

TEXAS HIGHER EDUCATION COORDINATING BOARD
COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

1200 EAST ANDERSON LANE, ROOM 1.170
AUSTIN, TEXAS
June 28, 2017
11:45 am
(or upon adjournment of the Special Called Board meeting,
whichever occurs later)

CHAIR
Janelle Shepard

VICE CHAIR
Fred Farias III, O.D.

Arcilia C. Acosta
Ricky A. Raven
John T. Steen, Jr.

Andrias R. "Annie" Jones
Ex-Officio

Robert "Bobby" Jenkins, Jr.
Ex-Officio

AGENDA

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

- I. Welcome
 - A. Committee Chair's meeting overview
 - B. Lunch
- II. Consideration of approval of the minutes for the March 29, 2017, Committee meeting
- III. Consideration of approval of the Consent Calendar
- IV. Public Testimony on Agenda Items
- V. Matters relating to the Committee on Academic and Workforce Success
 - A. Report to the Committee on activities of the Undergraduate Education Advisory Committee
 - B. Report to the Committee on activities of the Lower-Division Academic Course Guide Manual Advisory Committee
 - C. Consideration of adopting the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee's recommendation to the Committee relating to changes in the ACGM
 - D. Report to the Committee on activities of the Family Practice Residency Advisory Committee
 - E. Consideration of adopting the Family Practice Residency Advisory Committee's recommendation to the Committee relating to the distribution of funds trusted to the Coordinating Board to support family practice residency programs for Fiscal Year 2018 and the report on trusted funds distributed in Fiscal Year 2017
 - F. Report to the Committee on activities of the Joint Admissions Medical Program and consideration of adopting the staff recommendation to the Committee relating to funding appropriated to the Joint Admissions Medical Program for Fiscal Years 2018 and 2019

Note: Highlighted items in gray are on the Consent Calendar

Committee on Academic and Workforce Success

- G. Report to the Committee on activities of the Graduate Medical Education Expansion Program, the Primary Care Innovation Program, and the Statewide Preceptorship Program
- H. Consideration of adopting the staff recommendation to the Committee relating to the Report on the Autism Grant Program
- I. Report to the Committee on activities of the Field of Study Advisory Committees and the Program of Study Advisory Committees
- J. Consideration of adopting the staff recommendation to the Committee relating to a request from Texas A&M University for a Bachelor of Science (BS) degree with a major in Materials Science and Engineering
- K. Consideration of adopting the Certification Advisory Council's recommendation to the Committee relating to a request from Guidance College for an initial Certificate of Authority to grant degrees in Texas
- L. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)
- M. Consideration of adopting the staff recommendation to the Committee relating to the January 2017 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")
- N. Consideration of adopting the staff recommendation to the Committee relating to the Report on the Fiscal Year 2017 Annual Report of Low-Producing Programs
- O. Consideration of adopting the Architecture Field of Study Advisory Committee's recommendation relating to courses required for the Board approved Architecture Field of Study, as required by Texas Education Code, Section 61.823
- P. Consideration of adopting the Engineering Field of Study Advisory Committee's recommendations relating to courses required for the Board approved Engineering Field of Study, as required by Texas Education Code, Section 61.823
- Q. Consideration of adopting the Music Field of Study Advisory Committee's recommendation relating to courses required for the Board approved Music Field of Study, as required by Texas Education Code, Section 61.823
- R. Consideration of adopting the Nursing Field of Study Advisory Committee's recommendation relating to courses required for the Board approved Nursing Field of Study, as required by Texas Education Code, Section 61.823
- S. Consideration of adopting the staff recommendation to the Committee relating to the issuance of Request for Applications for:
 - (1) Emergency and Trauma Care Education Partnership Program
 - (2) Graduate Medical Education Expansion Program
 - (3) Graduate Medical Education Planning and Partnership Program
 - (4) Statewide Preceptorship Program
 - (5) Developmental Education Program (*House Bill 2223, 85th Texas Legislature, Regular Session*)

