u>	No	N/A
Applicants turned away at similar programs at other institutions	Yes	No	<u>N/A</u>
Student surveys	<u>Yes</u>	No	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	47	97	147	191	202
<i>Student FTE</i>	40	82	125	162	172
<i>Core Faculty FTE</i>	3.3	3.3	3.3	4.3	5.3
<i>Core Faculty Headcount</i>	6	6	6	7	8

Institution agrees to hire one new FTE faculty in Year 1.
Program will not begin before fall 2017.

FIVE-YEAR COSTS		SOURCES OF FUNDING	
Personnel		Anticipated New Formula	
Faculty	\$996,436	Funding (years 3 through 5)	\$718,603
Facilities and Equipment	\$875,000	Reallocation of Existing Resources	
			\$756,118
Library, Supplies, and		Designated Tuition & Fees	\$667,262
Materials	\$65,000		
Other	\$237,365	Other Funding	\$110,000
Est. 5-Year Costs	\$2,173,801	Est. 5-Year Revenues	\$2,251,983

Major Commitments:

The institution will add a faculty position before opening in fall 2017, and hire three additional faculty during the first five years of the program. The program will seek ABET accreditation for its Chemical Engineering degree program upon the graduation of its first student.

Final Assessment:

The chief executive officer of the institution certified, and staff has 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 baccalaureate and master's degree programs (19 TAC Section 5.45): **Yes** No

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

Location: San Antonio, South Texas Region
Emerging Research Accountability Peer Group: Texas State Univ - San Marcos, Texas Tech Univ, UT Arlington, UT Dallas, UT El Paso, Univ of Houston, Univ of North Texas
Out-Of-State Peers: Florida Atlantic University-Boca Raton, Georgia State University, University Of Central Florida, 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 2009		Fall 2013		Fall 2014	
	Number	Percent	Number	Percent	Number	Percent
White	10,924	37.7%	8,365	29.2%	7,890	27.6%
Hispanic	12,432	42.9%	13,329	46.6%	13,849	48.4%
African American	2,520	8.7%	2,803	9.8%	2,806	9.8%
Asian	1,844	6.4%	1,499	5.2%	1,540	5.4%
International	1,036	3.6%	1,778	6.2%	1,677	5.9%
Other & Unknown	199	.7%	849	3.0%	866	3.0%
Total	28,955	100.0%	28,623	100.0%	28,628	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	1,646	6.6%	1,397	5.7%	1,545	6.4%
Other Institutions	385	1.5%	288	1.2%	377	1.6%

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	
2010	\$8,092	.0%	\$8,056	0.0%	0.0%
2011	\$8,410	3.9%	\$8,398	4.2%	4.2%
2012	\$8,790	4.5%	\$8,902	6.0%	6.0%
2013	\$9,004	2.4%	\$9,148	2.8%	2.8%
2014	\$9,082	.9%	\$9,345	2.2%	2.2%
2015	\$9,082	.0%	\$9,598	2.7%	2.7%

Financial Aid					
Fiscal Year	Institution		Peer Group		OOS Peer Group
	Percent	Avg Amt	Percent	Avg Amt	Percent
Federal Student Loans					
2012	56%	\$6,966	55%	\$7,730	48%
2013	55%	\$7,002	52%	\$7,484	45%
Federal, State, Institutional or Other Grants Known by Institutions					
2012	67%	\$6,153	58%	\$6,741	71%
2013	67%	\$6,632	59%	\$6,894	69%
Federal (Pell) Grants					
2012	46%	\$4,149	41%	\$4,045	41%
2013	44%	\$4,120	39%	\$4,055	41%

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates		
Cohort	Enter Fall 2008		Enter Fall 2012	Enter Fall 2013	Cohort	Institution Rate	Peer Group Rate
	4,762	4,457	3,559		Fall 2005 4-year	10.3%	23.6%
	87.7%	87.6%	87.9%		Fall 2009 4-year	19.3%	27.4%
	56.0%	64.3%	63.4%		Fall 2010 4-year	19.9%	28.4%
Other	31.6%	23.3%	24.4%		Fall 2004 5-year	33.1%	45.8%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates							
Cohort	Enter Fall 2007		Enter Fall 2011	Enter Fall 2012	Cohort	Institution Rate	Peer Group Rate
	4,809	4,893	4,374		Fall 2003 6-year	45.4%	55.7%
	79.0%	79.6%	81.3%		Fall 2007 6-year	49.2%	57.6%
	43.5%	49.9%	51.6%		Fall 2008 6-year	53.4%	59.1%
Other	35.5%	29.7%	29.7%				
Peer Group Persistence					National Comparison (IPEDS Definition)		
Cohort	Enter Fall 2007		Enter Fall 2011	Enter Fall 2012	Cohort	Institution Rate	OOS Peers Rate
	3,049	3,494	3,375		Fall 2004 4-year	8.0%	19.3%
	82.0%	81.5%	81.9%		Fall 2008 4-year	9.0%	20.5%
	60.2%	64.3%	64.9%		Fall 2009 4-year	10.0%	21.8%
Other	21.8%	17.2%	17.0%		Fall 2003 5-year	21.0%	40.3%
					Fall 2007 5-year	21.0%	43.0%
					Fall 2008 5-year	23.0%	44.3%
					Fall 2002 6-year	28.0%	47.5%
					Fall 2006 6-year	28.0%	50.5%
					Fall 2007 6-year	30.0%	52.3%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Six-year Graduation & Persistence Rate, Fall 2008		
Institution	Peer Group Average		SCH		Student Group	Cohort	Rate
	Grads	Sem	Grads	Sem	For Students Needing Dev Ed		
	2,506	10.73	145.55	10.41	Institution	682	57.0%
	2,987	10.90	145.74	11.08	Peer Group	320	55.6%
3,120	10.77	144.64	10.91	For Students NOT Needing Dev Ed			
				Institution	3,981	70.2%	
				Peer Group	2,660	74.2%	

*Peer Group data is average for peer group.

*Peer Group data is average for peer group.

Funding					
Source	FY 2009		FY 2013		Pct of Total
	Amount	Total	Amount	Total	
Appropriated Funds	\$131,060,589	35.1%	\$134,697,854	30.2%	33.2%
Federal Funds	\$74,055,445	19.8%	\$112,321,880	25.2%	20.4%
Tuition & Fees	\$142,798,066	38.2%	\$158,403,609	35.5%	37.1%
Total Revenue	\$373,787,570	100.0%	\$446,388,710	100.0%	100.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Location: San Antonio, South Texas Region
Emerging Research Accountability Peer Group: Texas State Univ - San Marcos, Texas Tech Univ, UT Arlington, UT Dallas, UT El Paso, Univ of Houston, Univ of North Texas
Out-Of-State Peers: Florida Atlantic University-Boca Raton, Georgia State University, University Of Central Florida, 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	7,890	27.6%	
Hispanic	13,849	48.4%	
African American	2,806	9.8%	
Asian	1,540	5.4%	
International	1,677	5.9%	
Other & Unknown	866	3.0%	
Total	28,628	100.0%	
TX First Time Transfers	Number	% of UG	
Two-Year Institutions	1,545	6.4%	
Other Institutions	377	1.6%	

Baccalaureate Success				
Graduation Rate of First-time, Full-time Degree-seeking Students			1-Year Persistence, Fall 2013	
Measure	Entering Fall	Rate	Total	87.9%
			Same	63.4%
4-year Rate Total	2010	19.9%	Other	24.4%
Same Institution		12.6%		
Other Institutions		7.2%		
5-year Rate Total	2009	43.4%		
Same Institution		25.6%		
Other Institutions		17.8%		
6-year Rate Total	2008	53.4%		
Same Institution		31.1%		
Other Institutions		22.3%		
Avg Number SCH for Bachelor's Degree				
FY 2014 Average			SCH	
Sem			10.77	144.64
All				

Degrees Awarded		
Type	FY 2014	
Bachelor's	4,552	
Master's	1,180	
Doctoral	105	
Professional	0	
Total	5,837	

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate		
Field	FY 2014 Rate	
Education*	90.00%	
Law	%	
Pharmacy	%	
Nursing	%	
Engineering	70.5%	

*Data for FY 2013

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

Application for First-time Undergraduate Admission			
Fall 2014			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	3,111	82.8%	43.9%
African American	1,868	62.3%	50.1%
Hispanic	8,251	74.7%	42.7%
Asian	1,177	86.0%	40.8%
International	236	80.9%	42.4%
Other	366	80.6%	47.5%
Total	15,009	76.0%	43.7%

Instruction		
Measure of Excellence		
Fall 2014		
Undergraduate Classes with < 20 Students	25.4%	
Undergraduate Classes with > 50 Students	24.2%	
% of Teaching Faculty Tenured/Tenure-track *	55.9%	
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	\$8,092	.0%	\$8,051	.0%
2011	\$8,410	3.8%	\$8,397	4.1%
2012	\$8,790	4.3%	\$8,918	5.8%
2013	\$9,004	2.4%	\$9,169	2.7%
2014	\$9,082	.9%	\$9,383	2.3%
2015	\$9,082	.0%	\$9,672	3.0%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2015		
Type of Cost	Average Amount	
Total Academic Cost	\$9,082	
On-campus Room & Board	\$9,841	
Books & Supplies	\$1,000	
Off-Campus Transportation & Personal Expenses	\$2,506	
Total Cost	\$22,429	

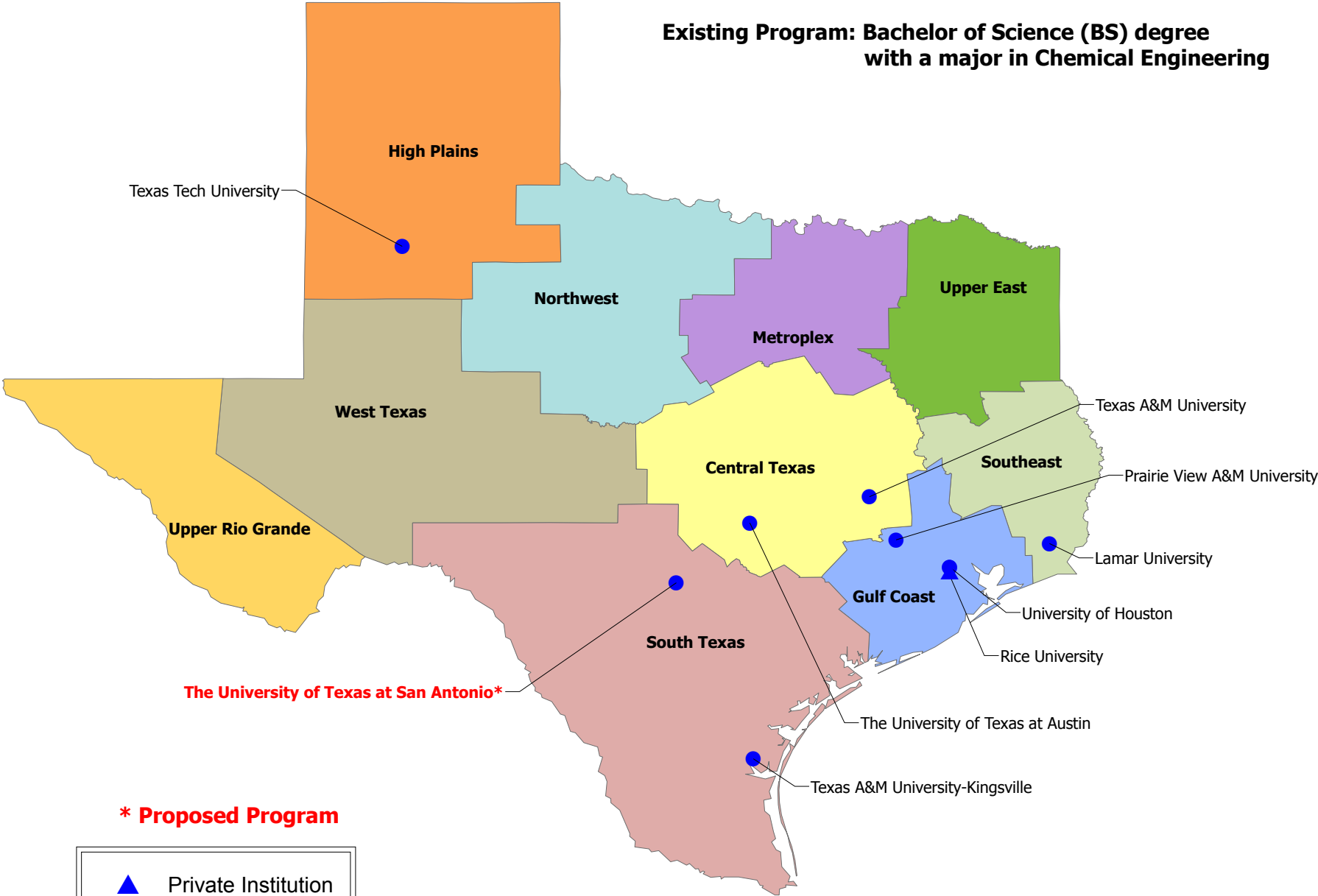
[Rates of Tuition per SCH](#)
[Mandatory Fees](#)

Financial Aid

Enrolled in FY 2013		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	67%	\$6,632
Federal (PelI) Grants	44%	\$4,120
Federal Student Loans	55%	\$7,002

Funding		
Source	FY 2014 Amount	Pct of Total
Appropriated Funds	\$145,195,274	33.2%
Federal Funds	\$89,000,167	20.4%
Tuition & Fees	\$161,993,022	37.1%
Total Revenue	\$437,036,668	100.0%

**Existing Program: Bachelor of Science (BS) degree
with a major in Chemical Engineering**



*** Proposed Program**

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Private Institution

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Public Institution

AGENDA ITEM IX-E

Report on the FY 2016 Annual Report of Low-Producing Programs

RECOMMENDATION: No action required

Background Information:

The Coordinating Board adopted changes to its rules for the review of low-producing degree programs in July 2013, based on Senate Bill 215, 83rd Texas Legislature, Regular Session and codified as Texas Education Code, Chapter 61, Subchapter C, Section 61.0512 (f). As of September 1, 2013, the statute shifted the authority to order the closure or consolidation of programs at institutions of higher education from the Coordinating Board to the institutional governing boards. The Coordinating Board staff may issue recommendations for closure or consolidation to the governing boards of the institutions.

Texas Administrative Code (TAC) Chapter 4, Subchapter R rules 4.285 through 4.290 provides the process Coordinating Board staff follow regarding the periodic review of low-producing degree programs at public institutions of higher education. In order for a degree program to be identified as low-producing, the number of its graduates is, over a cumulative five-year period:

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

New degree programs are exempt from the low-producing review for the first five years of operation. Master's degree programs that lead directly to a doctoral degree are exempt. Academic associate degree programs are not considered to be low-producing if they lead to transfer into four-year programs. The number of graduates of applied associate degree programs and corresponding certificate programs are combined for low-producing purposes.

Coordinating Board staff posts an annual list of low-producing degree programs online. Coordinating Board staff may recommend to an institution's governing board the closure of a non-exempt degree or certificate program, if the program has been on the annual list of low-producing programs for three or more consecutive reviews (TAC rule 4.290). If the governing board does not accept the recommendation to consolidate or close a degree program, then the university system (or the institution, where a system does not exist) must identify the program(s) on its next Legislative Appropriations Request (LAR). If a system or institution is required to identify a degree program on its LAR, the system or institution should also develop a plan to allow the degree program to achieve the minimum standard for the degree awarded, or if the standard is not attainable, provide a rationale describing the merits of continuing the degree program.

Fiscal Year 2016 Report:

The Fiscal Year (FY) 2016 low-producing degree program report includes graduates from 2011 through 2015 and excludes all programs that are exempt or received a continuing temporary exemption in previous years' reviews. One hundred eighty-one programs were identified as low-producing. The list of low-producing degree programs is available on the agency's website at www.thecb.state.tx.us/LPP.

Of the 181 programs that were identified as low-producing in this year's report, 55 programs have been low-producing for three or more consecutive reviews. This is an increase from last year, when 17 programs were low-producing for three or more consecutive reviews.

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

List of Programs That Were Low-Producing Three Years in a Row

The table on the following page lists programs that were low-producing three years in a row. The table shows staff comments about the current situation of the programs. Staff comments about the current situation include these categories:

- Action Pending: institution plans to close or consolidate the program.
- Program Restructured: institution restructured the program and/or invested in the program through faculty hiring, equipment enhancements, etc., or may have initiated new recruiting efforts such as articulation agreements.
- Retained in 2014: institution retained the program while it was in phase-out from closure under previous low-producing program rules; program typically is also restructured and has to build up declared majors and graduates.
- Reinstated in 2015: institution reinstated program while in phase-out responding to new demands in graduates.
- Increasing Enrollment: increasing enrollments make a recovery with larger graduate numbers likely.
- Program Split: program split from another program, keeping original start date and causing an incomplete graduate record for a five-year period.
- Past Reporting Error: a past reporting error causes a temporary, artificial dip in graduate numbers.
- Specialty Program: a program with a specific value to students and that has low graduation numbers for the foreseeable future because of the nature of the program.

Staff is not making recommendations, based on this year's review, to the institutions' governing boards for closure or consolidation of any of the programs that were low-producing three years in a row.