Note: Highlighted items in gray are on the Consent Calendar

T. Consideration of adopting the staff recommendation to the Committee relating to the allocation of funds for the:

- (1) Advise TX College Advising Program
- (2) Work-Study Mentorship Program

U. Proposed Rules:

- (1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 1, Subchapter G, Section 1.131; Subchapter H, Section 1.138; Subchapter I, Section 1.145; Subchapter N, Section 1.181; Subchapter O, Section 1.188; Subchapter P, Section 1.195; and Subchapter R, Section 1.209 of Board rules concerning the advisory committees and their abolishment date
- (2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 1, Subchapter Q, Sections 1.201, 1.202, 1.204, and 1.205 of Board rules concerning the Community and Technical College Leadership Council
- (3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter C, Section 4.57 of Board rules concerning the Texas Success Initiative
- (4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter L, Sections 27.321 – 27.327 of Board rules concerning the establishment of the Multi and Interdisciplinary Studies Field of Study Advisory Committee
- (5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter M, Sections 27.341 – 27.347 of Board rules concerning the establishment of the General Psychology Field of Study Advisory Committee
- (6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter N, Sections 27.361 – 27.367 of Board rules concerning the establishment of the Biology Field of Study Advisory Committee
- (7) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter O, Sections 27.381 – 27.387 of Board rules concerning the establishment of the Accounting Field of Study Advisory Committee
- (8) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter P, Sections 27.401 – 27.407 of Board rules concerning the establishment of the Kinesiology and Exercise Science Field of Study Advisory Committee
- (9) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter Q, Sections 27.421 – 27.427 of Board rules concerning the establishment of the Dance Field of Study Advisory Committee

V. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:

- (1) ApplyTexas Advisory Committee
- (2) Academic Course Guide Manual Advisory Committee
- (3) Certification Advisory Council
- (4) Community and Technical College Leadership Council
- (5) Graduate Education Advisory Committee
- (6) Learning Technology Advisory Committee
- (7) Undergraduate Education Advisory Committee

W. Report to the Committee on the results of the Validity Study for the Texas Success Initiative Assessment

VI. Adjournment

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

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.

Committee on Academic and Workforce Success

AGENDA ITEM I

Welcome and Committee Chair's meeting overview

Fred Farias, III, O.D., Vice-Chair of the Committee on Academic and Workforce Success, will provide the Committee an overview of the items on the agenda.

Committee on Academic and Workforce Success

AGENDA ITEM II

Consideration of approval of the minutes from the March 29, 2017, Committee meeting

RECOMMENDATION: Approval

TEXAS HIGHER EDUCATION COORDINATING BOARD**MINUTES****Committee on Academic and Workforce Success****1200 East Anderson Lane, Room 1.170****Austin, Texas****March 29, 2017, 10:15 am**(or upon adjournment of the Committee on Affordability, Accountability
and Planning meeting, whichever occurs later)**Minutes**

The Texas Higher Education Coordinating Board *Committee on Academic and Workforce Success (CAWS)* convened at 11:30 a.m. on March 29, 2017, with the following committee members present: Janelle Shepard, Chair, presiding; Fred Farias, Vice Chair; Arcilia Acosta; Ricky Raven; and John Steen. Ex-Officio member present: Bobby Jenkins; Ex-Officio member absent: Haley R. De La Garza.

Other Board Member(s) present: Stuart Stedman; Javaid Anwar; and David Teuscher.

AGENDA ITEM	ACTION
I. Welcome and Committee Chair's meeting overview	Janelle Shepard, Chair, called the meeting to order and advised that the meeting was being broadcast. She announced that Commissioner Paredes was at the Capitol for hearings on higher education and would arrive later if he could. Mrs. Shepard also announced that Rex Peebles was called to the Capitol and Stacey Silverman, Deputy Assistant Commissioner for Academic Quality, would present agenda items on his behalf.
II. Consideration of approval of the minutes from the December 14, 2016, Committee meeting	On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.
III. Consideration of approval of the Consent Calendar	On motion by Ricky Raven, seconded by Arcilia Acosta, the Committee approved this item.
IV. Public Testimony on Agenda Items	There was no public testimony for the Committee.
V. Matters relating to the Committee on Academic and Workforce Success	
A. Report to the Committee on the THECB-RAND Dual Credit Research, Interim Report	Trey Miller, Economist at RAND Education, gave a presentation sharing the results of the interim report.