List of Programs Low-Producing Three Years in a Row

			Review Year			
			FY14	FY15	FY16	
Institution	Program		Graduates Over Five Year Periods			Staff Comment
Non-System - CTC						
Austin Community College	ENGINEERING-RELATED TECHNOLOGIES	AAS	23	22	17	Action Pending
Hill College	HEATING, AIR CONDITIONING, VENTILATION AND REFRIGERATION MAINTENANCE TECHNOLOGY/TECHNICIAN	AAS	18	15	2	Reinstated in 2015
	HEAVY/INDUSTRIAL EQUIPMENT MAINTENANCE TECHNOLOGIES	AAS	19	16	14	Reinstated in 2015
North Central Texas College	PRECISION METAL WORKING	AAS	0	0	0	Action Pending
Northeast Texas Community College	AGRICULTURAL BUSINESS AND MANAGEMENT	AAS	14	16	18	Reinstated in 2015
Odessa College	SURGICAL TECHNOLOGY/TECHNOLOGIST	AAS	0	0	0	Reinstated in 2015
Texarkana College	HUMAN DEVELOPMENT, FAMILY STUDIES, AND RELATED SERVICES	AAS	17	19	18	Increasing Enrollment
Wharton County Junior College	GRAPHIC COMMUNICATIONS	AAS	0	0	5	Program Split
Texas State Technical College						
Texas State Technical College-Harlingen	EMERGENCY MEDICAL TECHNOLOGY/TECHNICIAN (EMT PARAMEDIC)	AAS	17	10	4	Action Pending
Lone Star College System District						
Lone Star College - Montgomery	COMPUTER AND INFORMATION SCIENCES, GENERAL	AAS	20	22	22	Retained in 2014
Non-System - Universities						
Midwestern State University	NURSING-NURSE EDUCATOR	MSN	8	11	13	Action Pending
Stephen F. Austin State University	SCHOOL MATHEMATICS TEACHING	MS	12	0	4	Program Restructured
Texas Southern University	THEATRE	BA	23	22	20	Program Restructured
Texas Woman's University	MATHEMATICS-MATHEMATICS TEACHING	MS	13	8	8	Past Reporting Error
	MOLECULAR BIOLOGY	PHD	9	8	9	Program Restructured

(continued)			Review Year			
			FY14	FY15	FY16	
Institution	Program		Graduates Over Five Year Periods			Staff Comment
Texas A&M University System						
Tarleton State University	ENVIRONMENTAL SCIENCE	MS	9	10	11	Program Restructured
Texas A&M University	RECREATION AND RESOURCES DEVELOPMENT	MRRD	1	1	2	Program Split
Texas A&M University & TAMU Health Science Center	HEALTH PROMOTION AND COMMUNITY HEALTH SCIENCES	DRPH	0	6	6	Program Restructured
Texas A&M University-Commerce	PHYSICS	BA BS	21	21	23	Program Restructured
	BROADFIELD SCIENCE PHYSICS					
	HEALTH	BA BS	20	11	12	Action Pending
Texas A&M University-Kingsville	MUSIC EDUCATION	MM	13	10	6	Action Pending
	CHEMISTRY	BA BS	15	18	22	Increasing Enrollment
	ACCOUNTING	MPACC	14	9	3	Action Pending
Texas A&M University-Texarkana	ENGLISH	MA	12	10	11	Program Restructured
West Texas A&M University	STUDIO ART	MFA	9	11	9	Specialty Program
Texas State University System						
Lamar State College-Port Arthur	MENTAL AND SOCIAL HEALTH SERVICES AND ALLIED PROFESSIONS	AAS	7	9	7	Retained in 2014
	ACCOUNTING AND RELATED SERVICES	AAS	5	0	12	Retained in 2014
Lamar University	HISTORY	MA	9	6	7	Program Restructured
Sam Houston State University	COMPOSITE SCIENCE	BS	7	3	3	Program Restructured
Sul Ross State University	ENGLISH	BA	24	23	23	Increasing Enrollment
	INDUSTRIAL TECHNOLOGY	BS	11	9	9	Retained in 2014
	THEATRE	BFA	15	12	12	Retained in 2014
	CHEMISTRY	BS	2	1	2	Retained in 2014
	PSYCHOLOGY	MA	4	3	2	Retained in 2014

(continued)			Review Year			
			FY14	FY15	FY16	
Institution	Program		Graduates Over Five Year Periods			Staff Comment
Sul Ross State University	POLITICAL SCIENCE	BA	12	10	9	Retained in 2014
	POLITICAL SCIENCE	MA	9	7	4	Retained in 2014
	ART	BFA	16	16	15	Retained in 2014
	ART	MA	5	5	5	Retained in 2014
	MUSIC	BA	10	13	12	Retained in 2014
Sul Ross State University Rio Grande College	READING SPECIALIST	MED	13	6	7	Specialty program
Texas State University	MATERIALS PHYSICS	MS	2	4	3	Action Pending
Texas Tech University System						
Texas Tech University	AGRIBUSINESS	BS	19	22	21	Program Restructured
	ZOOLOGY	BS	18	17	15	Action Pending
	GEOSCIENCES	PHD	9	8	8	Increasing Enrollment
The University of Texas System						
The University of Texas at Austin	ITALIAN	BA	24	23	24	Program Restructured
The University of Texas at Dallas	SOFTWARE ENGINEERING	PHD	8	7	6	Program Restructured
	BIOINFORMATICS AND COMPUTATIONAL BIOLOGY	MS	14	10	9	Specialty Program
	COMMUNICATION SCIENCES AND DISORDERS	PHD	8	7	2	Program Restructured
The University of Texas at El Paso	MUSIC THEATER	BFA	15	11	7	Action Pending
The University of Texas at Tyler	STUDIO ART	MFA	13	12	10	Program Restructured
	ART	MA				
The University of Texas Health Science Center at San Antonio	IMMUNOLOGY AND INFECTION	MS	0	0	2	Program Restructured
The University of Texas Medical Branch at Galveston	MEDICAL SCIENCE RESEARCH	MMS	13	11	9	Specialty Program

(continued)			Review Year			
			FY14	FY15	FY16	
Institution	Program		Graduates Over Five Year Periods			Staff Comment
The University of Texas of the Permian Basin	INFORMATION SYSTEMS	BS	14	19	21	Program Restructured
University of Houston System						
University of Houston-Downtown	HUMANITIES	BA	22	19	21	Program Restructured

Update on Fiscal Year 2015 Review

Coordinating Board staff recommended two programs for phase-out during last year's review: the Tarleton State University Masters of Science program in Environmental Science and The University of Texas Health Science Center at San Antonio Masters of Science program in Immunology and Infection. The institutions and their governing boards retained both programs while implementing significant restructuring measures to rebuild the programs. Coordinating Board staff does not recommend closure of these programs based on this year's review.

History of the Coordinating Board's Review of Low-Producing Programs

Different rules were in place for the agency's review of low-producing programs during the first three years of review, the reviews of fiscal years 2011 to 2013, and the last three years, for fiscal years 2014 to 2016. During the first three years the Coordinating Board either closed or consolidated programs that were low-producing or granted temporary exemptions from closure. During the most recent three years of review Coordinating Board staff had the option to recommend closure or consolidation to the institutions' governing boards, if a program was low-producing for three years in a row. Temporary exemptions from closure given in the past are honored going forward.

The table on the following page shows numbers of low-producing programs and the actions taken. While during last year's review, the 2015 review, nine percent of low-producing programs were low-producing for three years in a row, the proportion increased to 30 percent during this year's review. One reason is that previously given temporary exemptions from review expired.

Thirty percent of programs that were low-producing during the 2014 review were either closed or recovered in the following year and similarly twenty-seven percent of programs that were low-producing during last year's review (2015) were either closed or recovered prior to the 2016 review. The overall number of low-producing programs remained about the same. The number is expected to increase next year, because of the end of additional temporary exemptions. The overall number of programs reviewed is about 5,200.

History of the Coordinating Board's Review of Low-Producing Programs (LPP)

LPP Action	FY 2011 Review	FY 2012 Review	FY 2013 Review	LPP Action	FY 2014 Review	FY 2015 Review	FY 2016 Review
Review of one 5- year period	FY 06- 10	FY 07- 11	FY 08- 12	Review of three 5-year periods	FY 07- 13	FY 08- 14	FY 09- 15
Total LPP	527	81	113	Total LPP	64	181	178
Consolidated	89	11	12	LPP three years in a row	0	17	54
Institution phase- out	144	25	14	Sufficient graduates the following year to not be LPP	14	37	NA
Exempted	234	33	82	Closed or consolidated the following year	5	11	NA
Closed or consolidated	60	12	5	Recommended for close-out	0	2	0

AGENDA ITEM IX-F

Consideration of adopting the Committee's recommendation to the Board relating to Frank Phillips College's request for a Branch Campus Maintenance Tax Election

RECOMMENDATION: Approve Frank Phillips College request for a Branch Campus Maintenance Tax Election in Dallam and Hartley Counties.

Background Information:

Dallam and Hartley counties are within the service area of Frank Phillips College (FPC). Dallam and Hartley counties are located in the upper northwest corner of the state as highlighted in the map. Dallam County covers more than 1,500 square miles, and the City of Dalhart is the county seat. According to the 2010 U.S. Census, the population of the county was 6,703. Hartley County covers over 1,460 square miles, and the City of Channing is the county seat. According to the 2010 U.S. Census, the population of the county was 6,062. The proposed branch campus would be located in Dalhart, which straddles the border of Dallam and Hartley counties. Channing is about 30 miles south of Dalhart.



Frank Phillips College began offering courses in Dalhart in 1974 in order to provide access to higher education in Dallam and Hartley counties. The branch campus maintenance tax would fund expansion of the existing center. Amarillo College has two locations in Dumas, Texas—a branch campus and a career and technical center—approximately 40 miles from Dalhart. Clarendon College, located 140 miles from Dalhart, serves the counties in the lower

northeast part of the Texas Panhandle. The nearest university is West Texas A&M University, located 100 miles from Dalhart in Canyon.

According to the 2009 American Community Survey, the Panhandle region of Texas has the second highest Hispanic population per capita in Texas, and this population is increasing. The Panhandle service area includes mostly rural counties, and the population is predominately poor and underserved. The per capita income of the residents in the Panhandle area is \$21,890, compared to \$24,318 for Texas, and \$26,409 for the United States. Only 18 percent of the region's residents over 25 years of age have a bachelor's degree or higher, well below the state figures of 23 percent and national average of 26 percent.

In fact, from the 16 area high schools in FPC's service area, 41 percent are economically disadvantaged, 43 percent are at risk, and 35 percent are Hispanic. Other important characteristics of FPC students are that two-thirds are older than traditional undergraduates and 65 percent are women. Many are first-generation college students.

Local Steering Committee

FPC, leaders of the City of Dalhart, and other stakeholders first discussed expanding educational opportunities for Dallam and Hartley counties in Dalhart in January 2011. Additional meetings were held with the Dalhart Rotary Club and area school districts in 2011 and 2012. In November 2015, the Advancing College Education (ACE) steering committee was formed to conduct a feasibility and needs analysis, and survey students, community members, and business and industry.

The steering committee conducted a feasibility study to assess the need for establishing a FPC Branch Campus in the City of Dalhart. The study indicated that there is a great deal of support from regional business, and the public, for the expansion of the Dalhart Center. The study also indicated that there is support for the proposed tax to upgrade classroom and laboratory computers and teaching equipment, and assuring that existing courses and expansion of offerings are adequately funded.

Establishing the FPC-Dalhart Center as a branch campus would permit a broader range of courses and programs be made available to the citizens of Dallam and Hartley counties. Dialogue with community and business leaders also revealed the need for increased educational opportunities to help improve the overall economy of the area.

Request to Hold a Branch Campus Maintenance Tax Election

The 2010 U.S. Census determined that the population of Dallam County was 6,703 and the population of Hartley County was 6,062. Under the provisions of Coordinating Board Rules, Chapter 8, Subchapter E, Rule 8.96, circulation of a petition to hold a branch campus maintenance tax election is not required for counties or independent schools districts with a population of 150,000 or less. FPC requests Coordinating Board approval to hold a branch campus maintenance tax election in Dallam and Hartley Counties in November 2016.

The FPC Board of Regents approved the initiative of the maintenance and operations tax, and, pending approval of this tax, the effort to move forward with a new Dalhart Center branch

campus. Additionally, the ACE Committee formed in support of this effort. FPC is committed to its students and how to best serve the students, workforce, and community through improved facilities.

Tax Rate and New Revenue

The taxable value of Dallam and Hartley counties is \$694,766,660 and \$693,150,680 respectively. The difference in valuation is statistically insignificant between the two counties' tax bases. FPC proposes a tax levy of 3.6 cents per hundred dollars in valuation of taxable property in each county. Based on the current taxable property values, the tax would generate approximately \$500,000 in revenue annually, which would permit FPC to make more higher education opportunities available to the residents of Dallam and Hartley counties through the proposed Dalhart Center.

Instructional Programs

FPC currently offers concurrent and dual credit courses, academic and career and technical education courses, and continuing education classes. The proceeds of the branch campus maintenance tax will allow FPC to expand into several new program offerings.

As part of the planning process for the branch campus maintenance tax election, the Dalhart Economic Development Corporation hired an independent architecture firm, Parkhill Smith & Cooper, to develop a master plan related to the use of the tax proceeds. Parkhill Smith & Cooper surveyed citizens and business and industry leaders in the communities to determine career and technology needs.

FPC plans to offer health science programs in certified nurse assistants, licensed vocational nurses, and emergency medical technician or paramedic training. Other planned technical course offerings include commercial driver license (CDL) training; electrical pump, engine, and instrumentation certifications; welding; and computer science. Continuing education programs for both regional and county law enforcement and Texas Department of Criminal Justice correctional personnel, as well as for other correctional personnel, are identified needs.

Library and Learning Resources

FPC provides computer access for students in both the library and the Academic Resource Center (ARC), a learning center open to all students. In the ARC, students may receive tutoring in a variety of subjects, complete assignments, utilize internet services, receive assistance with study skills, and view videos. The ARC is open nights and weekends to accommodate students' needs. Students from any location may take advantage of the services available at the Borger campus.

In addition, the Student Resource Center in Perryton offers tutoring, online library services, and test proctoring to residents in the northeast counties of the service area. The Dalhart campus will also have a resource center for students that will serve the northwest counties of the service area with tutoring, online library services, and test proctoring.

In addition, students taking classes from FPC at any location or through distance learning may participate in free tutoring services via SKYPE with a tutor at the Borger campus. The Writing Coach travels to the Dalhart and Perryton centers to assist students with writing needs.

Student Services

Faculty are responsible for advising students enrolled in specific programs or identified as seeking a specific major. The advising process may include several meetings in which students complete an individual learning plan and investigate transfer as necessary. Students are encouraged to complete official degree plans with their advisors, though all official degree plans are housed in the Office of Educational Services with the Director of Admissions and Records. Distance-learning students receive advising as needed from a faculty advisor or an advisor at the Dalhart and Perryton locations. Cosmetology students enrolled in Dumas and Hereford are advised by the site directors.

Technology

The Dalhart site has a computer lab available for student use from 8:00 am to 9:00 pm Monday through Thursday and 8:00 am to 4:00 pm on Fridays. All FPC students, regardless of location, can receive free tutoring from ARC tutors via SKYPE as well as access counseling and enrollment services from administrative offices. Distance-learning students can test at the Borger, Dalhart, and Perryton sites or secure an approved proctor at a more convenient location.

Faculty

The Dalhart campus will be served primarily through full-time faculty teaching live via interactive television. However, it is likely that some full-time faculty will teach face-to-face at the campus. In addition, Dalhart will have some adjunct faculty members who will teach face-to-face courses.

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

AGENDA ITEM IX-G

Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board approved Mexican American Field of Study, as required by Texas Education Code, Section 61.823

RECOMMENDATION: Approval

Background Information:

The Mexican-American Studies Field of Study Advisory Committee was charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Mexican-American studies degree program into which a student transfers. Students completing a Mexican-American Studies Field of Study receive full academic credit toward the degree program for the block of courses transferred.

The committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Mexican-American Studies Field of Study Curriculum. Table 1. lists the lower-division courses recommended for inclusion in the Mexican-American Studies Field of Study Curriculum.

Table 1. Mexican-American Studies, Field of Study.

Category	SCH	Course Number	Course Title
Introduction	3	HUMA 1305	Introduction to Mexican-American Studies
History	3	HIST 2327	Mexican-American History I
		HIST 2328	Mexican-American History II
Government	3	GOVT 2311	Mexican-American Politics
English/Literature	3	ENGL 2351	Mexican-American Literature
Spanish	3		Any Spanish course
Fine Arts	3	HUMA 1311	Mexican-American Fine Arts Appreciation

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

AGENDA ITEM IX-H (2)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of members to the Certification Advisory Council (CAC)

RECOMMENDATION: Appoint members:

Jennifer Ramm, University of Mary Hardin-Baylor
Donna Jurick, St. Edward's University
Dianna Miller, Laredo Community College

Background Information:

Coordinating Board staff is requesting member appointments for the Certification Advisory Council. Board staff will seek confirmation of these appointments at the July 2016 Board meeting.

In accordance with Texas Education Code, Section 61.314, Coordinating Board Rules, Section 1.135 establishes the Certification Advisory Council to advise the Board on standards and procedures related to certification of private, nonexempt postsecondary educational institutions; to assist the Commissioner in the examination of individual applications for Certificates of Authority; and to perform other duties related to certification that the Board finds appropriate.

The council consists of six members with experience in higher education, three of whom are drawn from exempt private postsecondary institutions in Texas. The members are appointed for two-year fixed and staggered terms and may serve consecutive terms. The council meets quarterly as required. Three members' terms expire in August 2016. Appointment of two members from private/exempt institutions in Texas and one member from a public institution in Texas will maintain the public and exempt/private composition of the council. The nominees served an initial two-year term. However, they have had limited opportunities to participate in CAC meetings, due to lack of pending applications during their first term; therefore, they are being re-nominated for a second two-year term.

Brief summaries of the nominees' academic credentials follow:

Jennifer Ramm, Vice-President for Business & Finance/CFO, University of Mary Hardin-Baylor, BBA in Accounting – Texas A&M University

Donna Jurick, SND, Executive Vice President, St. Edward's University
PhD in Communication Theory – The Ohio State University, MA in Public Address, Group Communication – Northwestern University, BA in Speech – Edgecliff College (Our Lady of Cincinnati)

Dianna Miller, Nursing Program Director, Laredo Community College
EdD in Leadership and Curriculum and Instructional Development – University of Phoenix, MSN in Nursing - Incarnate Word College, BSN in Nursing – Capital University, School of Nursing

AGENDA ITEM IX-H (3)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of a member to the Engineering Field of Study Advisory Committee (E-FOS)

RECOMMENDATION: Appoint member:
Michael McGinnis, The University of Texas at Tyler

Background Information:

Coordinating Board staff is requesting member appointments for the Engineering Field of Study Advisory Committee. Board staff will seek confirmation of these appointments at the July 2016 Board meeting.

In accordance with Texas Education Code, Section 61.823, Coordinating Board Rules, Subchapter T, Section 1.220-1.226 establishes the Engineering Field of Study Advisory Committee to advise the Board on the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Engineering degree program into which a student transfers.

The committee consists of 24 members who are faculty members or administrators in engineering programs at public community colleges and universities. Twelve of the committee members are from public community colleges and 12 are from public universities. The members are appointed for two-year and three-year staggered terms. The council meets quarterly as required. The nominee will complete the unexpired term of a university member who resigned from the committee.

Brief summary of the nominee's academic credentials follows:

Michael McGinnis, Ph.D., Interim Dean, College of Engineering, The University of Texas at Tyler; University of Connecticut Civil Engineering B.S. 1996; University of Connecticut Civil Engineering M.S. 1998; 2007-2013 Assistant Professor, Department of Civil Engineering; 2013-Present Associate Professor, Department of Civil Engineering, The University of Texas at Tyler, Tyler Texas.

AGENDA ITEM IX-H (4)

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

RECOMMENDATION: Appoint members:

DeBrena Agbenyiga, The University of Texas at San Antonio
Blanca Bauer, The University of Texas Health Science Center
at San Antonio
Richard Berry, Stephen F. Austin State University
Karen Butler-Purry, Texas A&M University
JoAnn Canales, Texas A&M University-Corpus Christi
Andrea Golato, Texas State University
Cynthia Rutledge, McMurry University

Background Information:

Coordinating Board staff is requesting member appointments for GEAC. Board staff will seek confirmation of these appointments at the July 2016 Board meeting.

GEAC advises agency staff and Board members on procedures, issues, and long-range planning relating to graduate education. GEAC is currently working with Coordinating Board staff on a strategic plan which will emphasize the contributions that graduate education can make towards the goals of *60x30TX*. GEAC is a 24-member committee comprised of faculty and administrators from the state's public and private universities and health-related institutions, plus one non-voting student member.

The members are appointed for three-year staggered terms. The council meets quarterly as required. Seven members' terms expire in August 2016. The appointments of the recommended seven members will maintain the committee's balance of public/private institutions, general academic/health-related institutions, representation from all systems, and representation from all regions of the state.

Brief summaries of the nominees' academic credentials follow:

DeBrena Agbenyiga, Vice Provost and Dean of the Graduate School, The University of Texas at San Antonio, BS in Criminal Justice – University of South Carolina, MSW in Social Work-Urban Studies – Michigan State University, MBA in Strategic Management – Michigan State University, PhD in Social Science – Michigan State University.

Blanca Bauer, Assistant Vice President for Academic Assessment and Effectiveness, The University of Texas Health Science Center at San Antonio, BA in American Studies – University of Notre Dame, MA in English – The University of Texas at Brownsville, PhD in Organizational Leadership – Our Lady of the Lake University.

Richard Berry, Dean of the Graduate School, Stephen F. Austin State University
AAS in Music Education, Kilgore College; BM in Voice Performance, Stephen F. Austin State University; MA in Voice Performance, Stephen F. Austin State University; DMA in Voice Performance, University of Missouri-Kansas City.

Karen Butler-Purry, Associate Provost for Graduate & Professional Studies, Texas A&M University; BS in Electrical Engineering, Southern University and Agricultural and Mechanical College at Baton Rouge; MS in Electrical and Electronics Engineering at The University of Texas at Austin; PhD in Electrical and Electronics Engineering at Howard University.

JoAnn Canales, Dean of the College of Graduate Studies, Texas A&M University-Corpus Christi; BA in Speech Pathology and Audiology, University of Houston; MS in Bilingual Education and Spanish, Laredo State University; PhD in Curriculum and Instruction, The University of Texas at Austin.