AGENDA ITEM	ACTION
B. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:	
SAM HOUSTON STATE UNIVERSITY (1) Doctor of Education (EdD) degree with a major in Higher Education Leadership	On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.
SAM HOUSTON STATE UNIVERSITY (2) Doctor of Philosophy (PhD) degree with a major in Digital and Cyber Forensic Science	On motion by John Steen, seconded by Ricky Raven, the Committee approved this item.
STEPHEN F. AUSTIN STATE UNIVERSITY (3) Master of Science in Nursing (MSN) degree with a major in Family Nurse Practitioner	On motion by John Steen, seconded by Fred Farias, the Committee approved this item.
TEXAS A&M UNIVERSITY - COMMERCE (4) Bachelor of Science (BS) degree with a major in Electrical Engineering	On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.
TEXAS TECH UNIVERSITY (5) Master of Science (MS) degree with a major in Manufacturing Engineering	On motion by Arcilia Acosta, seconded by Ricky Raven, the Committee approved this item.
TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER-EL PASO (6) Master of Science in Nursing (MSN) degree with a major in Nursing	On motion by John Steen, seconded by Fred Farias, the Committee approved this item.
TEXAS STATE UNIVERSITY (7) Doctor of Philosophy (PhD) degree with a major in Computer Science	On motion by John Steen, seconded by Fred Farias, the Committee approved this item.
WEST TEXAS A&M UNIVERSITY (8) Master of Science (MS) degree with a major in Engineering	On motion by John Steen, seconded by Fred Farias, the Committee approved this item.

AGENDA ITEM	ACTION
C. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program	This item was on the Consent Calendar.
D. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Leadership Grant Program	This item was on the Consent Calendar.
E. Consideration of adopting the staff recommendation to the Committee relating to approval to amend a contract with Texas A&M University to increase funding so that additional services may be provided through the Advise TX college advising program	On motion by Arcilia Acosta, seconded by John Steen, the Committee approved this item.
F. LUNCH	The Committee recessed for lunch following agenda item D.
G. Consideration of adopting the staff recommendation to the Committee relating to the approval to increase funding for GradTX activities designed to help meet the completion goal of <i>60x30TX</i>	This item was on the Consent Calendar.
H. Consideration of adopting the staff recommendation to the Committee relating to the reallocation of Work-Study Mentorship Program funding	On motion by Ricky Raven, seconded by Fred Farias, the Committee approved this item.
I. Consideration of adopting the staff recommendation to the Committee to amend the contract with Catch the Next, Inc., to provide additional funding for expansion of its professional development program	This item was on the Consent Calendar.
J. Consideration of adopting the Certification Advisory Council's recommendation to the Committee relating to a request from MediSend Biomedical Equipment Technology School for an initial Certificate of Authority to grant degrees in Texas	On motion by Arcilia Acosta, seconded by Fred Farias, the Committee approved this item.

AGENDA ITEM	ACTION
K. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)	Stacey Silverman, Deputy Assistant Commissioner for Academic Quality, gave a report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5).
L. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to: (1) Architecture Field of Study Advisory Committee (2) Learning Technology Advisory Committee (3) Lower-Division Academic Course Guide Manual Advisory Committee (4) Workforce Education Course Manual Advisory Committee	This item was on the Consent Calendar.
M. Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2017 Texas Higher Education Star Awards	This item was on the Consent Calendar.
N. Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter C, Sections 4.53, 4.54, 4.57, and 4.60 of Board rules concerning the Texas Success Initiative	This item was on the Consent Calendar.
O. Report to the Committee on the RAND Graduate Education Study, Final Report	Stacey Silverman, Deputy Assistant Commissioner for Academic Quality, gave a report to the Committee on the Graduate Education Study.
VI. Adjournment	On motion by John Steen, seconded by Arcilia Acosta, the Committee adjourned at 1:50 pm.

Committee on Academic and Workforce Success

AGENDA ITEM III

Consideration of approval of the Consent Calendar

RECOMMENDATION: Approval

Background Information:

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

Consent Calendar

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

- J. Consideration of adopting the staff recommendation to the Committee relating to a request from Texas A&M University for a Bachelor of Science (BS) degree with a major in Materials Science and Engineering
- S. Consideration of adopting the staff recommendation to the Committee relating to the issuance of Request for Applications for:
 - (1) Emergency and Trauma Care Education Partnership Program
 - (2) Graduate Medical Education Expansion Program
 - (3) Graduate Medical Education Planning and Partnership Program
 - (4) Statewide Preceptorship Program
 - (5) Developmental Education Program (*House Bill 2223, 85th Texas Legislature, Regular Session*)
- T. Consideration of adopting the staff recommendation to the Committee relating to the allocation of funds for the:
 - (1) Advise TX College Advising Program
 - (2) Work-Study Mentorship Program
- U. Proposed Rules:
 - (1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 1, Subchapter G, Section 1.131; Subchapter H, Section 1.138; Subchapter I, Section 1.145; Subchapter N, Section 1.181; Subchapter O, Section 1.188; Subchapter P, Section 1.195; and Subchapter R, Section 1.209 of Board rules concerning the advisory committees and their abolishment date
 - (4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter L, Sections 27.321 – 27.327 of Board rules concerning the establishment of the Multi and Interdisciplinary Studies Field of Study Advisory Committee
 - (5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter M, Sections 27.341 – 27.347 of Board rules concerning the establishment of the General Psychology Field of Study Advisory Committee
 - (6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter N, Sections 27.361 – 27.367 of Board rules concerning the establishment of the Biology Field of Study Advisory Committee
 - (7) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter O, Sections 27.381 – 27.387 of Board rules concerning the establishment of the Accounting Field of Study Advisory Committee

- (8) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter P, Sections 27.401 – 27.407 of Board rules concerning the establishment of the Kinesiology and Exercise Science Field of Study Advisory Committee
- (9) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter Q, Sections 27.421 – 27.427 of Board rules concerning the establishment of the Dance Field of Study Advisory Committee

V. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:

- (1) ApplyTexas Advisory Committee
- (2) Academic Course Guide Manual Advisory Committee
- (3) Certification Advisory Council
- (4) Community and Technical College Leadership Council
- (5) Graduate Education Advisory Committee
- (6) Learning Technology Advisory Committee
- (7) Undergraduate Education Advisory Committee

Committee on Academic and Workforce Success

AGENDA ITEM IV

Public Testimony on Agenda Items

RECOMMENDATION: No action required

Background Information:

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

Committee on Academic Workforce and Success

AGENDA ITEM V-A

Report to the Committee on activities of the Undergraduate Education Advisory Committee

RECOMMENDATION: No action required

Background Information:

The Undergraduate Education Advisory Committee (UEAC) was established in 2006 and is comprised of faculty and administrators from the state's public and private colleges, universities, and health-related institutions. The committee serves as a forum for problem solving and the generation of ideas to improve undergraduate education that reflect the goals of the Texas higher education plan, *60x30TX*. The UEAC uses Coordinating Board data and the expertise of its membership to create policy recommendations for staff and the Board.

The UEAC held two meetings during the past year on September 23, 2016, and April 21, 2017. During the year, the UEAC considered several issues, including the Texas Core Curriculum (TCC), *60x30TX*, the Texas Pathways Project, and third-party instructional providers.

The UEAC was instrumental in creating the TCC, implemented in fall 2014. At both the fall and spring meetings, the committee discussed the appropriateness of core courses and the equitability of courses across the state. The UEAC will review the components of the TCC with an emphasis on the transferability of courses and the function of its Component Area Option.

The UEAC discussed issues in undergraduate education relevant to the *60x30TX*. The discussions included the objective of bridging ideas from the 2009 UEAC report titled "Designing Texas Undergraduate Education in the 21st Century" that was originally written to provide recommendations to address the goals of the former Texas higher education plan, *Closing the Gaps by 2015*. Based on these discussions, the UEAC plans to monitor, review, and provide input relating to progress being made toward achieving the goals of the *60x30TX*, with an emphasis on the progress being made to achieve the plan's Marketable Skills goal.

At its fall meeting, the UEAC heard from Dr. Cynthia Ferrell, Executive Director for the Texas Success Center of the Texas Association of Community Colleges, about initiatives of the Texas Pathways Project. The committee will continue to follow the project's work to design and implement academic and career pathways.

Dr. Ann Kenimer, Associate Provost for Undergraduate Studies and Professor for Biological and Agricultural Engineering, Texas A&M University, and Dr. Brett Millán, Interim Associate Dean for Distance Learning and Associate Professor of English, South Texas College, serve as co-chairs of the UEAC. Dr. Kenimer will provide a brief summary of committee activities and be available to answer questions.

UNDERGRADUATE EDUCATION ADVISORY COMMITTEE

UEAC

ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2017

Committee Purpose:

The UEAC provides advice and recommendations to the Board regarding undergraduate education in Texas. The UEAC:

- designs and conducts studies as requested by the Coordinating Board or the Commissioner, and prepares recommendations for actions;
- makes recommendations to the Coordinating Board for future directions the Coordinating Board and institutions should take to enhance undergraduate education in Texas;
- develops and oversees processes for the review of existing undergraduate degree programs; and
- responds to and makes recommendations to the Coordinating Board on legislative policy changes regarding undergraduate education in Texas.