Andrea Golato, Dean of the Graduate College, Texas State University
BA in German, English, Spanish at Johannes Gutenberg-Universität Mainz; MA in Linguistics, Louisiana State University; PhD in German Studies, The University of Texas at Austin.

Cynthia Rutledge, Associate Vice President for Academic Affairs for Curriculum & Faculty Development, McMurry University; BS in Elementary Education, Texas Tech University; MS in Exercise Science, Texas A&M University; EdD in Physical Education, University of Northern Colorado.

AGENDA ITEM IX-H (5)

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

RECOMMENDATION: Appoint members:

Alicia Wyatt, McMurry University
Charleen Worsham, Kilgore College
Janet Kamps, Stephen F. Austin State University
Stephen Levey, Houston Community College
Josh Book, Texas State University
Erasmus Addae, South Texas College
Sherita Love, Texas A&M University-San Antonio
Jacqueline Mok, The University of Texas Health Science Center
at San Antonio
Francisco Garcia, The University of Texas Rio Grande Valley
Lydia Tena, El Paso Community College

Background Information:

Coordinating Board staff is requesting member appointments for the Learning Technology Advisory Committee (LTAC). Board staff will seek confirmation of these appointments at the July 2016 Board meeting.

The LTAC serves to provide the Board with advice and recommendations regarding the role that learning technology plays in Texas higher education.

The committee consists of 24 members with experience in distance education in higher education. Members represent Texas public universities (11 members), public community colleges (10 members), health-related institutions (one member), independent institutions (one member), and one student representative. Members serve staggered three-year terms. The terms of chairs and co-chairs (if applicable) are two years dating from their election. The committee meets four to six times per year, including teleconferences, to consider distance education doctoral programs and other learning technology matters.

Ten of the LTAC members' terms expire in August 2016. Replacement members were selected from institutions' nominations, giving consideration to type of institution, geographic location, and ethnic and gender composition.

Brief summaries of the nominees' academic credentials follow:

Alicia Wyatt is the Associate Vice President for Academic Affairs and Professor of Computer Science at McMurry University. She has also served the university in the positions of Assistant Dean and Dean of the School of Natural and Computational Sciences from 2007 through 2015. She holds an EdD in Instructional Technology/Administration from Texas Tech University.

Charleen Worsham has held the position of Director of eLearning at Kilgore College since 1999. Prior to serving in this position, Mrs. Worsham served as the Assistant to the Director of Computer Center: Systems Analyst. She holds a MEd in Educational Technology from The University of Texas at Brownsville.

Janet Kamps has held the position of Coordinator of Distance Education at Stephen F. Austin State University since 2010. Prior to her current position, she has served in numerous roles pertaining to learning technology and Spanish instruction in both higher and secondary education settings. She holds a MS in Educational Human Resource Development-Distance Learning from Texas A&M University.

Stephen Levey is the Associate Vice Chancellor for Instructional Services at Houston Community College. Since 2000, Dr. Levey has also served the College as Associate Vice Chancellor for Academic Instruction, Associate Vice Chancellor for Instructional Resources & Technology, and Executive Director of Distance Education. He holds a PhD in Educational Administration-Community College Leadership from The University of Texas at Austin.

Josh Book is the Assistant Director of the Office of Distance and Extended Learning at Texas State University. A former high school teacher and online writing tutor, he has worked in distance education course and program development at Texas State since 2003. He holds a MA degree in literature from Texas State University.

Erasmus Addae is the Dean of Distance Learning and Virtual Campus at South Texas College. Prior to serving in this position, Dr. Addae served as the Lead Consultant for the Learning and Media Education Service, and in the positions of Professor/Faculty Director for Online Computer Science Programs and Director of Instructional Technology/Online Learning for Central Texas College. He holds a PhD in Computing Technology in Education from Nova Southeastern University.

Sherita Love has held the position of Academic Technologies Manager/Senior Instructional Designer at Texas A&M University-San Antonio since 2011. Prior to serving in this position, Dr. Love served as the Senior Instructional Designer at Mercer University, E-Learning Specialist/Instructional Designer for The Home Depot, and Instructional Multimedia Project Manager/Instructional Technologist/Developer for the University of Georgia. She holds a PhD in Instructional Technology & Design from the University of North Dakota.

Jacqueline Mok has held the position of Vice President for Academic, Faculty, and Student Affairs at The University of Texas Health Science Center at San Antonio since 2014. Prior to her current position, she has served in numerous administrative positions at The Johns Hopkins University, The University of Arizona, and University of Washington. She holds a PhD in Arts Education from New York University.

Francisco Garcia is the Center for Online Learning & Teaching Technology Director at The University of Texas Rio Grande Valley. Prior to holding this position, he served as the Distance Education Manager at The University of Texas at Brownsville, and as Videoconferencing & LMS Administrator and Lead Instructional Designer, Adjunct Professor, and Network & System Administrator at The University of Texas at Brownsville and Texas Southmost College. He holds a MEd in Educational Technology from The University of Texas at Brownsville.

Lydia Tena has held the position of Northwest Campus Dean and Dean of Instructional Programs at El Paso Community College since 2000. Prior to serving in this position, she held numerous administrative positions at the College since 1991. She holds an EdD in Educational Management and Development in Higher Education Administration from New Mexico State University.

AGENDA ITEM IX-H (6)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of members to the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee

RECOMMENDATION: Appoint members:

Ricky Dobbs, Texas A&M University-Commerce
Juan Garcia, Texas A&M International University
Catherine Howard, Texarkana College
Amber Kelly, Howard County Junior College District-Howard College
Norma Perez, Houston Community College
Tammy Wyatt, The University of Texas at San Antonio, (re-appointment)

Background Information:

Coordinating Board staff is requesting member appointments for the *Lower-Division Academic Course Guide Manual* (ACGM) Advisory Committee. The ACGM is the official list of the general academic courses that may be offered by public community and technical colleges in Texas for state funding and transfer freely to other public higher education institutions.

The ACGM Advisory Committee is composed of public higher education faculty, academic administrators, and enrollment management personnel equally representing community and technical colleges and universities. This standing committee may meet up to three times annually as needed to recommend to the Coordinating Board appropriate courses to be added, revised, or deleted from the ACGM.

Members serve three-year staggered terms, with six members rotating off the committee each year. In compliance with the rotation schedule, the appointment of four new members from community and technical colleges and two from universities is needed. Recommendations for membership positions were selected from institutions' nominations, considering the type of institution, geographic location, administrative and faculty representation, as well as ethnic and gender composition.

Brief summaries of the six nominees' academic credentials follow:

Ricky Dobbs is the Dean of the University College at Texas A&M University-Commerce (TAMU-Commerce). He received his bachelor's and master's degrees from Baylor University and holds a Doctor of Philosophy (Ph.D.) in History from Texas A&M University (TAMU), College Station. He serves as chair of TAMU-Commerce's core curriculum council.

Juan Garcia is University Registrar at Texas A&M International University (TAM-International). He is currently pursuing a doctorate at TAMU. Before becoming registrar he was the Director of Recruitment and School Relations at TAM-International.

Catherine Howard is the Dean of the STEM Division at Texarkana College. She received her bachelor's and master's degrees from the University of North Texas in Biochemistry and Chemistry, respectively, and Doctor of Education from Nova Southeastern University, Florida. She has teaching experience at the high school, community college, and university graduate levels.

Amber Kelly is Assistant Professor of English and History and Dean of General Studies at Howard County Junior College District-Howard College. She received her bachelor's degree from New York University and her Master of Arts from Sul Ross State University.

Norma Perez is serving as Interim Associate Vice Chancellor of Curriculum and Learning Instruction at Houston Community College. Before assuming her current position, she was the Executive Dean of Academics and Student Services. Her Ph.D. in Higher Education Administration is from TAMU, and her master's degree is from the University of Houston.

Tammy Wyatt is Associate Dean of the University College at The University of Texas at San Antonio. She holds a Ph.D. in Health Education from The University of Texas at Austin and earned her master's at Texas State University. She also serves as tenured faculty in the Department of Kinesiology, Health & Nutrition at UT-San Antonio.

AGENDA ITEM IX-H (7)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of members to the Nursing Field of Study Advisory Committee

RECOMMENDATION: Appoint members:

Julie Arteaga, MSN, CNE
Erin Bailey, DNP, RN, FNP-C
Pauline Ballesteros, MSN, RN
Joan Becker, MA, BSN, RN
Linda Carpenter, PhD, RN, FAAN
Alysa Bass Cummins, MSN, RN
Evangeline De Leon, RN
Wendy Donnell, PhD, MSN, BSN, CHSE, RN
Carmen Edwards, MSN, RN
Debra Fontenot, DNP, RN, CPNP, CNE
Kerri Hines, MSN/ED., RN
Melinda Mitchell Jones, MSN, JD, RN
Rebecca C. Krepper, PhD, MBA, RN, NEA-BC

Sue Ann Lopez, MSN, RN
Mary E. Mancini, PhD, MSN
Debra Wise Matthews, PhD, RN
Christina Murphey, PhD, RN
Linda Raymond, MSN, RN
Mary T. Rivard, PhD, RNC-OB
Manuel Santa Cruz, DNP, MSN, MBA, RN,
NE-BC
Marvella Starlin, MSN, RN
Kathryn Tart, EdD, MSN, RN
Nancy Walters, MSN, RN
Teng-Yuan (Erica) Yu, PhD, RN

Background Information:

Coordinating Board staff requests member appointments for the Nursing Field of Study Advisory Committee.

The committee is charged with identifying 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 nursing degree program. Students completing the Nursing Field of Study will receive full academic credit toward the degree program for the block of courses transferred.

The 24-member committee will be composed of faculty and administrators from institutions across the state, with 12 members from health-related institutions (HRIs) and general academic institutions (GAIs) that offer one or more baccalaureate degree programs in nursing and 12 members from community and technical colleges that offer associate degrees in nursing (ADNs). 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 nursing degree program was invited to nominate an individual to the committee, and the majority of the recommended members are faculty members.

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 Nursing 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' academic credentials follow:

Julie Arteaga, MSN, CNE, is Associate Professor of Nursing at Navarro College and teaches ADN courses. Previously, Ms. Arteaga taught Vocational Nursing (VN) at Navarro while working at Navarro Regional Hospital.

Erin Bailey, DNP, RN, FNP-C, is Assistant Professor at the Richard and Lucille DeWitt School of Nursing at Stephen F. Austin State University. Dr. Bailey has been chair of the university's curriculum committee for 12 years and redesigned the generic bachelor of science in nursing (BSN) curriculum and the Registered Nurse (RN)-Transition curriculum.

Pauline Ballesteros, MSN, RN, was a member of the original 2002 Nursing Field of Study Advisory committee. She was instrumental in developing the LVN program at El Paso Community College (EPCC) and currently serves as EPCC's Associate Degree Nursing Program Coordinator.

Joan Becker, MA, BSN, RN, is Dean of Nursing at El Centro College and responsible for Licensed Vocational Nurse (LVN), LVN to RN, and ADN programs. She is in charge of curriculum changes and serves on the Advisory Council for Education for the Texas Board of Nursing.

Linda Carpenter, PhD, RN, FAAN, has been at The University of Texas at Austin since 1998 and serves as Assistant Dean of Undergraduate Programs in the School of Nursing, previously serving as Division Chair for Family and Public Health Nursing and Assistant Dean of Student and Clinical Affairs. Dr. Carpenter earned her Nurse Educator Certification from the National League for Nursing.

Alysa Bass Cummins, MSN, RN, is a nursing instructor at Angelina College. She served as Second Level Nursing Team Leader from 2012 to 2014. She teaches pediatrics, adult medical surgical, and critical care nursing.

Evangeline De Leon, RN, is Department Chair of Nursing Education at Del Mar College. Involved in the Texas Concept-Based Nursing Curriculum Project, she was most recently on the Education Committee of the Texas Nurses Association in 2015 to examine undergraduate nursing programs.

Wendy Donnell, PhD, MSN, BSN, CHSE, RN, is Assistant Professor and Chair of the College Curriculum Committee at Texas A&M International University and led faculty in developing new curricula for TAMU's undergraduate nursing programs.

Carmen Edwards, MSN, RN, is Chair of Midland College's Associate Degree Nursing Program (appointed 2012) and Dean of Health Sciences. She has more than 20 years of educational experience at both Odessa College and Midland College.

Debra Fontenot, DNP, RN, CPNP, CNE, is Director of Associate Degree Nursing at Alvin Community College (Alvin CC). Dr. Fontenot has more than 15 years of teaching experience and is a pediatric nurse practitioner. Under her guidance, Alvin CC recently received a Jobs and

Education for Texans (JET) grant from the Texas Comptroller's Office to introduce clinical simulation in its registered nurse program.

Kerri Hines, MSN/ED., RN, currently serves as the department chair of VN/ADN programs at San Jacinto College North Campus. She has been a member of the nursing faculty since 2005 and is responsible for program compliance with the Texas State Board of Nursing and curriculum development.

Melinda Mitchell Jones, MSN, JD, RN, is Associate Professor and Associate Dean at Texas Tech University Health Sciences Center (TTUHSC) School of Nursing and supported efforts to develop a new TTUHSC web-based nursing degree for veterans with prior military medical training. Dr. Jones is responsible for TTUHSC's RN to BSN program.

Rebecca C. Krepper, PhD, MBA, RN, NEA-BC, is Professor of Nursing at Nelda C. Stark College of Nursing at Texas Woman's University. With more than 28 years of experience as a member of the nursing faculty, Dr. Krepper is an expert in curriculum development and serves as a site evaluator for the Commission on Collegiate Nursing Education's standards for the accreditation of baccalaureate nursing programs.

Sue Ann Lopez, MSN, RN, is Dean of Health Occupations at South Plains College and provides leadership for 10 different allied health and nursing programs in addition to providing support for the Center for Clinical Experience. Ms. Lopez served on the Nursing Common Application Taskforce in 2014 and the Nursing Field of Study Committee in 2009.

Mary E. Mancini, PhD, MSN, is Senior Associate Dean at the College of Nursing and Health Innovation at The University of Texas at Arlington. Dr. Mancini has served on many THECB, Board of Nursing, and Texas Nursing Association education committees, including the THECB's Uniform Pre-Nursing Curriculum Committee.

Debra Wise Matthews, PhD, RN, has 15 years of experience as a College of Nursing faculty educator with progressive academic administrative experience, including 10 years as Associate Dean of Academic Affairs. She has also served on the THECB's Uniform Pre-Nursing Curriculum Advisory Committee.

Christina Murphey, PhD, RN, is Undergraduate Department Chair for Texas A&M University-Corpus Christi, College of Nursing and Health Sciences. She administers the undergraduate nursing and health sciences curriculum and serves on several college and university curriculum committees.

Linda Raymond, MSN, RN, has been a clinical instructor at The University of Texas at Tyler since 2007, most recently teaching Health Assessment, a hybrid course for first-level nursing students with online lecture and face-to-face labs. An experienced RN-staff nurse, she has worked at Hospice of East Texas.

Mary T. Rivard, PhD, RNC-OB, has 22 years of experience as a practicing RN and is credentialed in the specialty area of Labor and Delivery. With 14 years of experience as a professional nursing educator, Dr. Rivard currently serves as ADN Program Director for Vernon College.

Manuel Santa Cruz, DNP, MSN, MBA, RN, NE-BC, is Assistant Dean and Assistant Professor at the Gayle Greve Hunt School of Nursing at Texas Tech University Health Sciences Center in El Paso. Dr. Santa Cruz has extensive content knowledge in nursing learning outcomes and was instrumental in developing the RN-BSN track.

Marvella Starlin, MSN, RN, is Director of Nursing at Cisco College. Cisco College and Texas Tech University have designed a seamless pathway for students to advance from the LVN program to a BSN.

Kathryn Tart, EdD, MSN, RN, is Dean of the School of Nursing for the University of Houston. With an in-depth understanding of nursing curricula at the undergraduate level, Dr. Tart has worked with the Texas Nurses Association to facilitate pathways for ADN graduates to seamlessly accomplish their baccalaureate degrees.

Nancy Walters, MSN, RN, is currently serving as a faculty member and Assistant Dean Health Sciences, Privacy Officer, and Committee Chair at Austin Community College. She also served as department chair of the ADN program for six years.

Teng-Yuan (Erica) Yu, PhD, RN, has been a nurse for more than 20 years and has more than 15 years of experience teaching undergraduate nursing programs. Dr. Yu is serving as the Assistant Dean for Undergraduate Programs since January 2015 and leads the curriculum committee at the School of Nursing, University of Texas Health Science Center at Houston. She has a long standing relationship with Houston Methodist Hospital and Memorial Hermann Health System as a faculty partner and consultant for the nursing residency program evaluation and accreditation.

AGENDA ITEM IX-H (8)

Consideration of adopting the Committee recommendation to the Board relating to the appointment of members to the Undergraduate Education Advisory Committee (UEAC)

RECOMMENDATION: Appoint members:

Sheila Amin Gutierrez de Pineres, Austin College
Edward Byerly, Victoria College
Janna Chancey, Tyler Junior College
Elizabeth Garcia, West Texas A&M University
L. Joy Gates Black, Tarrant County College
Scott LaGraff, Stephen F. Austin State University
Sarah Maxwell, The University of Texas at Dallas
Richard Miller, Texas A&M University-Kingsville
Julie Penley, El Paso Community College

Background Information:

Coordinating Board staff is requesting member appointments for the Undergraduate Education Advisory Committee (UEAC). Board staff will seek confirmation of these appointments at the July 2016 Board meeting.

The UEAC serves as a forum for problem solving and the generation of ideas to improve undergraduate education that reflect the goals of Texas' higher education plan, *60x30TX*. UEAC advises the Board on matters regarding undergraduate education in Texas. UEAC will:

- design and conduct studies as requested by the Coordinating Board or the Commissioner, and prepare recommendations for actions;
- make recommendations to the Coordinating Board for future directions the Coordinating Board and institutions should take to enhance undergraduate education in Texas;
- develop and oversee processes for the review of existing undergraduate instructional programs; and
- respond to and make recommendations to the Coordinating Board on legislative policy changes regarding undergraduate education in Texas.

The committee consists of 24 members with experience in undergraduate academic affairs of higher education. Members represent Texas public universities (eight to ten members), public community colleges (eight to ten members), health-related institutions (one to three members), independent institutions (one to three members), and there is also one student representative. The members are appointed for three-year staggered terms. The committee meets twice a year or as needed.

Nine member terms will expire on August 31, 2016. Nominations for replacement members were selected from institutions' nominations, with consideration given to type of institution represented on the committee, geographic location, administrative and faculty representation, as well as ethnic and gender composition.

Brief summaries of the nominees' academic credentials follow:

Sheila Amin Gutierrez de Pineres is Vice President of Academic Affairs and Dean of Faculty at Austin College. Dr. Amin Gutierrez de Pineres holds a Ph.D. in Economics.

Edward Byerly is a Professor of History and Geography at Victoria College. Dr. Byerly holds a Ph.D. in History.

Janna Chancey is Dean of Enrollment Management at Tyler Junior College. Ms. Chancey holds an M.S. in Human Resource Development.

Elizabeth Garcia is Assistant Professor of Education at West Texas A&M University. Dr. Garcia holds a Ph.D. in Curriculum and Instruction.

L. Joy Gates Black is Vice Chancellor for Academic Affairs and Student Success at Tarrant County College. Dr. Black holds an Ed.D. in Organizational Leadership.

Scott LaGraff is Associate Professor of Voice at Stephen F. Austin State University. Dr. LaGraff holds a D.M.A. in Vocal Performance.

Sarah Maxwell is Associate Dean of Undergraduate Education at The University of Texas at Dallas. Dr. Maxwell holds a Ph.D. in Public Policy.

Richard Miller is Professor and Chair of Psychology and Sociology at Texas A&M University-Kingsville. Dr. Miller holds a Ph.D. in Social Psychology.

Julie Penley is Dean of Instruction and Campus Dean at El Paso Community College. Dr. Penley holds a Ph.D. in Experimental Psychology.