Report Period: July 2016 – June 2017

Co-Chair, Four-Year Institution: Ann L. Kenimer, PhD, PE

Co-Chair, Two-Year Institution: Brett Millán, EdD

Committee Members: Membership of up to 24 members consists of undergraduate deans, faculty who teach in undergraduate programs, and other persons closely involved in the oversight of undergraduate education in Texas. Members come from public universities, public community colleges, private institutions, public health-related institutions, and one student member. Members serve three-year staggered terms. A list of Committee members is attached.

Committee Meeting Dates: September 23, 2016 (summary notes attached)
April 21, 2017 (summary not yet approved by the committee)

Annual Costs Expended

Travel: \$14,200 (estimated committee member travel cost for two meetings)

Other: \$1,000 (materials and other direct cost)

Time Commitments:

Committee Members: 89 working days

Coordinating Board Staff: 8 working days

Summary of Tasks Completed:

- Review and monitor the implementation of the 2014 Texas Core Curriculum.
- Discussion on critical issues for 60x30TX.
- Monitor the Texas Pathways Project in its work to design and implement academic and career pathways.
- Discuss the impact of third party instructional providers on transfer of courses between institutions.

Current Recommendations to the Board:

Recommendation to the Board: none

Recommendations to Board staff:

- (a) Review appropriateness of Texas Core Curriculum courses and equitability of courses across the state.
- (b) Review the Texas Core Curriculum, with emphasis on transferability and the Component Area Option.
- (c) Establish "best practices" for the institutions' assessment of the Texas Core Curriculum.
- (d) Discuss Marketable Skills of the Coordinating Board's Strategic Plan 60x30TX.

Undergraduate Education Advisory Committee Members

Fiscal Year 2017

NOTE: Term of service ends on August 31 of the year indicated in parentheses after member's name, unless otherwise noted.

Co-Chairs

Ann Kenimer, Ph.D., P.E. (17)
Associate Provost for Undergraduate
Studies & Professor, Biological and
Agricultural Engineering
Texas A&M University

Brett Millán, Ed.D. (17)
Associate Professor of English &
Interim Associate Dean for Distance
Learning
South Texas College

Members: Public Community Colleges

Bill Adams (18)
Vice President for Instruction
Ranger College

Melissa Armentor (17)
Dean of Instruction, Academic
Affairs
Lamar Institute of Technology

Kimberly Beatty, Ph.D. (18)
Vice Chancellor of Instructional
Services, Chief Academic Officer
Houston Community College

L. Joy Gates Black, Ed.D. (19)
Vice Chancellor for Academic
Affairs and Student Success
Tarrant County College

Edward Byerly, Ph.D. (19)
Professor of History
Victoria College

Janna Chancey (19)
Dean, Enrollment Management
Tyler Junior College

Jerry King, Ph.D. (18)
Vice President of Instruction
Trinity Valley Community
College

Stephanie Legree-Roberts (18)
Dean, Institutional
Accountability and Curriculum
Support
Central Texas College

Julie Penley, Ph.D. (19)
Associate Vice President for
Instruction and Student Success
El Paso Community College

Members: Public Universities

Reginald Bell, Ph.D. (17)
Associate Dean
School of Undergraduate
Studies
Prairie View A&M University

Yvette Bendeck, Ph.D. (17)
Associate Vice President
of Enrollment Management
University of Houston-Clear
Lake

Elizabeth Garcia, Ph.D. (19)
Assistant Professor of Education
West Texas A&M University

William Harlow, Ph.D. (18)
Dean of Undergraduate Success
and Communication Faculty
The University of Texas-
Permian Basin

Nancy Martin, Ed.D. (18)
Associate Vice President for
Core Curriculum & Professor
The University of Texas at San
Antonio

Sarah Maxwell, Ph.D. (19)
Associate Dean, Undergraduate
Education
The University of Texas at
Dallas

Richard Miller, Ph.D. (19)
Professor and Chair
Department of Psychology and
Sociology
Texas A&M University-Kingsville