AGENDA ITEM IX-H (1)

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

RECOMMENDATION: Appoint member:
 Ms. Whitney Carter, Texas State Technical College

Background Information:

The Texas Higher Education Coordinating Board (THECB) staff is requesting a member appointment for the Apply Texas Advisory Committee (ATAC). In accordance with Texas Education Code, Section 51.762, the THECB, with the assistance of an advisory committee, is required to adopt a common admission application form for use by a person seeking admission as a freshman student to a general academic teaching institution.

The ATAC consists of individuals representing two-year, four-year, and private institutions. The committee discusses and votes on changes that may be needed to the common admission application for the upcoming academic year. The committee also focuses on additional initiatives to strengthen student participation and access into higher education.

A committee member with two years of service left on the appointment term has resigned her position on the committee. The nominee will replace that member. The nominee is from the same institution as the former committee member.

All members of the advisory committee have admission and/or enrollment background experience.

Ms. Whitney Carter is the Director of New Student Outreach, Texas State Technical College. Ms. Carter has numerous years of experience in higher education and especially in the Admissions and Records area.

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

AGENDA ITEM IX-I

Consideration of adopting the Committee's recommendation to the Board relating to a request to amend the contract with The University of Texas at Austin for the maintenance of the Apply Texas System

RECOMMENDATION: Approval to amend and extend the current Apply Texas maintenance and operational contract with UT-Austin to August 31, 2018

Background Information:

Apply Texas is a centralized web portal for prospective students from Texas and other states to apply for admission to Texas higher education institutions. Apply Texas was codified for university applicants in 1997 by the 75th Texas Legislature (Texas Education Code, Sections 51.762 and 51.763). The purpose of the program is to allow students to complete one application and submit it to multiple institutions of higher education. In 2005, the 79th Texas Legislature amended the statutes to include junior college districts, public state colleges, and public technical institutes. The Texas Higher Education Coordinating Board (Coordinating Board) administers the Apply Texas System in consultation with an advisory committee comprised of representatives of higher education institutions.

In 1997, the Coordinating Board contracted with The University of Texas at Austin (UT-Austin) to create and maintain the electronic Apply Texas System. Under the guidance of the Coordinating Board and advisory committee, UT-Austin also developed and maintains a scholarship application and the Counselor Suite, which allows high school counselors to track admission application status and Free Application for Federal Student Aid (FAFSA) submission status for their students.

From 1997 to 2003, the Coordinating Board's contract with UT-Austin was renewed annually. Beginning in 2004, the contract was renewed and extended to a three-year contract, and in 2013 it was renewed and extended to a four-year contract, to be renewed in the third year of the contract. The current contract ends on August 31, 2017.

UT-Austin is in the process of migrating to a new database environment. Due to the transition, it has not been possible to accurately project costs for the entirety of a four-year contract. Therefore, staff recommends the agency amend and extend the current Apply Texas maintenance and operational contract with UT-Austin to August 31, 2018. Once it is possible to more accurately project future costs, staff will return to the Board with plans to develop a new and longer-term contract.

The cost for the one-year extension is \$739,895 (bringing the total five-year cost of the contract to \$3,460,917). The contract is of zero cost to the agency. The General Appropriations Act provides the Coordinating Board the authority to collect funds from participating institutions, each of which pays a portion of the cost based on its share of the previous fall term's certified

enrollment. The Coordinating Board monitors the cost of the Apply Texas System and notifies the institutions annually of their shares of the cost.

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

AGENDA ITEM IX-J

Consideration of adopting the Committee's recommendation to the Board relating to the reallocation of Work-Study Mentorship Program funding

Total Project Cost:	\$5,000,000
Reallocation Request:	up to \$500,000
Source of Funds:	Strategy B.1.7, College Work-Study Programs
Authority:	Texas Education Code, Section 56.079. Work-Study Mentorship Program

RECOMMENDATION: Approval

The Texas Higher Education Coordinating Board (THECB) staff requests approval to amend contracts for the Work-Study Mentorship Program to reallocate up to \$500,000 of unused FY 2016 Texas College Work-Study funds to current Work-Study Mentorship Programs that have requested additional funds to expand their work within the program guidelines for FY 2016.

Background Information:

In September 2015, Work-Study Mentorship funds were awarded to 41 eligible Texas public and private institutions of higher education. Work-Study Mentorship grants provide funding to institutions to employ eligible college students to mentor or tutor students at participating higher education institutions or high school students in participating school districts to improve student access to and success in higher education.

Board staff requests to reallocate funds to be used to support the work on the current grants and to assist project directors in serving additional students at the institutions listed on the following page. At its July 2015 meeting, the Board approved the issuance of a Request for Application for 2016-2017 Work-Study Mentorship Programs. In accordance with Board Rule 1.16, staff received majority approval to award contracts to the selected institutions on September 10, 2015. The current Work-Study Mentorship funded contracts end on August 31, 2017.

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

Work-Study Mentorship Grant Reallocations

Institution	Original Contract	Increase Amount	Amended Contract
Texas A&M University – Corpus Christi	\$220,000.00	\$50,000.00	\$270,000.00
Texas A&M University – Kingsville	\$200,000.00	\$50,000.00	\$250,000.00
Texas Southern University	\$250,000.00	\$50,000.00	\$300,000.00
Texas State Technical College System	\$250,000.00	\$50,000.00	\$300,000.00
Texas Woman’s University	\$200,000.00	\$50,000.00	\$250,000.00
The University of Texas – Rio Grande Valley	\$250,000.00	\$50,000.00	\$300,000.00
The University of Texas at Arlington	\$200,000.00	\$50,000.00	\$250,000.00
The University of Texas at El Paso	\$220,000.00	\$50,000.00	\$270,000.00
The University of Texas at San Antonio	\$200,000.00	\$50,000.00	\$250,000.00
University of North Texas	\$300,000.00	\$50,000.00	\$350,000.00
TOTAL	\$2,290,000.00	\$500,000.00	\$2,790,000.00

AGENDA ITEM IX-K

Consideration of adopting the Committee's recommendation to the Board relating to the Aerospace and Aviation Report (S.B. 458, 84th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

Senate Bill 458, 84th Texas Legislature, Regular Session amended Section 481.0066 of the Government Code, relating to the Aerospace and Aviation Office of the Texas Economic Development and Tourism Office and to the Aerospace and Aviation Advisory Committee. Part of the amendment was the charge to the Aerospace and Aviation Office to partner with the Texas Higher Education Coordinating Board to foster technological advancement and economic development for spaceport activities by strengthening higher education programs and supporting aerospace activities.

As part of the partnership, the Aerospace and Aviation Office is to submit a report to the legislature and governor, by December 1 of each even-numbered year, which includes a summary of work performed with the Texas Higher Education Coordinating Board.

The report, Aerospace Technology Research Conducted by Public Universities, provides a summary of aerospace technology research conducted by public senior colleges and universities. The report is under separate cover.

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

AGENDA ITEM IX-L

Consideration of adopting the Committee's recommendation to the Board relating to the January 2016 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")

RECOMMENDATION: Approval

Background Information:

Starting in January 2014, under Chapter 7, Subchapter A, Section 7.7 of Coordinating Board rules, institutions operating under a Certificate of Authorization were required to submit an annual compliance report to ensure continued compliance with respect to institutions' operations in Texas. The report includes documentation on accreditation status, degree programs being offered, publications, student complaint policies, and financial viability. This requirement was instituted after the U.S. Department of Education found another state's "licensure by accreditation" to be lacking in proper oversight of institutions operating in that state. Since the Certificate of Authorization is similarly based in part on accreditation by a recognized accreditor, proactive measures were taken to ensure Texas had enough review and oversight of institutions operating under a Certificate of Authorization. The annual compliance review report also provides a means for staff to confirm that information about an institution is current in the Coordinating Board's files and publications.

Institutions with names beginning with "A" through "O" were required to submit their reports by January 15, 2016. Institutions with names beginning with "P" through "Z" will be required to submit their reports by July 15, 2016. An institution receiving its first Certificate of Authorization less than six months prior to the report due date was not asked to submit an annual report because the information was deemed up-to-date. Following is a summary of the status of all institutions that were required to report in the January 2016 reporting cycle.

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

**January 2016 Report to Texas Higher Education Coordinating Board
Status of Institutions (A-O) under a Certificate of Authorization**

Background:

Starting in January 2014, institutions operating under a Certificate of Authorization were required to submit an annual compliance report. Institutions with names beginning with “A” through “O” were required to submit their reports by January 15 each year. An institution receiving its first Certificate of Authorization less than six months prior to the report due date was not asked to submit an annual report because the information was deemed up-to-date. Following are the statuses of all institutions under the January 15, 2016 reporting deadline:

**Institutions which are in compliance with THECB rules, including annual compliance reporting –
Operating in Texas under current Certificates of Authorization**

Institutions with a physical campus in Texas:

- Academy of Oriental Medicine at Austin
- American College of Acupuncture/Oriental Medicine – Houston
- American Intercontinental University – Houston
- Arlington Baptist College – Arlington
- Asher College – Dallas
- Baptist Health System School of Health Professions-San Antonio
- Baptist University of the Americas
- Belhaven University - Houston (Bethel Church)
- Belhaven University - Houston (Park Row)
- Career Point College - Austin
- Career Point College - San Antonio
- Carrington College - Mesquite
- Case Western Reserve University – Houston
- Center For Advanced Legal Studies – Houston
- Chamberlain College of Nursing – Irving
- Chamberlain College of Nursing – Pearland
- Columbia College, Eastfield College - Mesquite, Texas
- Commonwealth Institute of Funeral Service – Houston
- Culinary Institute LeNotre-Houston
- Culinary Institute of America - Houston ISD
- Culinary Institute of America - San Antonio
- Dallas Christian College
- Dallas Institute of Funeral Service
- Embry-Riddle Aeronautical University - Fort Worth
- Embry-Riddle Aeronautical University - Houston
- Everest College - Arlington (Mid-Cities)
- Everest College - Fort Worth South
- Hallmark University - San Antonio
- Hallmark University, College of Aeronautics - San Antonio
- Houston Graduate School of Theology

- Interactive College of Technology - Hillcroft Houston
- Interactive College of Technology - North Houston
- Interactive College of Technology - Pasadena
- International Business College - El Paso (East)
- International Business College - El Paso (West)
- Le Cordon Bleu College of Culinary Arts - Dallas
- Lincoln College of Technology - Grand Prairie
- MIAT College of Technology
- National American University - Austin
- National American University - Austin Roueche Graduate Center
- National American University - Austin South
- National American University - Georgetown
- National American University - Houston
- National American University – Houston Lone Star
- National American University - Lewisville
- National American University - Richardson
- North American University
- Northwood University - Cedar Hill

Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships):

- Allegany College of Maryland
- Benedictine University
- Boston University
- Brandman University
- California Southern University
- California State University – Northridge
- California University of Pennsylvania
- Concordia University Wisconsin
- Culinary Institute of America – Hyde Park, NY
- Duke University
- Duquesne University
- Frontier Nursing University
- Gallaudet University
- King's College
- Lake Erie College of Osteopathic Medicine - Bradenton, FL
- Lake Erie College of Osteopathic Medicine - Erie, Pa
- Lock Haven University
- Louisiana College
- Loyola University New Orleans
- Messiah College, PA
- National University
- New Mexico State University - Carlsbad
- New Mexico State University - Dona Ana Community College

- Northern Kentucky University
- Orion College

Institutions which have submitted annual compliance reporting, but need to provide missing information before fully in compliance

Institutions with a physical campus in Texas:

- Cornell University - Dallas
- Cornell University - Houston
- Dallas Nursing Institute
- Fortis College – Dallas
- Fortis College - Houston
- Graduate Institute of Applied Linguistics

Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships):

- Florida Gulf Coast University
- Kaplan University - Online
- Misericordia University

Institutions with Certificates of Authorization expired due to campus closure or no current presence in Texas

Institutions with a physical campus in Texas:

- DeVry University - Fort Worth (Closed)
- DeVry University – Houston (Closed)

Out-of-state institutions which were authorized to provide field-based learning in Texas but no longer have clinicals or internships in Texas:

- Alabama State University
- Allen College
- Blue Cliff College
- Elon University
- Fort Hays State University
- Grantham University
- Kendall College
- Minnesota State University - Moorhead
- Mohave Community College - Lake Havasu City Campus
- Northwestern University

Institutions with Certificates of Authorization cancelled due to membership in the State Authorization Reciprocity Agreement (SARA)

- American College Of Education
- American Sentinel University

- Arizona State University
- Arkansas State University - Jonesboro
- Arkansas Tech University
- Bastyr University
- Bellevue University
- Bethel University
- Capella University
- College of Saint Mary
- Concordia University Nebraska
- Cossatot Community College Of The University of Arkansas
- Creighton University
- East Central University
- Eastern Michigan University
- Eastern Washington University
- Ferris State University
- Fort Hays State University
- Gonzaga University
- Graceland University
- Grand Canyon University
- Grantham University
- Hutchinson Community College
- Idaho State University
- Illinois State University
- Indiana State University
- Jefferson College Of Health Sciences
- Jones International University
- Maryville University
- McNeese State University
- Michigan State University
- Mid-America Christian University
- Midwestern University
- Minot State University
- New Mexico State University - Las Cruces
- Northern Arizona University
- Northwestern State University
- Ohio University
- Oregon Inst. Of Technology - Klamath Falls

Institutions which are operating in Texas under current Certificates of Authorization, but have been requested to update THECB with any changes in status due to financial or accreditation concernsInstitutions with a physical campus in Texas:

- Argosy University – Dallas (financial responsibility)
- Auguste Escoffier School of Culinary Arts (financial responsibility)
- Brightwood College – Arlington (financial responsibility)
- Brightwood College – Beaumont (financial responsibility)
- Brightwood College – Brownsville (financial responsibility)
- Brightwood College - Corpus Christi (financial responsibility)
- Brightwood College – Dallas (financial responsibility)
- Brightwood College - El Paso (financial responsibility)
- Brightwood College - Fort Worth (financial responsibility)
- Brightwood College – Laredo (financial responsibility)
- Brightwood College – McAllen (financial responsibility)
- Brightwood College - San Antonio (Ingram) (financial responsibility)
- Brightwood College - San Antonio (San Pedro) (financial responsibility)
- Brown Mackie College - Dallas/Fort Worth (financial responsibility)
- Brown Mackie College - San Antonio (financial responsibility)
- Chamberlain College of Nursing – Houston (TX Board of Nursing's "Full (Approval) with Warning")
- Concorde Career College – Dallas (financial responsibility)
- Concorde Career College - Grand Prairie (financial responsibility)
- Concorde Career College - San Antonio (financial responsibility)
- DeVry University – Austin (US Dept. of Education limitation on advertisements regarding placement rates and employability)
- DeVry University – Houston (US Dept. of Education limitation on advertisements regarding placement rates and employability)
- DeVry University – Irving (US Dept. of Education limitation on advertisements regarding placement rates and employability)
- DeVry University - Mesquite Center (US Dept. of Education limitation on advertisements regarding placement rates and employability)
- DeVry University - San Antonio (US Dept. of Education limitation on advertisements regarding placement rates and employability)
- Fortis College - Grand Prairie (financial responsibility)
- Galen College of Nursing - San Antonio (noncompliance with SACS for adequate number of full-time faculty)
- Golf Academy of America – Dallas (financial responsibility)
- ITT Technical Institute – Arlington (financial responsibility)
- ITT Technical Institute – Austin (financial responsibility)
- ITT Technical Institute - De Soto (financial responsibility)
- ITT Technical Institute - Houston North (Blue Ash) (financial responsibility)

- ITT Technical Institute - Houston South (Webster) (financial responsibility)
- ITT Technical Institute - Houston West (Gessner) (financial responsibility)
- ITT Technical Institute – Richardson (financial responsibility)
- ITT Technical Institute - San Antonio (East) (financial responsibility)
- ITT Technical Institute - San Antonio (West) (financial responsibility)
- ITT Technical Institute – Waco (financial responsibility)
- KD Conservatory College of Film and Dramatic Arts (financial responsibility)
- Le Cordon Bleu College of Culinary Arts – Austin (financial responsibility)
- Messenger College (financial responsibility)
- National American University – Mesquite (unresolved student complaint)
- National Graduate School of Quality Management - Alamo Colleges – San Antonio (financial responsibility)
- National Graduate School of Quality Management - Amedd Center & School San Antonio (financial responsibility)
- National Graduate School of Quality Management - NE Baptist Hospital (financial responsibility)

Institutions with a physical campus in Texas scheduled to close in 2016:

- Everest College – Dallas (Closing Dec 2016)
- Everest College – Houston (Closing Dec 2016)
- Kaplan College – Lubbock (Closing July 2016)

Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships):

- Independence University (financial responsibility)
- Northcentral University (financial responsibility)

AGENDA ITEM IX-M

Report to the Board 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.

Everest College-Dallas

Everest College-Dallas, 6080 N. Central Expressway, Dallas, TX 75206, is owned by Zenith Education Group. The Coordinating Board was notified on March 28, 2016 that the campus intended to close. The expected closure date for the campus is December 31, 2016. Students were given three options: (1) complete their program before the campus officially closes; (2) receive a refund of all fees and books paid; (3) transfer to another Zenith-owned campus to complete their program. Everest College locations in Arlington and Ft. Worth South are still in operation. Students choosing to transfer will be given transportation assistance, can try out the new campus for 30 days, and will receive a refund if they do not wish to continue after 30 days. As of April 5, 2016, 168 students opted to complete their program, 26 students requested refunds, and 6 students were undecided. Student records and transcripts may be requested through the Everest website (www.everest.edu); by email (transfercenter@zenith.org); or by telephone (877.727.0058). The institution's Certificate of Authorization will be cancelled upon notification that the campus has completed its teach-out and is closed.

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

AGENDA ITEM IX-N (1)

Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 4, Subchapter C, Section 4.54 of Board rules concerning Exemptions, Exceptions, and Waivers, as related to Texas Education Code, Section 51.3062 Success Initiative

RECOMMENDATION: Approval

Background Information:

The intent of the amendment is to incorporate into existing rules changes that address the college readiness benchmarks for the new College Board SAT examinations administered on or after March 5, 2016.

The amendment to Section 4.54(a)(1)(B), the Texas Success Initiative (TSI) exemption for the SAT examinations, would add the college readiness benchmarks set by The College Board and would clarify that the new benchmark scores have no combined score and that mixing scores from the SAT examinations administered prior to March 2016 and scores of the SAT examinations administered on or after March 5, 2016, is not allowable.

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

Date approved by the Commissioner for publication in the *Texas Register*: May 16, 2016

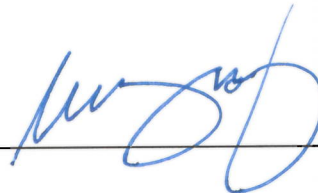
Date Published in the *Texas Register*: May 27, 2016

The 30-day comment period with the *Texas Register* ended on: June 26, 2016

No comments were received.

Legal Review:

Approved by the Office of General Counsel



Date:

7/6/16

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

SUBCHAPTER C
TEXAS SUCCESS INITIATIVE

Section

4.51	Purpose
4.52	Authority
4.53	Definitions
4.54	Exemptions, Exceptions, and Waivers
4.55	Assessment and Placement
4.56	Assessment Instrument
4.57	College Ready and Adult Basic Education (ABE) Standards
4.58	Advisement and Plan for Academic Success
4.59	Determination of Readiness to Perform Entry-Level Freshman Coursework
4.60	Evaluation and Reporting
4.61	Limited Waiver of Rules
4.62	Required Components of Developmental Education Programs

4.51 – 4.53 No changes.

4.54 Exemptions, Exceptions, and Waivers

(a)(1)(A) No changes.

(a)(1)(B) SAT

(i) SAT administered prior to March 5, 2016: a combined critical reading (formerly "verbal") and mathematics score of 1070 with a minimum of 500 on the critical reading test shall be exempt for both reading and writing sections of the TSI Assessment; and/or, a combined critical reading (formerly "verbal") and mathematics score of 1070 with a minimum of 500 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment.

(ii) SAT administered on or after March 5, 2016: a minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test shall be exempt for both reading and writing sections of the TSI Assessment; a minimum score of 530 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment. There is no combined score.

(iii) Mixing or combining scores from the SAT administered prior to March 5, 2016 and the SAT administered on or after March 5, 2016 is not allowable.

(a)(2) – (10) No changes.

4.55 – 4.62 No changes.

AGENDA ITEM IX-N (2)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 5, Subchapter A, Section 5.5 of Board rules concerning the Uniform Admission Policy

RECOMMENDATION: Approval

Background Information:

House Bill 2472, passed by the 84th Texas Legislature, Regular Session, repealed Texas Education Code (TEC) subsection 51.803(e), which indicated The University of Texas at Austin would lose the authority to offer admission under TEC 51.803(a-1) after the 2017-2018 academic year. As a result, the institution will continue indefinitely to have the authority under TEC 51.803(a-1) to limit its automatic admission of entering first-time freshmen in the top 10 percent of their high school classes to no more than 75 percent of the institution's enrollment capacity for first-time entering undergraduate students.

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

Date approved by the Commissioner for publication in the *Texas Register*: April 22, 2016

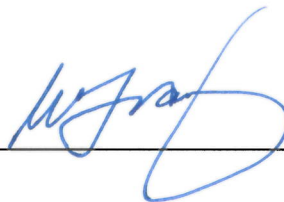
Date Published in the *Texas Register*: May 6, 2016

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

No comments were received.

Legal Review:

Approved by the Office of General Counsel



Date:

7/6/16

CHAPTER 5
RULES APPLYING TO PUBLIC UNIVERSITIES, HEALTH-RELATED INSTITUTIONS, AND/OR
SELECTED PUBLIC COLLEGES OF HIGHER EDUCATION IN TEXAS

SUBCHAPTER A
GENERAL PROVISIONS

Section

- 5.1 Purpose
- 5.2 Authority
- 5.3 Definitions
- 5.4 Time Limit on Implementing New Programs or Administrative Changes Approved by the Board or the Commissioner
- 5.5 Uniform Admission Policy
- 5.7 Uniform Grade-Point Calculation for Admission to Graduate and Professional Schools
- 5.8 Criteria for Posting Faculty-Related Measures on Institutional Websites
- 5.9 Institutional Input Measures in the Texas Higher Education Accountability System
- 5.10 Tracking System for Medical Training and Practice Choices

5.1 - 5.4 No changes.

5.5 Uniform Admission Policy

(a) – (d) No changes.

(e) For the period beginning with ~~[from]~~ the 2011-2012 academic year ~~[through the 2017-2018 academic year]~~, The University of Texas at Austin is not required to admit applicants under this subchapter in excess of the number needed to fill 75 percent of first-time resident undergraduate students.

(f) – (j) No changes.

AGENDA ITEM IX-N (3)

Consideration of adopting the Committee's recommendation to the Board relating to the new Chapter 13, Subchapter M, Sections 13.300 – 13.304 of Board rules concerning standards and accounting methods for determining total research expenditures

RECOMMENDATION: Approval

Background Information:

The intent of these new sections is to prescribe standards and accounting methods for total restricted research expenditures required by Texas Education Code Section, Chapter 62, Subchapter C, Section 62.053.

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

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

Date Published in the *Texas Register*: May 6, 2016

The 30-day comment period with the *Texas Register* ends on: June 6, 2016

Four comments were received. Two comments were received from The University of Texas at Austin (UT Austin) and two comments were received from the Texas Tech University System (TTU System).

Comment: UT Austin suggested to include state appropriated trustee funds as part of the reconciliation of research expenses between Annual Financial Report (AFR) and the total Research and Development (R&D) expenditures by adding them to the AFR total, in rule 13.303 (c)(4) of the proposed rule.

Staff response: No changes were made to the proposed rules. Any research expenses from state appropriated trustee funds are already part of the AFR total before any reconciliation is done. Therefore no additional reconciliation is needed. Such an addition of research expenditures from state appropriated trustee funds in rule 13.303 (c)(4) would count these expenses twice, in effect.

Comment: UT Austin suggested to add an additional reconciliation in rule 13.303 (c), which would be a new rule (c)(6), by adding expenditures from the Dell Medical School that would not be reported in the AFR of the school's institution.

Staff response: No changes were made to the proposed rules. Medical schools report total research expenditures separately from their institutions. The reason is that medical schools collect and report data for different special interest areas than their academic institutions.

Comment: TTU System suggested to strike the clause "part of the Annual Financial Report" from the definition for the Sources and Uses Template, given in proposed rule 13.302 (9).

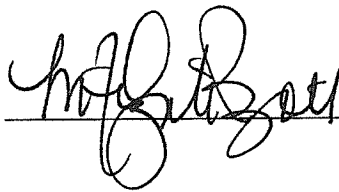
Staff response: Staff agrees and amended the section accordingly. Without the clause the definition aligns with the existing definition for the Sources and Uses Template in Texas Administrative Code (TAC) Title 19, Chapter 13, rule 13.122 (20).

Comment: TTU System suggested to change the citation of statute giving authority to the proposed rules in rules 13.301. The suggestion was to strike the reference to Texas Education Code (TEC) section 62.051, which establishes the Texas Research University Fund, leave the citation of section 62.053, which gives expressive authority to establish standards and accounting methods, and to add a reference to TEC section 62.134, which provides funds to the Core Research Support fund based on total research expenditures.

Staff response: No changes were made to the proposed rules. The wording as originally proposed cites the section of the TEC that gives authority to the Coordinating Board to prescribe the standards and accounting methods for total research expenditures. The additional reference to TEC section 62.134 does not authorize but, in turn cites the same section 62.053 as proposed.

Legal Review:

Approved by the Office of General Counsel



Date: 7/5/2016

CHAPTER 13
FINANCIAL PLANNING

SUBCHAPTER M
TOTAL RESEARCH EXPENDITURES

<u>13.300</u>	<u>Purpose and Scope</u>
<u>13.301</u>	<u>Authority</u>
<u>13.302</u>	<u>Definitions</u>
<u>13.303</u>	<u>Standards and Accounting Methods for Determining Total Research Expenditures</u>
<u>13.304</u>	<u>Report on Total Research Expenditures</u>

13.300 Purpose and Scope

The purpose of this subchapter is to establish standards and accounting methods for determining total research expenditures based on all research conducted at Texas institutions of higher education.

13.301 Authority

Texas Education Code, §61.0662, requires the Coordinating Board to maintain an inventory of all institutional and programmatic research activities being conducted by all institutions of higher education. Texas Education Code, §62.051, establishes the Texas Research University Fund and §62.053, authorizes the Coordinating Board to prescribe standards and accounting methods for determining the amount of total research funds expended.

13.302 Definitions

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

(1) Annual Financial Report (AFR)--Institutional financial report for one fiscal year as required by Texas Education Code, §51.005.

(2) Areas of Special Interest--Major research topics important to the public as listed in the Research Expenditure Survey.

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

(4) Research Expenditures or Expenditures—In a specific fiscal year, expenditure of funds paid out by an institution to support institutional Research and Development activities.

(5) Pass-through to sub-recipient--External award funds that are passed from one entity to a sub-recipient. The sub-recipient expends the award funds on behalf of, or in connection with, the pass-through entity.

(6) Research and Development (R&D)--All research activities, both basic and applied, and all development activities that are supported at universities, colleges, and other non-profit institutions:

(A) Research--The systematic study directed toward fuller scientific knowledge or understanding of the subject studied.

(B) Development--The systematic use of knowledge or understanding gained from research directed toward the production of useful materials, devices, systems, or methods, including design and development of prototypes and processes.

(C) R&D Training--R&D also includes activities involving the training of individuals in research techniques where such activities utilize the same facilities as other research and development activities and where such activities are not included in the instruction function.

(7) Research Expenditure Survey --Instrument that establishes total R&D expenditures for each institution by research field and areas of special interest, both accounted by funding source. The survey includes a Research Expenditure Survey, specific definition of R&D, and reporting guidelines for R&D activities.

(8) Research fields--Subject areas for R&D, as listed in the Research Expenditure Survey.

(9) Sources and Uses Template--An annual survey [~~part of the Annual Financial Report,~~] of Texas general academic and health-related institutions to detail financial information and provide specific information about revenues and expenditures.

13.303 Standards and Accounting Methods for Determining Total Research Expenditures

(a) Each institution reports R&D expenditures annually in the Research Expenditure Survey.

(b) R&D expenditures for Texas A&M University include consolidated expenses from Texas A&M University and its service agencies.

(c) Research expenses from the AFR are reconciled to the total R&D expenditures of the Research Expenditure Survey by a:

(1) Decrease of the AFR total by the amount of R&D expenses that do not meet the narrow definition of R&D expenditures used in the Coordinating Board's Research Expenditure Survey.

(2) Increase of the AFR total by the amount of indirect costs associated with expenses for R&D as reported through the Research Expenditure Survey.

(3) Increase of the AFR total by the amount of capital outlay for research equipment, not including R&D plant expenses or construction.

(4) Increase of the AFR total by the amount of expenditures for conduct of R&D made by an institution's research foundation, or 501(c) corporation on behalf of the institution, and not reported in the institution's AFR, including indirect costs.

(5) Increase of the AFR total by the amount of pass-throughs from Texas Engineering Experiment Station, as defined for the Research Expenditure Survey.

13.304 Reporting of Total Research Expenditures

(a) The Board shall annually post a report of total research expenditures of all public institutions of higher education on its website.

(b) Not later than January 1 of each year, the Board shall submit to the legislature information regarding human stem cell research obtained by the Board from reports required by this subsection.

AGENDA ITEM IX-O

Consideration of adopting the Committee's recommendation to the Board relating to moving Chapter 1, Subchapters T - Z and Subchapter BB of Board rules relating to Fields of Study Advisory Committees to new Chapter 27, Fields of Study, Subchapters A – H

RECOMMENDATION: Approval

Background Information:

This request is an administrative change to move existing Fields of Study Advisory Committee rules from Chapter 1, Agency Administration of Board rules to a newly created Chapter 27, Fields of Study. Currently, Chapter 1 contains 28 separate subchapters; the rules relate to agency administration and Board subcommittees. The existing rules in Chapter 1 are numbered from 1.1 to 1.9507. An undetermined number of new Field of Study Advisory Committees are in the planning stages, perhaps 15 or more. The current numbering structure of Chapter 1 limits the number of new rules which can be added without restructuring and renumbering the entire chapter. Administratively moving the existing Fields of Study Advisory Committee rules and creating a separate chapter allows for future expansion. Also, removing the Fields of Study rules from Chapter 1 would allow for other Coordinating Board committees to be added as needed. The table below summarizes this administrative change.

Current Subchapter/ Sections	Chapter 1 Agency Administration	New Chapter 27 Fields of Study Subchapter/ Sections
Subchapter T 1.220 – 1.226	Engineering, Field of Study Advisory Committee	Subchapter A 27.101 – 27.107
Subchapter U 1.330 – 1.336	Music, Field of Study Advisory Committee	Subchapter B 27.121 – 27.127
Subchapter V 1.440 – 1.446	Nursing, Field of Study Advisory Committee	Subchapter C 27.141 – 27.147
Subchapter W 1.550 – 1.556	Business, Field of Study Advisory Committee	Subchapter D 27.161 – 27.167
Subchapter X 1.660 – 1.666	Communications, Field of Study Advisory Committee	Subchapter E 27.181 – 27.187
Subchapter Y 1.770 – 1.776	Engineering Technology, Field of Study Advisory Committee	Subchapter F 27.201 – 27.207
Subchapter Z 1.880 – 1.886	Mexican American Studies, Field of Study Advisory Committee	Subchapter G 27.221 – 27.227
Subchapter BB 1.9501– 1.9507	Architecture, Field of Study Advisory Committee	Subchapter H 27.241 – 27.247

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

AGENDA ITEM IX-P

Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the previous Board meeting

RECOMMENDATION: No action required

Background Information:

The Board authorized the Commissioner or the Assistant Commissioner of Academic Quality and Workforce to act on institutional requests. Coordinating Board rule, Chapter 5, Section 5.50 (j) directs the Commissioner to provide a list to Board members of all institutional requests acted on by the Commissioner and Assistant Commissioner.

Requests for new degree and certificate programs were reviewed by staff to ensure they met the standards established by Coordinating Board rules, Sections 5.50, 9.93 (c), and 7.4 before receiving approval from the Commissioner or the Assistant Commissioner of Academic Quality and Workforce. The standards address the institution's mission, overall program quality, student demand and job market needs, duplication with existing programs at other institutions, funding, and institutional effectiveness.

Since the last report to the Coordinating Board, the Assistant Commissioner approved 25 new degree and certificate programs; approved 177 institutional requests to phase programs out; issued 15 Certificates of Authorization (new, renewed, revised, or cancelled); and received 3 preliminary planning notifications. Detailed information is provided in the tables on the following pages.

**REPORT ON INSTITUTIONAL REQUESTS ACTED ON BY THE
COMMISSIONER OR ASSISTANT COMMISSIONER SINCE THE PREVIOUS BOARD MEETING**

April 1, 2016 - June 30, 2016

NEW DEGREE AND CERTIFICATE PROGRAMS

Institution	Degree	Program	Date Approved
Community & Technical Colleges			
Alamo Colleges – NW Vista College	AAS	Pharmacy Technology	6/14/2016
Alamo Colleges – NW Vista College	AAS	Customer Service & Sales Operations	5/11/2016
Austin Community College	AA	Interdisciplinary Studies	5/4/2016
Collin College	AAS – Level 1	Health Professions	6/21/2016
Galveston College	AAS	Surgical Technology	5/4/2016
Lone Star College – University Park	AAS – Level 1	Office Administration	6/21/2016
Northeast Texas Community College	AAS	Community Health	5/9/2016
Northeast Texas Community College	AAS	Occupational Therapy Assistant	5/9/2016
San Jacinto College District – Central	AAS	Invasive Cardiovascular Technology	6/14/2016
San Jacinto College District – South	AAS	Occupational Therapist Assistant	6/14/2016
South Texas College	AAS	Welding	6/14/2016
Temple College	AA	Behavioral Science	6/14/2016
Tyler Junior College	AA	Business	4/1/2016
Tyler Junior College	BS	Dental Hygiene	4/1/2016
Wharton County Junior College	AAS	Manufacturing Technology	6/21/2016
Universities & Health-Related			
Angelo State University	BSHSP	Health Science Professions	5/11/2016
Texas A&M University	BBA	Business Administration	6/3/2016
Texas A&M University-Commerce	MSN	Nurse Practitioner	5/18/2016
Texas Woman’s University	MS	Informatics	5/16/2016
University of Houston-Downtown	BS	Health and Behavior Sciences	5/3/2016
University of Texas at Austin	BA	Design	6/16/2016
University of Texas at Tyler	BS	Information Technology	4/29/2016
University of Texas Health Science Center at San Antonio	MS	Medical Laboratory Sciences	4/29/2016
University of Texas Health Science Center at Tyler	MPH	Public Health	6/21/2016
University of Texas Rio Grande Valley	MA	Disaster Studies	4/7/2016

PHASE-OUT OF PROGRAMS

Institution	Degree	Program	Phase out Date
Community & Technical Colleges			
Tyler Junior College	AS	General Studies	8/31/16
Universities & Health-Related			
Texas A&M University	PhD	Veterinary Pathobiology	6/1/2019
Texas A&M University	BS	Community Development	6/1/2019
Texas State University	MS	Health Services Research	8/15/2016
University of Houston	MA	Speech Communication	8/15/2019
University of Houston	MBA	Business Administration – Management	8/15/2019
University of Houston	PhD	Spanish – US Hispanic Literature and Language	8/15/2016
University of North Texas	MA	Speech-Language Pathology	5/14/2016
University of Texas at Arlington	BA/BS	Athletic Training	5/31/2019
University of Texas at Austin	BSIS	Interdisciplinary Science – Mathematics and Science	4/29/2016
University of Texas at Austin	BSIS	Interdisciplinary Science – Mathematics and Computer	4/29/2016
University of Texas at Austin	BSIS	Mathematics and Computer Science	4/29/2016
University of Texas at Austin	MA	Creative Writing	4/25/2016
University of Texas at Dallas	MAT	Mathematics	5/23/2016
University of Texas at Brownsville	BS	Health and Human Performance-Exercise Science	8/15/2016
University of Texas at Brownsville	BBA	Finance	8/15/2016
University of Texas at Brownsville	MA	History	8/15/2016
University of Texas at Brownsville	BA	History	8/15/2016
University of Texas at Brownsville	BBA	Marketing	8/15/2016
University of Texas at Brownsville	BBA	Management Information Systems	8/15/2016
University of Texas at Brownsville	BBA	International Business	8/15/2016
University of Texas at Brownsville	MBA	Business Administration	8/15/2016
University of Texas at Brownsville	BBA	Accounting	8/15/2016
University of Texas at Brownsville	BA	Psychology	8/15/2016
University of Texas at Brownsville	BBA	Management	8/15/2016
University of Texas at Brownsville	MSN	Nursing Education	8/15/2016
University of Texas at Brownsville	MSN	Nursing Administration	8/15/2016
University of Texas at Brownsville	BSN	Nursing	8/15/2016
University of Texas at Brownsville	BAT	Health Services Technology	8/15/2016

<u>PHASE-OUT OF PROGRAMS (continued)</u>			
Institution	Degree	Program	Phase out Date
University of Texas at Brownsville	BM	Music	8/15/2016
University of Texas at Brownsville	BA	Government	8/15/2016
University of Texas at Brownsville	MA	Psychology	8/15/2016
University of Texas at Brownsville	BBA	Entrepreneurship	8/15/2016
University of Texas at Brownsville	MS	Physics	8/15/2016
University of Texas at Brownsville	BAIS	Interdisciplinary Studies	8/15/2016
University of Texas at Brownsville	BA	Public Service	8/15/2016
University of Texas at Brownsville	MPPM	Public Policy and Management	8/15/2016
University of Texas at Brownsville	BSCJ	Criminology and Criminal Justice	8/15/2016
University of Texas at Brownsville	BS	Materials Management and Logistics	8/15/2016
University of Texas at Brownsville	BS	Criminal Justice	8/15/2016
University of Texas at Brownsville	BA	Art	8/15/2016
University of Texas at Brownsville	BS	Physics	8/15/2016
University of Texas at Brownsville	MS	Exercise Science	8/15/2016
University of Texas at Brownsville	BS	Health and Human Performance	8/15/2016
University of Texas at Brownsville	BAAS	Applied Arts and Sciences (General)	8/15/2016
University of Texas at Brownsville	BMS	Multidisciplinary Studies	8/15/2016
University of Texas at Brownsville	MAIS/MSIS	Interdisciplinary Studies	8/15/2016
University of Texas at Brownsville	MA	Spanish Translation and Interpreting	8/15/2016
University of Texas at Brownsville	MED	Curriculum and Instruction	8/15/2016
University of Texas at Brownsville	MS	Mathematics	8/15/2016
University of Texas at Brownsville	BS	Engineering Technology	8/15/2016
University of Texas at Brownsville	BS	Marine Biology	8/15/2016
University of Texas at Brownsville	BS	Biomedical Sciences	8/15/2016
University of Texas at Brownsville	MS	Biology	8/15/2016
University of Texas at Brownsville	BS	Mathematics	8/15/2016
University of Texas at Brownsville	MA	Spanish	8/15/2016
University of Texas at Brownsville	MA	English	8/15/2016
University of Texas at Brownsville	BA	Early Childhood Studies	8/15/2016
University of Texas at Brownsville	BA	Law and Justice Studies	8/15/2016
University of Texas at Brownsville	BA	English	8/15/2016
University of Texas at Brownsville	BA	Spanish Translation and Interpreting	8/15/2016
University of Texas at Brownsville	MED	Bilingual Education	8/15/2016
University of Texas at Brownsville	BA	Sociology	8/15/2016
University of Texas at Brownsville	BS	Biology	8/15/2016
University of Texas at Brownsville	MED	Education-Educational Leadership	8/15/2016

PHASE-OUT OF PROGRAMS (continued)			
Institution	Degree	Program	Phase out Date
University of Texas at Brownsville	MM	Music Education	8/15/2016
University of Texas at Brownsville	MED	Early Childhood Education	8/15/2016
University of Texas at Brownsville	BA	Spanish	8/15/2016
University of Texas at Brownsville	BS	Chemistry	8/15/2016
University of Texas at Brownsville	MED	Education-Counseling and Guidance	8/15/2016
University of Texas at Brownsville	MED	Special Education	8/15/2016
University of Texas at Brownsville	BS	Computational Science	8/15/2016
University of Texas at Brownsville	BS	Engineering Physics	8/15/2016
University of Texas at Brownsville	EDD	Curriculum and Instruction	8/15/2016
University of Texas at Brownsville	BAT	Computer Information Systems Technology	8/15/2016
University of Texas at Brownsville	MED	Educational Technology	8/15/2016
University of Texas at Brownsville	BS	Environmental Sciences	8/15/2016
University of Texas at Brownsville	BACOMM	Communication	8/15/2016
University of Texas at Brownsville	MS	Computer Science	8/15/2016
University of Texas at Brownsville	BS	Computer Science	8/15/2016
University of Texas at Pan American	BS	Communication Sciences and Disorders	8/15/2016
University of Texas at Pan American	PHD	Business Administration	8/15/2016
University of Texas at Pan American	PHD	Rehabilitation Counseling	8/15/2016
University of Texas at Pan American	BAAS	Applied Arts and Sciences-Applied Business Technology	8/15/2016
University of Texas at Pan American	BBA	Accounting	8/15/2016
University of Texas at Pan American	MSA/MACC	Accounting	8/15/2016
University of Texas at Pan American	BA	Latin American Business	8/15/2016
University of Texas at Pan American	BBA	Computer Information Systems	8/15/2016
University of Texas at Pan American	BS	Clinical Laboratory Sciences	8/15/2016
University of Texas at Pan American	BBA	Finance	8/15/2016
University of Texas at Pan American	MBA	Business Administration	8/15/2016
University of Texas at Pan American	BSN	Nursing (General)	8/15/2016
University of Texas at Pan American	BS	Dietetics	8/15/2016
University of Texas at Pan American	MS	Kinesiology	8/15/2016
University of Texas at Pan American	BS	Rehabilitation Services	8/15/2016
University of Texas at Pan American	MA	Experimental Psychology	8/15/2016
University of Texas at Pan American	MS	Occupational Therapy	8/15/2016
University of Texas at Pan American	MPAS	Physician Assistant Studies	8/15/2016
University of Texas at Pan American	MS	Communication Sciences and Disorders	8/15/2016
University of Texas at Pan American	BBA	Marketing	8/15/2016
University of Texas at Pan American	BA	Sociology	8/15/2016

<u>PHASE-OUT OF PROGRAMS (continued)</u>			
Institution	Degree	Program	Phase out Date
University of Texas at Pan American	BBA	Management	8/15/2016
University of Texas at Pan American	EDD	Educational Leadership	8/15/2016
University of Texas at Pan American	MS	Rehabilitation Counseling	8/15/2016
University of Texas at Pan American	BA	Anthropology	8/15/2016
University of Texas at Pan American	BS	Physical Science	8/15/2016
University of Texas at Pan American	MA	Sociology	8/15/2016
University of Texas at Pan American	BA	Dance	8/15/2016
University of Texas at Pan American	BA	Communication-Theatre	8/15/2016
University of Texas at Pan American	BA/BFA	Art	8/15/2016
University of Texas at Pan American	MFA	Art	8/15/2016
University of Texas at Pan American	MM	Music	8/15/2016
University of Texas at Pan American	BM	Performance	8/15/2016
University of Texas at Pan American	BA	Music	8/15/2016
University of Texas at Pan American	MPA	Public Administration	8/15/2016
University of Texas at Pan American	BA/BBA	Economics	8/15/2016
University of Texas at Pan American	BA	History	8/15/2016
University of Texas at Pan American	BA	Social Studies Composite	8/15/2016
University of Texas at Pan American	MS	Criminal Justice	8/15/2016
University of Texas at Pan American	MSSW	Social Work	8/15/2016
University of Texas at Pan American	BS	Health	8/15/2016
University of Texas at Pan American	BS	Rehabilitation Services-Deaf Studies	8/15/2016
University of Texas at Pan American	BSCJ	Criminal Justice	8/15/2016
University of Texas at Pan American	MA	School Psychology	8/15/2016
University of Texas at Pan American	MA	Clinical Psychology	8/15/2016
University of Texas at Pan American	BSW	Social Work	8/15/2016
University of Texas at Pan American	MSN	Nursing-Practitioner	8/15/2016
University of Texas at Pan American	MA	History	8/15/2016
University of Texas at Pan American	BA	Political Science	8/15/2016
University of Texas at Pan American	MFA	Creative Writing	8/15/2016
University of Texas at Pan American	BIS	Interdisciplinary Studies	8/15/2016
University of Texas at Pan American	BS	Chemistry	8/15/2016
University of Texas at Pan American	BA	Philosophy	8/15/2016
University of Texas at Pan American	BS	Kinesiology	8/15/2016
University of Texas at Pan American	MAIS/MSIS	Interdisciplinary Studies	8/15/2016
University of Texas at Pan American	MS	Health Sciences	8/15/2016
University of Texas at Pan American	MS	Mathematics-Mathematical Sciences	8/15/2016
University of Texas at Pan American	MSE	Electrical Engineering	8/15/2016
University of Texas at Pan American	MS	Biology	8/15/2016
University of Texas at Pan American	BS	Physics	8/15/2016
University of Texas at Pan American	BGS	General Studies	8/15/2016
University of Texas at Pan American	BS	Biology	8/15/2016
University of Texas at Pan American	MA	English	8/15/2016

PHASE-OUT OF PROGRAMS (continued)			
Institution	Degree	Program	Phase out Date
University of Texas at Pan American	BA	English	8/15/2016
University of Texas at Pan American	BS	Early Care and Early Childhood Studies	8/15/2016
University of Texas at Pan American	MA	Spanish	8/15/2016
University of Texas at Pan American	BA	Spanish	8/15/2016
University of Texas at Pan American	BA	French Studies	8/15/2016
University of Texas at Pan American	MS	Engineering Management	8/15/2016
University of Texas at Pan American	MSE	Manufacturing Engineering	8/15/2016
University of Texas at Pan American	BSMFGE	Manufacturing Engineering	8/15/2016
University of Texas at Pan American	BS	Mathematics	8/15/2016
University of Texas at Pan American	BA/BS	Psychology	8/15/2016
University of Texas at Pan American	MED	Bilingual/Bicultural	8/15/2016
University of Texas at Pan American	BSCE	Computer Engineering	8/15/2016
University of Texas at Pan American	BS	Civil Engineering	8/15/2016
University of Texas at Pan American	MA	English as a Second Language	8/15/2016
University of Texas at Pan American	MED	Reading and Literacy	8/15/2016
University of Texas at Pan American	MED	Early Childhood	8/15/2016
University of Texas at Pan American	MED	Secondary Education	8/15/2016
University of Texas at Pan American	MED	Elementary Education	8/15/2016
University of Texas at Pan American	MED	Counseling and Guidance	8/15/2016
University of Texas at Pan American	MSE	Mechanical Engineering	8/15/2016
University of Texas at Pan American	MED	Special Education	8/15/2016
University of Texas at Pan American	MS	Chemistry	8/15/2016
University of Texas at Pan American	MED	Educational Administration	8/15/2016
University of Texas at Pan American	BSEE	Electrical Engineering	8/15/2016
University of Texas at Pan American	MS	Computer Science	8/15/2016
University of Texas at Pan American	BSCS	Computer Science	8/15/2016
University of Texas at Pan American	MSIT	Information Technology	8/15/2016
University of Texas at Pan American	BA	Communication-Mass Communication	8/15/2016
University of Texas at Pan American	BA	Communication-Communication Studies	8/15/2016
University of Texas at Pan American	MA	Communication	8/15/2016
University of Texas at Pan American	BA	Mexican American Studies	8/15/2016
University of Texas at Pan American	BS	Environmental Sciences	8/15/2016
University of Texas at Pan American	MED	Educational Diagnostician	8/15/2016
University of Texas at Pan American	BSME	Mechanical Engineering	8/15/2016

PRELIMINARY PLANNING NOTIFICATIONS

Institution	Authority Level	Program	Date Notified
Universities & Health-Related			
Angelo State University	Doctorate	Nursing Education	6/23/2016
Texas Tech University	Professional	Veterinary	6/14/2016
University of Texas Rio Grande Valley	Doctorate	Physics	5/19/2016

CERTIFICATES OF AUTHORIZATION

Non-Public and Out-of-State Institution	Authorization Type	Certificate of Authorization Issue Date
Appalachian State University	Clinical, internship, and field-based educator training experiences	5/23/2016
Boomsburg University of Pennsylvania	Clinical, internship, and field-based educator training experiences	5/20/2016
Herzing University	Clinical, internship, and field-based educator training experiences	6/3/2016
Institute of Healthcare Professions	Clinical, internship, and field-based educator training experiences	4/8/2016
Johns Hopkins University	Master's degrees, credits towards degrees, and use certain protected terms	5/31/2016
Marietta College	Clinical, internship, and field-based educator training experiences	4/19/2016
Marquette University	Clinical, internship, and field-based educator training experiences	4/8/2016
National American University – Allen, Texas	Associate degrees, master degrees, credits towards degrees, and use certain protected terms	5/31/2016
Temple University	Clinical, internship, and field-based educator training experiences	5/31/2016
The King's College	Bachelor degrees, credits towards degrees, and use certain protected terms	4/19/2016
Universal Technical Institute of Northern Texas	Associate degrees, credits towards degrees, and use certain protected terms	4/19/2016
University of Delaware	Clinical, internship, and field-based educator training experiences	4/19/2016
University of the Sciences – Philadelphia College of Pharmacy	Clinical, internship, and field-based educator training experiences	4/5/2016
Walden University	Clinical, internship, and field-based educator training experiences	6/3/2016
Wingate University	Clinical, internship, and field-based educator training experiences	5/23/2016

Agenda Item X-A

Welcome and Committee Chair's Opening Remarks

Mr. John Steen, Chair of the Committee on Agency Operations, will provide the Board an overview of the items on the agenda.

Agenda Item X-B

Public Testimony on Agenda Items Relating to the Committee on Agency Operations

RECOMMENDATION: No action required

Background Information:

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

Agenda Item X-C

Consideration of adopting the Committee's recommendation to the Board relating to the agency's Legislative Appropriation Request for Fiscal Years 2018 and 2019

RECOMMENDATION: Approval

Background Information:

The General Appropriations Act (GAA) is approved after each legislative session. This act funds both years of the following biennium. During the first year of that biennium, the agency develops a Legislative Appropriations Request (LAR) before the start of the following legislative session. The LAR starts with the base level funding and then builds upon this with any exceptional items that the agency requests. This LAR also includes rider revisions, capital budget schedules, Historically Underutilized Business (HUB) schedule, federal funds schedule and a 10% reduction schedule. The LAR base that is being presented today is aligned with the General Appropriations Act (GAA) of the 84th legislature. This item requires approval.

Key points:

- This LAR is for fiscal years 2018 and 2019
- The LAR delineates the method of funding and expense by strategy
- The base level funding reflected in this budget is in alignment with the General Appropriations Act from the 84th legislature and was approved by the LBB
- This LAR includes additional funding requests (exceptional item requests)
- This LAR has been reviewed and approved by the Commissioner and Chief Financial Officer.

Ms. Linda Battles, Deputy Commissioner for Agency Operations and Communications/COO will be available to answer questions.

FIGURE 1
TEXAS BUDGET CYCLE, AS OF OCTOBER 2015



LBB ID: 3226 – AS OF OCTOBER 2015

SOURCE: Legislative Budget Board.

Agency Operations Committee

AGENDA ITEM X-D

Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 25, Subchapter A, Sections 25.3 – 25.6 of Board rules concerning Optional Retirement Program

RECOMMENDATION: Approval

Background Information:

The Optional Retirement Program (ORP) is a retirement program that full-time faculty, librarians, and certain administrators and professionals employed in Texas public institutions of higher education may elect in lieu of the Teacher Retirement System (TRS). ORP is similar to a 401(k) plan and is administered by the institutions. The Coordinating Board has statutory responsibilities under the ORP statute (Chapter 830 in the Texas Government Code) to promulgate rules for ORP eligibility and to promote uniformity in the administration of the program by the institutions.

The intent of these proposed amendments to Chapter 25 is to incorporate changes in state law and IRS-related interpretations, make technical corrections, and add clarifying language.

Amendments to §25.3 (Definitions) incorporate changes in state law made by HB 9 (84th Texas Legislature) that eliminated the 90-day waiting period for active membership in the Employees Retirement System of Texas (ERS); improve clarity in the definition of "Full-time" by focusing on the term's meaning for ORP purposes (rather than including part of the Teacher Retirement System of Texas (TRS) definition); clarify that an employee's "Initial ORP Eligibility Date" is the first date that all four eligibility criteria are met; improve clarity in the definition of "Initial ORP Eligibility Period" by referencing the "Initial ORP Eligibility Date" definition; and improve clarity in the definition of "ORP Election Period" by replacing "appropriate" forms with "TRS-28 ORP election" form or, for employees of the Coordinating Board, the ORP election form provided by the Board.

Amendments to §25.4 (Eligibility to Elect ORP) improve clarity in the "100 Percent Effort" eligibility requirement; incorporate changes in state law made by HB 9 (84th Texas Legislature) that eliminated the 90-day waiting period for active membership in ERS; improve clarity by replacing "appropriate" forms with "TRS-28 ORP election" form or, for employees of the Coordinating Board, the ORP election form provided by the Board; clarify that an employee who elects ORP after the first day of the month must earn enough compensation between the election date and the end of that month to cover the amount of the employee's ORP contribution for that month (otherwise, the ORP participation start date must be the first of the

following month); and clarify that institutional orientation and enrollment procedures must include both new employees and current employees who transfer to an ORP-eligible position.

Amendments to §25.5 (ORP Vesting and Participation) replace the specific definition of a temporary position with a reference to the TRS definition; and update language to incorporate IRS changes regarding a participant's transfer of ORP funds from one ORP company to another ("contract exchange").

Amendments to §25.6 (Uniform Administration of ORP) make a technical correction by replacing "plan" year with "tax" year regarding the timeframe for stopping ORP contributions once a participant meets applicable IRS contribution limits (to account for institutions with plan years that don't coincide with the tax year); clarify that withdrawn TRS member contributions cannot be rolled over into a participant's ORP account prior to termination of ORP participation; improve clarity by replacing "appropriate" forms with "TRS-28 ORP election" form; clarify that ORP employers must maintain documentation of a participant's first date of participation in Texas ORP (for determining a participant's grandfather status) whether or not the employer provides an ORP supplement; replace specific proportionality provisions that apply to the funding sources of employer contributions with a reference to applicable state law and the General Appropriations Act; clarify that ORP companies must deposit ORP funds on the same "business" day as received (rather than same day); and update language to incorporate IRS changes regarding a participant's transfer of ORP funds from one ORP company to another ("contract exchange") and to another ORP employer's plan ("plan-to-plan transfer").

Amendments to §25.6 also clarify that prohibited pre-termination "access" to ORP funds includes partial and full withdrawals; clarify that "plan provisions" are governing documents for the program (in addition to applicable laws and regulations); clarify that an ORP company is authorized to release a participant's ORP funds when the institution sends a notice that the participant has retired (not just when a "break in service" has occurred); replace specific provisions for rectifying a prohibited distribution with a reference to applicable IRS procedures; update the normal due date for institutions to submit the annual ORP report (changed from November 1 to October 1 to provide the Legislative Budget Board with earlier access to the data); specify that ORP employers must provide a link to the Coordinating Board's ORP website (rather than providing a specific link to the "Overview of TRS and ORP" or placing the document on the employer's webpage) to ensure that ORP-eligible employees will access the most recent version; and specify that ORP employers must provide a caution against withdrawing all ORP funds not only to terminating participants who may anticipate enrolling in the retiree group insurance program administered by ERS at a future date but also to participants at the time of enrollment (based on ERS interpretation of insurance statute).

Ms. Tonia Scaperlanda, Director of Human Resources, will be available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: May 9, 2016

Date published in the *Texas Register*: May 20, 2016

The 30-day comment period with the *Texas Register* ended on: June 20, 2016

The following comments were received from the Teacher Retirement System of Texas (TRS):

Comment: TRS expressed concern that the proposed replacement throughout Ch. 25 of “appropriate ORP election forms” with a specific reference to the TRS 28 ORP election form would potentially restrict TRS’ future ability to change the name of the form or to modify its format for ORP election (*i.e.*, online election). TRS recommended removing the specific reference to the TRS 28 and using a more generic description, such as requiring the individual to elect ORP “in the appropriate form and manner as determined by TRS” or by “signing the form prescribed by TRS.”

Staff response: THECB staff’s intention in proposing that “appropriate ORP election forms” should be changed to a specific reference to the TRS 28 form is to make it clear to institutional staff and ORP-eligible employees that the TRS 28 is the official ORP election form and as such, is the only form that an ORP-eligible employee can use to elect to participate in ORP in lieu of TRS. Institutions provide ORP-eligible employees with additional local forms that are required to be completed as part of the process to enroll in ORP but these additional forms are sometimes misinterpreted by ORP-eligible employees as the actual election form, which could result in a failure to timely elect ORP. Specifying the name of the official election form in the rules would help reduce this confusion. Staff responded to this comment by adding “or its successor” when the specific name of the form is used. TRS indicated that this adjustment would address their concern.

Comment: TRS expressed concern that the proposed removal of the text indicating that employees must “submit” their signed TRS 28 form to the institution might be misinterpreted by employees to mean that they can send the signed form directly to TRS, which would be problematic because the institution must complete a certification statement on the form before it is submitted to TRS. Additionally, the proposed deletion of references to submitting the TRS 28 to the institution could result in a delay between the time the employee signs the form and submits it, which could be problematic for determining whether a timely election has been made. TRS recommended that the proposed deletion of the references to submitting the TRS 28 not be made.

Staff response: THECB staff agrees with this recommendation and has removed the proposed deletions of the references to submitting the TRS 28 form except in 25.4(g), which establishes the ORP Participation Start Date. TRS has indicated that in cases where a form is

submitted within a few days of the signature date, TRS will use the signature date (rather than the submission date) as the date of election. The Participation Start Date is based on the election date, so this subsection should not include references to the submission date, only the signature date.

Comment: TRS expressed concern that part of the proposed additional text in the definition of "Initial ORP Eligibility Date" (25.3(7)) could be confused with the minimum amount of employment necessary to be eligible for active TRS membership (which is one of the requirements to become eligible to elect ORP).

Staff response: THECB staff agrees with this comment and has removed the proposed new text that could cause the confusion ("including employment in an ORP-eligible position that is expected to be full-time (i.e., 100 percent effort) for a period of at least one full semester or four and one-half months").

The following comment was received from The University of Texas System:

Comment: UT System expressed concern that the proposed deletion of 25.4(o)(4) and the proposed new text in 25.4(o)(2)(A) – (C) could cause IRS-related issues for institutions that are attempting to rectify an administrative error that resulted in an ORP-eligible employee not being timely provided notice of his or her eligibility to elect ORP. The proposed deletion of 25.4(o)(4) would eliminate authority for institutions to automatically correct a "Failure to Notify" error by extending the 90-day ORP election period. The proposed new text would prohibit institutions from extending an employee's 90-day ORP election period for any reason. UT System indicated that the proposed changes would place institutions "between a rock and a hard place" when using the IRS correction programs that are available to plan sponsors in these situations. UT System recommended that 25.4(o)(4) not be deleted and that the proposed new text in 25.4(o)(2)(A) – (C) not be adopted.

Staff response: THECB staff agrees that the proposed changes could be problematic for institutions that are attempting to rectify a "Failure to Notify" administrative error using the IRS correction programs. Staff would like additional time to pursue further research on this concern and have removed the proposed deletion of 25.4(o)(4) and the proposed new text in 25.4(o)(2)(A) - (C).

Legal Review:

Approved by the Office of General Counsel: _____ Date: _____

The amendments have been prepared in the following format:

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

Chapter 25. Optional Retirement Program

Subchapter A. Optional Retirement Program

- 25.1. Purpose
- 25.2. Authority
- 25.3. Definitions
- 25.4. Eligibility to Elect ORP
- 25.5. ORP Vesting and Participation
- 25.6. Uniform Administration of ORP

§25.3. Definitions.

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

(1) - (4) (No change.)

(5) ERS--[The] Employees Retirement System of Texas.

~~[(6) ERS Waiting Period—A period of 90 calendar days beginning with the first day of employment with the Board in a position that is otherwise eligible for membership in ERS. In accordance with state law, active membership in ERS does not become effective until the 91st calendar day.]~~

~~[(A) The ERS waiting period does not apply to:]~~

~~[(i) new employees of the Board who are already members of ERS based on contributions made during prior employment with the Board or other state agency that have not been with drawn; or]~~

~~[(ii) new employees of the Board who elected ORP in lieu of ERS in a prior period of employment with the Board and who are eligible to resume ORP participation.]~~

~~[(B) As provided in §25.4(h) of this title (relating to Active Membership in Retirement System Requirement), a new employee of the Board who becomes employed in an ORP eligible position and who is subject to the ERS waiting period is not permitted to elect ORP in lieu of ERS until satisfying the ERS waiting period because the election of ORP is in lieu of active membership in ERS.]~~

~~(6) [(7)]~~ Full-time--For purposes of determining initial ORP eligibility, the term "full-time" shall mean employment for the standard full-time workload established by the institution ("100 percent effort") ~~[at a rate comparable to the rate of compensation for other~~

~~persons in similar positions for a definite period of four and one-half months or a full semester of more than four calendar months].~~

~~(7) [(8)] Initial ORP Eligibility Date--The first day of an ORP-eligible employee's 90-day ORP election period. An employee's initial ORP eligibility date shall be the first date that the employee meets all four criteria in §25.4(a) of this title (relating to Eligibility Criteria). [determined as follows:]~~

~~[(A) Employees of Institutions of Higher Education. For employees of a Texas public institution of higher education, the initial ORP eligibility date shall be the first day of employment in an ORP-eligible position.]~~

~~[(B) Employees of the Board.]~~

~~[(i) Non-ERS Members. For a new employee of the Board who has never been a member of ERS or who is a former member of ERS who canceled membership by withdrawing employee contributions from ERS after termination from a prior period of employment, the initial ORP eligibility date shall be the 91st calendar day of employment in an ERS-eligible position that is also an ORP-eligible position.]~~

~~[(ii) Current ERS Members. For an employee of the Board who is a current member of ERS at the time that he or she becomes employed in an ORP-eligible position, the initial ORP eligibility date shall be the first day of employment in an ORP-eligible position.]~~

~~(8) [(9)] Initial ORP Eligibility Period--The period of time an ORP participant must be employed on a full-time basis ("100 percent effort") beginning with the initial ORP eligibility date, as defined in paragraph (7) of this section, and ending after [first date of employment in an ORP-eligible position that is expected to be 100-percent effort for a period of at least] one full semester or four and one-half months. ~~[For new employees of the Board who become employed in an ORP-eligible position, the initial ORP eligibility period includes the 90-day ERS waiting period, if applicable.]~~~~

~~(9) [(10)] Major Department Requirement--One of the factors used to determine whether a position is ORP-eligible in the "Other Key Administrator" category as defined in §25.4(k) of this title (relating to Eligible Positions). A department or budget entity at a public institution of higher education shall meet this requirement if:~~

~~(A) the department or budget entity is considered a "major" department by the institution based on the specific organizational size and structure of that institution; and~~

~~(B) the department or budget entity has its own budget, policies and programs.~~

~~(10) [(11)] ORP--[The] Optional Retirement Program.~~

(11) ~~[(12)]~~ ORP Election Period--The period of time during which ORP-eligible employees have a once-per-lifetime opportunity to elect to participate in ORP in lieu of the applicable retirement system. The ORP election period shall begin on an employee's initial ORP eligibility date, as defined in paragraph (7) of this section, and shall end on the earlier of:

(A) the date the employee makes an ORP election by signing the TRS 28 ORP election form (or its successor) or, for employees of the Board, the ORP election form provided by the Board, and submitting the ORP election form ~~[appropriate forms]~~ to the ORP employer for certification; or

(B) the 90th calendar day after the employee's initial ORP eligibility date, not including the initial ORP eligibility date and including the 90th calendar day. If the 90th calendar day after the initial ORP eligibility date falls on a weekend or holiday, the deadline shall be extended until the first business ~~[working]~~ day after the 90th calendar day.

(12) ~~[(13)]~~ ORP Employer--All public institutions of higher education in Texas and the Board.

(13) ~~[(14)]~~ ORP Retiree--An individual who participated in ORP while employed with a Texas public institution of higher education or the Board and who established retiree status by meeting the applicable retiree insurance requirements and enrolling in retiree group insurance provided by ERS, The University of Texas System, or The Texas A&M University System, regardless of whether currently enrolled.

(14) ~~[(15)]~~ Principal Activity Requirement--One of the factors used to determine whether a position is ORP-eligible based on the percent of effort required by the position to be devoted to ORP-eligible duties. The principal activity requirement shall be met if at least 51 percent of the position's duties are devoted to ORP-eligible duties in one of the ORP-eligible categories defined in §25.4(k) of this title (relating to Eligible Positions), with two exceptions:

(A) During Initial ORP Eligibility Period. During an employee's initial ORP eligibility period (when the position is required to be 100 percent effort to qualify as ORP-eligible), if the ORP-eligible duties associated with an ORP-eligible category are less than 51 percent of the activities for a particular position, the position shall be considered to meet the principal activity requirement if all of the position's other duties are ORP-eligible duties under one of the other ORP-eligible categories defined in §25.4(k) of this title (relating to Eligible Positions), for a total of 100 percent effort devoted to ORP-eligible duties, as would be the case, for example, for a position with required duties that are 50 percent instruction and/or research (faculty position) and 50 percent department chair (faculty administrator position).

(B) After Initial ORP Eligibility Period. For a participant who has completed the initial ORP eligibility period but who has not vested in ORP and who fills a position that is less than 100 percent effort but at least 50 percent effort, then the principal

activity requirement shall be considered met if at least 50 percent effort is devoted to applicable ORP-eligible duties in one of the ORP-eligible categories defined in §25.4(k) of this title (relating to Eligible Positions).

(15) ~~[(16)]~~ TRS--~~[The]~~ Teacher Retirement System of Texas.

(16) ~~[(17)]~~ Vesting Requirement--The minimum amount of ORP participation required to attain vested status. An ORP participant shall be considered vested on the first day of the second year of active participation in lieu of the applicable retirement system, as provided in §25.5(a) of this title (relating to Vesting Requirement). A vested participant shall have ownership rights to the employer contributions in his or her ORP accounts, meaning that, upon termination of employment with all ORP employers or reaching age 70-1/2, he or she may access both the employee and employer contributions (and any net earnings) in his or her accounts. A vested participant shall remain in ORP even if subsequently employed in a position that is not ORP-eligible, as provided in §25.5(f) of this title (relating to Employment in a non-ORP-Eligible Position).

§25.4. Eligibility to Elect ORP.

(a) Eligibility Criteria. An employee shall be eligible to make a once-per-lifetime irrevocable election of ORP in lieu of the applicable retirement system if all of the following criteria are met:

(1) (No change.)

(2) 100 Percent Effort: Employment in an ORP-eligible position that is expected to be [on a] full-time [basis] (i.e., 100 percent effort) for a period of at least one full semester or four and one-half months ~~[(including the 90-day waiting period for active membership in ERS for employees of the Board, if applicable)].~~

(A) - (B) (No change.)

(3) - (4) (No change.)

(b) - (e) (No change.)

(f) 90-Day ORP Election Period. An employee who meets the eligibility criteria in subsection [section] (a) of this section shall be provided an ORP election period, as defined in §25.3 of this title (relating to Definitions), during which an election to participate in ORP may be made by signing the TRS 28 ORP election form (or its successor) or, for employees of the Board, the ORP election form provided by the Board, and submitting the ORP election form [appropriate forms] to the ORP employer for certification.

~~[(1) After 90-Day ERS Waiting Period. For new employees of the Board, the 90-day ORP election period shall follow the 90-day ERS membership waiting period, if applicable.]~~

~~(1)~~ ~~[(2)]~~ Beginning and Ending Dates. The 90-day ORP election period shall begin on the employee's initial ORP eligibility date, as defined in §25.3 of this title (relating to Definitions), and shall end on the earlier of:

(A) the date the employee makes an ORP election by signing the TRS 28 ORP election form (or its successor) or, for employees of the Board, the ORP election form provided by the Board, and submitting the ORP election form [appropriate forms] to the ORP employer for certification; or

(B) the 90th calendar day after the employee's initial ORP eligibility date, not including the initial ORP eligibility date and including the 90th calendar day. If the 90th calendar day after the initial ORP eligibility date falls on a weekend or holiday, the deadline shall be extended until the first business ~~[working]~~ day after the 90th calendar day.

~~(2)~~ ~~[(3)]~~ Written Notification. In accordance with §25.6(h)(2) of this title (relating to ORP Election Period Dates), each ORP employer shall, within 15 business days of an ORP-eligible employee's initial ORP eligibility date, provide written notification to the ORP-eligible employee that indicates the beginning and ending dates of his or her ORP election period and the local procedures for submitting the election form and additional required paperwork.

~~(3)~~ ~~[(4)]~~ Once-per-Lifetime Irrevocable Election. An employee who is eligible to elect ORP shall have only one opportunity during his or her lifetime, including any future periods of employment in Texas public higher education, to elect ORP in lieu of the applicable retirement system, and the election may never be revoked.

(A) Default Election. Failure to elect ORP during the 90-day ORP election period shall be a default election to continue membership in the applicable retirement system.

(i) ORP in Lieu of TRS. An employee of a Texas public institution of higher education who does not elect ORP in lieu of TRS during the 90-day ORP election period shall never again be eligible to elect ORP in lieu of TRS, even if subsequently employed in an ORP-eligible position at the same or another Texas public institution of higher education.

(ii) ORP in Lieu of ERS. An employee of the Board who does not elect ORP in lieu of ERS during the 90-day ORP election period shall never again be eligible to elect ORP in lieu of ERS, even if subsequently employed in an ORP-eligible position at the Board.

(B) Irrevocable. An election of ORP shall be irrevocable. An employee who elects ORP shall remain in ORP, except as provided by §25.5(f)

and (g) ~~[subsections (f) and (g) of §25.5]~~ of this title (relating to ORP Vesting and Participation). A default election of the applicable retirement system, as described in subparagraph ~~[(3)]~~(A) of this paragraph ~~[subsection]~~ shall be irrevocable. An employee who fails to elect ORP during the ORP election period shall remain in the applicable retirement system in accordance with the laws and rules governing eligibility for the retirement system.

(C) Separate Elections. As provided in subsection (d) of this section, an election of ORP in lieu of TRS at a Texas public institution of higher education shall be considered separate and distinct from an election of ORP in lieu of ERS at the Board; therefore, an election of ORP in lieu of one retirement system shall not preclude an eligible employee's election of ORP in lieu of the other retirement system if subsequently employed in a position that is eligible to elect ORP in lieu of the other retirement system.

~~(4)~~ [5] Company Selection Required at Election. An employee who elects to participate in ORP shall select an ORP company from the ORP employer's list of authorized companies in conjunction with the election of ORP. An ORP employer shall establish a policy that failure to select an authorized company may result in disciplinary action up to and including termination of employment because retirement contributions are required by law as a condition of employment.

~~(5)~~ ~~[(6)]~~ Waiver of Retirement System Benefits. An election of ORP shall be a waiver of the employee's rights to any benefits that may have accrued from prior membership in the applicable retirement system, other than benefits resulting from transfers of service credit between the applicable retirement systems and reinstatement of withdrawn service credit under the ERS/TRS service transfer law, even if the participant has met the applicable system's vesting requirement. Except as provided by §25.5(f) and (g) ~~[subsections (f) and (g) of §25.5]~~ of this title (relating to ORP Vesting and Participation) and the ERS/TRS service transfer law, an ORP participant shall not be eligible to become an active member of the applicable retirement system or receive any benefits from the system other than a return of employee contributions that may have been deposited with the system (and accrued interest, if any).

(g) Participation Start Date. The first day that ORP contributions are made shall be determined as follows:~~[-]~~

(1) Election on Initial ORP Eligibility Date.

(A) Employees of Institutions of Higher Education.

(i) New Employees. For new employees who sign the TRS 28 ORP election form (or its successor) ~~[and submit the appropriate ORP election forms]~~ on or before their initial ORP eligibility date, the participation start date shall be the initial ORP eligibility date (i.e., first day of ORP-eligible employment).

(i) Transfers within Same Institution. For employees who transfer from a non-ORP-eligible position to an ORP-eligible position within the same institution and who sign the TRS 28 ORP election form (or its successor) ~~[and submit the appropriate ORP election forms]~~ on or before their initial ORP eligibility date, the participation start date shall be the initial ORP eligibility date (i.e., first day of ORP-eligible employment), unless the initial ORP eligibility date is not the first day of the month, in which case, to avoid dual contributions to both TRS and ORP during the same month, as provided in §25.6(a)(4) of this title (relating to No Dual Contributions), the participation start date shall be the first day of the month following the month in which the initial ORP eligibility date falls~~[, or the first day of the applicable payroll period, if payroll is not processed on a monthly basis]~~.

(B) Employees of the Board. ~~[The participation start date for ORP-eligible Board employees who elect ORP on their initial ORP eligibility date, as defined in §25.3 of this title (relating to Definitions), by signing and submitting the appropriate forms on or before their initial ORP eligibility date shall be based on whether they were subject to the 90-day ERS waiting period.]~~

(i) ~~[Board Employees not subject to 90-Day ERS Waiting Period.]~~

~~[(I)]~~ New Employees. For new Board employees ~~[who are not subject to the 90-day ERS waiting period because they are already members of ERS and]~~ who sign ~~[and submit]~~ the ~~[appropriate]~~ ORP election form provided by the Board ~~[forms]~~ on or before their initial ORP eligibility date, the participation start date shall be the initial ORP eligibility date (i.e., first day of ORP-eligible employment).

(ii) ~~[(II)]~~ Transfers within the Board. For Board employees ~~[who are not subject to the 90-day ERS waiting period because they are already members of ERS and]~~ who transfer from a non-ORP-eligible position at the Board to an ORP-eligible position at the Board, and who sign ~~[and submit]~~ the ~~[appropriate]~~ ORP election form ~~[forms]~~ provided by the Board on or before their initial ORP eligibility date, the participation start date shall be the initial ORP eligibility date (i.e., first day of ORP-eligible employment), unless the initial ORP eligibility date is not the first day of the month, in which case, to avoid dual contributions to both ERS and ORP during the same month, as provided in §25.6(a)(4) of this title, the participation start date shall be the first day of the month following the month in which the initial ORP eligibility date falls~~[, or the first day of the applicable payroll period, if payroll is not processed on a monthly basis]~~.

~~[(i)]~~ Board Employees subject to 90-Day ERS Waiting Period. To avoid partial month contributions for employees who are subject to the 90-day ERS waiting period and who sign and submit the appropriate ORP election forms on or before their initial ORP eligibility date, the amount of the ORP contribution for the month in which their initial ORP eligibility date falls shall be based on salary earned during that entire month, so the participation start date shall be the first day of the month in which the initial ORP eligibility date falls, or the first day of the applicable payroll period, if payroll is not processed on a monthly basis.]

(2) Election After Initial ORP Eligibility Date. The participation start date for ORP-eligible employees who sign the TRS 28 ORP election form (or its successor) or, for employees of the Board, the ORP election form provided by the Board, ~~[and submit the appropriate ORP election forms]~~ after their initial ORP eligibility date, shall be the first day of the month following the date that the form is ~~[forms are]~~ signed ~~[and submitted]~~, with the following exceptions:

(A) During Month of Initial ORP Eligibility Date. ORP employers may establish a policy that employees who elect ORP by signing the TRS 28 ORP election form (or its successor) or, for employees of the Board, the ORP election form provided by the Board, ~~[and submitting the appropriate forms]~~ after their initial ORP eligibility date but before the end of ~~[payroll has been processed for]~~ the month in which the initial ORP eligibility date falls may be treated as if they had signed ~~[and submitted]~~ the form ~~[forms]~~ on or before their initial ORP eligibility date as provided by paragraph (1) of this subsection, provided the employee earns enough compensation between the date of the election and the end of the month in which the initial ORP eligibility date falls to cover the employee's ORP contribution for the entire month.

(B) After Month of Initial ORP Eligibility Date: ORP employers may establish a policy that employees who elect ORP by signing the TRS 28 ORP election form (or its successor) or, for employees of the Board, the ORP election form provided by the Board, ~~[and submitting the appropriate forms]~~ after the month in which their initial ORP eligibility date falls, but before the end of ~~[payroll has been processed for]~~ the month in which the form is ~~[forms are]~~ signed ~~[and submitted]~~, may start participating in the month in which the form is ~~[forms are]~~ signed ~~[and submitted]~~ rather than the first of the following month, provided the employee earns enough compensation between the date of the election and the end of the month in which the form is signed to cover the employee's ORP contribution for the entire month. To avoid partial month payments, contributions for these participants shall be based on salary earned during the entire month in which the form is ~~[forms are]~~ signed ~~[and submitted]~~, or during the entire pay period in which the forms are signed and submitted, if payroll is not processed on a monthly basis].

(C) (No change.)

(h) Active Membership in Retirement System Requirement. Participation in ORP shall be an alternative to active membership in the applicable retirement system.

~~[(1) Board Employees Subject to 90-Day ERS Waiting Period. Employees who are not current members of ERS when they become employed in an ORP-eligible position at the Board shall not be eligible to elect ORP in lieu of ERS until the 90-day ERS waiting period has been satisfied.]~~

~~[(2) Retirees Not Eligible. Employees who have retired from TRS or ERS are no longer active members of the applicable retirement system; therefore, a]~~

(1) A TRS retiree shall not be eligible to elect ORP in lieu of TRS at a Texas public institution of higher education.~~[and an]~~

(2) An ERS retiree shall not be eligible to elect ORP in lieu of ERS at the Board.

(i) Automatic Retirement System Enrollment. A new employee at a Texas public institution of higher education who is eligible to elect ORP in lieu of TRS shall be automatically enrolled in TRS until an election to participate in ORP is made by signing the TRS 28 ORP election form (or its successor) and submitting the TRS 28 [appropriate forms] to the institution for certification as provided in subsection (g) of this section. A new Board employee who is eligible to elect ORP in lieu of ERS shall be automatically enrolled in ERS~~[, following the 90-day ERS waiting period, if applicable,]~~ until an election to participate in ORP is made by signing the ORP election form provided by the Board and submitting the ORP election form [appropriate forms] to the Board as provided in subsection (g) of this section.

(j) - (n) (No change.)

(o) Administrative Errors.

(1) Orientation Procedures. Each ORP employer shall develop and implement effective orientation and enrollment procedures to ensure appropriate and timely processing of newly eligible employees' retirement plan choices, including procedures for both new employees and current employees who transfer to an ORP-eligible position.

(2) Rectification. In the event an administrative error occurs which prevents the normal processing of an ORP-eligible employee's election, the ORP employer shall rectify the error as soon as practicable and in a manner that results in a situation that is as close to the originally expected outcome as possible, within applicable federal statutes, laws, and regulations, including IRS correction procedures, and state statutes, laws, and rules.

(3) – (4) (No change.)

(p) (No change.)

§25.5. ORP Vesting and Participation.

(a) - (f) (No change.)

(g) Employment in a Non-Benefits-Eligible Position.

(1) - (2) (No change.)

(3) Definition. For purposes of this subsection, a non-benefits-eligible position shall be defined as a position that is one or more of the following:

(A) less than 50 percent effort;

(B) temporary, as defined by TRS for employees of Texas public institutions of higher education ~~[expected to last less than a full semester or a period of four and one half months (i.e., temporary)]~~; or

(C) requires student status as a condition of employment.

(4) - (7) (No change.)

(h) - (i) (No change.)

(j) Termination of Participation. An employee shall terminate participation in ORP only upon death, retirement (including disability retirement), or termination of employment with all Texas public institutions of higher education (if the election of ORP was in lieu of TRS) or termination of employment with the Board (if the election of ORP was in lieu of ERS).

(1) (No change.)

(2) Transfer of Funds is not a Termination. A transfer of ORP funds between ORP accounts or ORP companies (contract exchange) shall not be considered a termination of employment for ORP purposes.

§25.6. Uniform Administration of ORP.

(a) Contributions.

(1) (No change.)

(2) IRS Limits on Defined Contributions. Contributions to a participant's ORP account shall not exceed the maximum amount allowed under §415(c) of the Internal Revenue Code of 1986, as amended.

(A) (No change.)

(B) Stopping ORP Contributions. In the absence of a 415(m) plan, an ORP employer shall discontinue ORP contributions for participants who reach the 415(c) limit for the remainder of the applicable tax ~~[plan]~~ year.

(C) (No change.)

(3) No Co-Mingling of ORP and non-ORP Funds.

(A) No Non-Texas ORP Funds. No non-Texas ORP funds, including any withdrawn TRS member contributions, may be rolled over or transferred to an ORP account prior to the participant's termination of ORP participation.

(B) - (C) (No change.)

(4) No Dual Contributions. A contribution to the applicable retirement system and to an ORP company within the same calendar month shall not be permitted, except when a person terminates employment in a position covered by the applicable retirement system and, prior to the end of the calendar month in which the termination occurs, becomes employed in an ORP-eligible position at a different ORP employer and elects to participate in ORP by signing and submitting the TRS 28 ORP election form (or its successor) or, for employees of the Board, the ORP election form provided by the Board, on a date that results in an [appropriate forms to the ORP employer in such manner that the] ORP participation start date that is prior to the end of that same calendar month, as provided in §25.4(g) of this title (relating to Participation Start Date).

(5) Eligible Compensation.

(A) - (B) (No change.)

(C) Stopping ORP Contributions. An ORP employer shall discontinue ORP contributions for participants who reach the 401(a)(17) limit for the remainder of the applicable tax ~~[plan]~~ year.

(6) Contribution Rates. The amount of each participant's ORP contribution shall be a percentage of the participant's eligible compensation as established by the ORP statute and the General Appropriations Act for each biennium. Each contribution shall include an amount based on the employee rate and an amount based on the employer rate.

(A) - (B) (No change.)

(C) Supplemental Employer Rate. Institutions may provide a supplement to the state base rate under the following conditions:

(/) - (v) (No change.)

(v) All ORP employers shall maintain documentation of a participant's first date to participate in ORP in lieu of the applicable retirement system at any ORP employer and shall provide that information to any future ORP employers of the participant for purposes of determining the participant's grandfather status. This information shall be maintained for as long as the employer's plan exists regardless of whether the ORP employer provides a supplemental employer rate contribution and regardless of the amount of any supplemental employer rate contribution provided.

(7) Proportionality. ORP employers shall pay ORP employer contributions from the appropriate funding source in accordance with applicable proportionality provisions, including provisions in the General Appropriations Act and §830.201 of the Texas Government Code.

~~[(A) ORP employers Other than Community Colleges. Texas public institutions of higher education, not including public community colleges, and the Board shall pay ORP employer contributions on a proportionate basis from the same funding source that a participant's salary is paid from. General Revenue funds may only be used for ORP employer contributions for the portion of a participant's salary that is actually paid with General Revenue.]~~

~~[(B) Public Community Colleges. Public community colleges shall pay ORP employer contributions on a proportionate basis from the same funding source that a participant's salary is paid from, except that all participants who are eligible to have all or part of their salary paid from General Revenue shall be eligible for General Revenue funding of their ORP employer contributions for the part of their salaries that is eligible for General Revenue funding, whether or not the salary is actually paid from General Revenue. Eligibility for General Revenue funding shall be based on the Elements of Expenditure.]~~

~~[(C) Not Applicable to Supplemental Employer Contributions. The proportionality provisions in this paragraph do not apply to supplemental employer contributions that an ORP employer may make as provided by subparagraph (6)(C) of this subsection.]~~

(8) - (9) (No change.)

(10) Same-Day Credit. ORP companies shall deposit each participant's ORP contributions into the accounts and/or funds designated by the participant effective on the same business day that the contributions are received by the company if the funds are received before the close of business and on the next business day if the funds are

received after the close of business. A company that does not comply with this provision shall not be eligible to be authorized as an ORP company by any ORP employer.

(11) (No change.)

(b) Withdrawal of Retirement System Funds. An employee who elects to participate in ORP may withdraw any member ~~[employee]~~ contributions (plus accrued interest, if any) that he or she may have accumulated in the applicable retirement system prior to the election of ORP. Withdrawn member contributions shall not be rolled over into the participant's ORP account prior to termination of ORP participation.

(c) ORP Companies.

(1) - (5) (No change.)

(6) Participant's Change of Companies.

(A) - (D) (No change.)

(E) Transfers of Prior Contributions.

(i) Each ORP employer shall include a provision in the employer's ORP plan that permits participants to execute a contract exchange to [Participants may] transfer ORP funds that were contributed during the current or prior periods of employment with the [same or another] ORP employer to another ORP company that is authorized by the employer to receive the funds[, but only if their current ORP employer authorizes it after confirming that the funds are being transferred to a valid ORP contract]. A contract exchange [transfer of prior contributions] shall not be counted against the number of changes required under subparagraph (B) of this paragraph.

(ii) Each ORP employer may include provisions in the employer's ORP plan that permit participants to transfer ORP funds from one ORP employer's plan to another ORP employer's plan provided both employer plans include provisions authorizing such plan-to-plan transfers.

(7) - (16) (No change.)

(d) - (e) (No change.)

(f) Distribution Restrictions.

(1) Restricted Access.

(A) No Pre-Termination Access unless Age 70-1/2. ORP participants shall not access any of their ORP funds by any means (including partial or full withdrawals) until the earlier of the date that they:

- (i) terminate all employment with all ORP employers; or
- (ii) reach age 70-1/2 years.

(B) No Loans or Hardship Withdrawals.

(i) Loans, financial hardship withdrawals, or any other method that provides a participant with any type of access to ORP funds prior to the earlier of termination of employment or attainment of age 70-1/2 shall not be permitted.

(ii) ORP products may provide for loans or hardship withdrawals after the participant's termination of employment or attainment of age 70-1/2, if permissible under applicable laws, ~~and~~ regulations and plan provisions.

(C) - (D) (No change.)

(E) Transfer of Funds is not a Termination. A transfer of ORP funds between ORP accounts or ORP companies (contract exchange) shall not be considered a termination of employment for ORP purposes.

(F) - (G) (No change.)

(2) Authorization to Release ORP Funds. An ORP company shall not release any ORP funds to a participant until receipt of notification from the participant's ORP employer that a break in service or retirement has occurred, except when the participant has reached age 70-1/2, in which case, the ORP company may release funds upon verification that the participant has reached age 70-1/2. The ORP employer's termination notification may be referred to as a vesting letter because it indicates whether the participant has met the ORP vesting requirement.

(A) (No change.)

(B) Vested Participants. If a participant terminates after meeting the vesting requirement, all funds shall be available in accordance with applicable federal law, plan provisions and contractual provisions, but non-ORP-related early withdrawal penalties, such as additional federal income taxes or contractual surrender fees, may apply depending on factors such as the participant's product selection and age at termination.

(3) Prohibited Distribution by ORP Company. If an ORP company provides a participant with any access to ORP funds prior to the earlier of the participant's termination of employment with all ORP employers or attainment of age 70-1/2, then the ORP employer, as the plan sponsor, and the ORP company, as the trustee of the funds, shall rectify the situation in accordance with applicable IRS procedures. ~~[that company shall be responsible for making a prohibited distribution and the following provisions apply.]~~

~~[(A) Redeposit. The participant's ORP employer shall require the company to:]~~

~~[(A) redeposit funds to the employee's ORP account as if no withdrawal had been made; and]~~

~~[(A) provide written verification to the ORP employer that the account has been fully restored with no adverse impact to the employee.]~~

~~[(B) Company Suspension. The ORP employer may suspend a company from doing further business with the ORP employer's participants at any time a company fails to comply with these provisions.]~~

~~[(C) Separate Transaction Not Related to ORP. A prohibited distribution, such as a loan that is not authorized under the ORP statute, is not related to ORP and shall be treated as a separate transaction between the company and the individual, for example, as an unsecured loan.]~~

(g) ORP Employer Reports.

(1) (No change.)

(2) Annual Report.

(A) (No change.)

(B) Due Date. The required information shall be reported on a fiscal year basis and shall normally be due on October ~~[November]~~ 1 of each year for the most recent fiscal year ending August 31.

(3) (No change.)

(h) Required Notices to Employees.

(1) Basic Information for Newly Eligible Employees. On or before an ORP-eligible employee's initial ORP eligibility date, which is the first day of his or her 90-day ORP election period, each institution shall provide the ORP-eligible employee with

written introductory information on ORP developed by the Board and titled, "An Overview of TRS and ORP for Employees Eligible to Elect ORP."

(A) (No change.)

(B) Electronic Notification. An institution may meet this notification requirement by:

(i) placing ~~[on its website the electronic version of the Overview document that is provided by the Board, and/or placing]~~ a link on its website to ~~[the Overview document that is available on]~~ the Board's ORP website;

(ii) providing the ORP-eligible employee with local internet/intranet access to the ~~[electronic version of the document or]~~ link to the Board's ORP website; and

(iii) within the required timeframe, notifying the ORP-eligible employee in writing of the location of the ~~[electronic version or]~~ link to the Board's ORP website.

(2) - (3) (No change.)

(4) Possible Retiree Group Insurance Eligibility. ORP employers shall include in their normal out-processing procedures for terminated employees, a notification to ORP participants that includes the following information:

(A) - (B) (No change.)

(C) for ORP employers that are covered under the group insurance program administered by ERS, a caution to the participant to refrain from withdrawing all of his or her ORP funds if the participant enrolls ~~[anticipates enrolling]~~ in the group insurance program administered by ERS as an ORP retiree or anticipates enrolling at a later date.

(D) (No change.)

(5) (No change.)

AGENDA ITEM X-E

Consideration of adopting the Committee's recommendation to the Board relating to the Annual Internal Audit Plan for FY 2017

RECOMMENDATION: Approval

BACKGROUND INFORMATION:

In accordance with the Texas Internal Auditing Act, the Internal Audit function has developed the Risk-Based Audit Work Plan for Fiscal Year 2017 using risk assessment techniques as required. The Risk-Based Audit Work Plan for Fiscal Year 2017 presents the individual audits to be performed in fiscal year 2017.

Mark Poehl, Director of Internal Audit and Compliance will be available for questions. The FY 2017 Audit Work Plan is attached.

TEXAS HIGHER EDUCATION COORDINATING BOARD

INTERNAL AUDIT & COMPLIANCE MONITORING

Internal Audit Plan

Fiscal Year 2017

The Texas Internal Auditing Act requires state agency Internal Auditors to conduct a program of auditing that includes an annual audit plan, is prepared using risk assessment techniques, and identifies the individual audits to be conducted during the year. The following proposed plan meets the requirements of the Texas Internal Auditing Act.

Specific risk factors were considered as they apply to the agency's significant operational activities. These risk factors included:

- Financial significance
- Reputational significance and visibility
- Complexity; inherent risk; and the potential for abuse
- Prior audit and compliance monitoring results as an indicator of control effectiveness
- Audit recency – internal audit, compliance monitoring (as applicable), KPMG, SAO, and/or Federal auditors
- Changes in mission or key management

A risk-ranked listing of significant operational activities became the basis for the audits proposed for consideration herein.

A. Required Audits

	<u>Estimated Hours Required</u>
1. Follow Up of Prior Internal Audits <i>Assess the implementation status of previously reported internal audit findings in the areas of Physical Security of Information Systems, Tuition Equalization Grant, Contract Management, and CAL Administration.</i>	195
2. Self-Assessment of Work Quality, Internal Audit <i>Perform a self-assessment of internal audit work quality, in accordance with the requirements of professional auditing standards.</i>	150
3. Investigations	340

Agenda Item X-E

Texas Government Code Chapter 321.022, Coordination of Investigations, requires the coordination of investigations between the agency and the Texas State Auditor's Office. If the administrative head of an agency that is subject to audit by the state auditor has reasonable cause to believe that money received from the state by the agency or by a client/department of the agency may have been lost, misappropriated, or misused, or that other fraudulent or unlawful conduct has occurred in relation to the operation of the agency, the administrative head shall report the reason and basis for the belief to the state auditor. The state auditor may investigate the report or may monitor any investigation conducted by the agency.

4. Provide Assistance--External Audit of Agency Financial Statements 50

Internal Audit provides 50 hours of audit support to reduce external audit fees and to increase the level of knowledge of external auditors' assessment of the agency's financial statements and associated risks.

B. Risk-Based Audits

5. Review of Texas Educational Opportunity Grant (TEOG) Program Administration 448

Review internal administrative activities associated with the TEOG Program. TEOG disbursements for fiscal year 2015 were approximately \$51 million.

6. Data Administration and Governance 470

Review the administration and governance of data to ensure that appropriate controls over data processes are exercised by data custodians to improve information quality.

7. Review of Contract Management Administration 410

Review agency contract administration processes for compliance with laws, regulations, policies, and procedures.

8. Payroll Administration 380

Review the administration of payroll processes. Payroll expenditures for FY 2015 were approximately \$15 million.

Estimated Total Hours for FY 17 2,443

AGENDA ITEM X-F

Consideration of adopting the Committee's recommendation to the Board relating to the Annual Compliance Monitoring Plan for FY 2017

RECOMMENDATION: Approval

BACKGROUND INFORMATION:

In accordance with Texas Administrative Code Section 1.13 Internal Auditor and Compliance Monitoring, the Compliance Monitoring function has developed the Risk-Based Compliance Monitoring Plan for Fiscal Year 2017. The Risk-Based Work Plan for Fiscal Year 2017 presents the individual engagements to be performed in fiscal year 2017.

Mark Poehl, Director of Internal Audit and Compliance will be available for questions. The Fiscal Year 2017 Compliance Monitoring Plan is attached.

TEXAS HIGHER EDUCATION COORDINATING BOARD
INTERNAL AUDIT & COMPLIANCE MONITORING

Compliance Monitoring Plan

Fiscal Year 2017

Specific risk factors from Texas Administrative Code Section 1.13 Internal Auditor and Compliance Monitoring, were used to develop the Compliance Monitoring Annual Plan. These factors included:

- The amount of student financial assistance or grant funds allocated to the institution by the Board;
- Whether the institution is required to obtain and submit an independent audit;
- The institution's internal controls;
- The length of time since the institution's last desk review or site visit;
- Past misuse of funds or misreported data by the institution; and
- In regard to data verification, whether the data reported to the Board by the institution is used for determining funding

Risk-Based Reviews	<u>Hours</u>	<u>%</u>
1. Formula Funding at Institutions of Higher Education	2,300	50%

Perform reviews of contact hours at public community/junior colleges and formula variable reviews at other public institutions of higher education. Formula funding for institutions of higher education totals approximately \$4.2 billion annually.

Public Universities – 4 institutions, based on risk assessment

Onsite Reviews

The University of Texas at Arlington
Texas State University
Sul Ross State University

Desk Reviews

Texas Woman's University

Public State Colleges – 1 institution based on risk assessment

Desk Reviews

Lamar State College - Orange

Public Community/Junior Colleges – 5 institutions, based on risk assessment

Onsite Reviews

Alamo Community College District
North Central Texas College
Kilgore College

Desk Reviews

Wharton County Junior College
Cisco College

Public Health Related Institutions – 2 institutions, based on risk assessment

Onsite Review

Texas A&M University Health Science Center
The University of Texas Southwestern Medical Center

2. Student Financial Assistance Compliance at Institutions of Higher Education 2,300 50%

Perform compliance reviews of student financial assistance programs at public community/junior colleges or other public/private institutions of higher education. Student financial assistance disbursed to colleges and universities in Texas totals approximately \$886 million annually.

Public Universities – 5 institutions, based on risk assessment

Onsite Review

Texas A & M University
The University of Texas at Austin
Prairie View A & M University
University of Houston

Desk Review

Texas A & M University – Corpus Christi

Public Community/Junior Colleges – 2 institutions based on risk assessment

Onsite Review

Houston Community College System
Blinn College

Private Universities - 2 institutions, based on risk assessment

Desk Review

Texas Wesleyan University
Howard Payne University

Public Health Related Institutions - 1 institution, based on risk assessment

Onsite Review

The University of Texas Health Science Center at Houston

Other Institutions - 2 institutions, based on risk assessment

Onsite Review

The University of Texas System

Desk Review

Doctor's Hospital at Renaissance

TOTAL RISK-BASED REVIEWS	4,600	100%
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Follow-Up Reviews

Hours

%

1. Formula Funding at Institutions of Higher Education

400

80%

Public Community/Junior Colleges – 4 institutions

Houston Community College System

Blinn College

Navarro College

Howard County Junior College District

2. Student Financial Aid Compliance at Institutions of
Higher Education

100

20%

Public Community/Junior Colleges – 1 institution

Clarendon College

TOTAL FOLLOW-UP REVIEWS	500	100%
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Agenda Item X-G

Consideration of adopting the Committee's recommendation to the Board relating to the Final Report – An Audit of Formula Funding at South Texas College

Recommendation: Approval

Background Information:

Coordinating Board Compliance Monitoring issued a final report on An Audit of Formula Funding at South Texas College, dated July 7, 2016. The audit concluded that South Texas College had not fully complied with Coordinating Board rules and state law for enrollment data used for formula funding, in the area of continuing education contact hours. South Texas College did not meet the "immediate employment" aspects of TAC § 9.1(5) for continuing education contact hours reported for students 17 years of age and under. South Texas College also violated TEC § 130.003, which requires tuition be charged and collected for continuing education contact hours reported for formula funding.

As a result of the non-compliance, South Texas College received some \$2.3 million of formula funding for the 2016-2017 biennium that it was not eligible to receive. This error represented 3.4% of formula funds received and 56% of continuing education formula funds received by South Texas College for the biennium.

South Texas College sought Coordinating Board guidance regarding proper reporting for contact hours generated by continuing education courses. Specifically, the institution asserted that it relied on erroneous guidance provided by Coordinating Board staff through email, as well as Frequently Asked Questions (FAQ), and the Guidelines for Instructional Programs in Workforce Education Manual (GIPWE). Substantial correction of THECB guidance regarding tuition requirements for continuing education courses occurred in July 2015. Even though such guidance changed, South Texas College reporting practices regarding tuition requirements thereafter remained unchanged.

While South Texas College is committed to complying with all statutes and Coordinating Board rules, they respectfully disagree with the recommendations regarding limitations related to immediate employability, age, and paid tuition for continuing education contact hours reported for formula funding. Their interpretation of the applicable rules is provided in Attachment A to the audit report.

Rider 7 Adjustment of Contact Hours, page III-211, General Appropriations Act, 84th Legislature, states, "Texas Higher Education Coordinating Board is authorized to review the accuracy of the contact hour data reported to the Coordinating Board by community college districts. In the event of data reporting errors, the Coordinating Board is authorized to adjust the fiscal year's formula appropriations as necessary to reflect the corrected data elements." Thus, this agenda item provides the board the opportunity to consider the appropriateness of such an adjustment.

The final audit report is attached.