Esther Rumsey, Ph.D. (18)
Professor
Sul Ross State University

Janet Tareilo, Ed.D. (19)
Associate Provost for Academic
Affairs
Stephen F. Austin State
University

Members: Independent Colleges & Universities

Steven Daniell, Ph.D. (17)
Associate Provost for Academic
Affairs
Texas Wesleyan University

**Sheila Amin Gutierrez de
Pineros, Ph.D. (19)**
Vice President of Academic
Affairs, Dean of Faculty
Austin College

Members: Public Health-Related Institutions

Emily Wilson, Ph.D. (17)
Associate Vice President for
Academic Affairs
Texas A&M University Health
Science Center

Non-Voting Student Member

Sonia Flores (18)
The University of Texas of the
Permian Basin

Coordinating Board Staff

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TEXAS HIGHER EDUCATION COORDINATING BOARD
Academic Quality and Workforce

Undergraduate Education Advisory Committee
September 23, 2016

Summary Notes

Approved by UEAC April 21, 2017

Members present: Brett Millán (co-chair), Ann Kenimer (co-chair), Melissa Armentor, Steven Daniell, Nancy Martin, Esther Rumsey, Emily Wilson, Bill Adams, Janna Chancey, Edward Byerly, Julie Penley, Sarah Maxwell, Reginald Bell, Elizabeth Garcia, Richard Miller, Shelia Amin Gutierrez de Pineros, Sonia Flores

Members absent: Kimberly Beatty, Yvette Bendeck, L. Joy Gates Black, William Harlow, Jerry King, Stephanie Legree-Roberts

Visitors: Larry Abraham, UT Austin, Cynthia Ferrell, Texas Association of Community Colleges (TACC), Rissa Potter, Texas Council of Public University Presidents and Chancellors (TCPUPC), Janet Tareilo (SFASU), Norma Perez (HCCS)

Coordinating Board staff: Reinold Cornelius, Assistant Director, James Goeman, Assistant Director, Melissa Humphries, Program Director, Doug Jansen, Program Director, Melinda Valdez, Program Director

1. Call to Order and Welcome

The meeting was called to order at 10:00 a.m. by Co-Chair Ann Kenimer, who asked all members and visitors to introduce themselves.

2. Consideration of Summary Notes From the April 22, 2016 Meeting

The summary notes were accepted unanimously after Steven Daniell moved and Melissa Armentor seconded the motion for consideration.

3. Update on the Coordinating Board's Advanced Placement Examination Study

Doug Jansen presented an overview of initial findings regarding a study on Advanced Placement (AP) and the requirement of Texas Education Code Section 61.0518 (House Bill 1992, 84th Texas Legislature) for institutions of higher education to grant course credit for AP exams with a minimum score of '3.' An institution's chief academic officer may determine, based on evidence, that a higher score is required to ensure a student is sufficiently prepared for a course for which the AP exam would give credit as prerequisite. The statute requires the Coordinating Board study and compare academic performance, retention rates, and graduation rates of students who complete coursework at an institution of higher education to students receiving course credit for an AP score of '3' or higher.

Dr. Jansen reported on the methodology and initial findings for the AP study. Data shows that in the fall of 2016, 44 of 54 community colleges and 19 of 34 universities accepted a score of '3' or higher on all AP exams for course credit. In 2013-2014, a total of 20,745 students out of a cohort of 289,487 received credit from AP exams, claiming 73,750 course credits. The top five most reported AP subject areas were English, history, Spanish, mathematics, and physics. Persistence to fall 2015 for students with AP credit versus all first-time in college students showed less than a one point percentage difference: 52.3 vs. 53.0 percent for community

colleges and 81.2 vs. 80.7 percent for universities.

A progress report will be given to the Coordinating Board at the December meeting of the Committee on Academic and Workforce Success (CAWS) with the recommendation that institutions of higher education should document AP exam subject titles and scores corresponding to each course for which course credit is awarded. Members discussed possible considerations to the proposed recommendation including whether the reporting of AP scores should be mandatory or whether the data should be transcribed. Staff said that the goal is not to transcribe the data but to retain the information at the institutional level. Melissa Humphries said that there was no plan for inclusion of this data in Coordinating Board Manual (CBM) reports. Ann Kenimer summarized the discussion: (1) members of UEAC are not, at this time, sufficiently informed to offer feedback, (2) it might be of benefit to interface with IT departments, admissions offices, and registrars to determine what information needed to be extracted from recorded AP data to determine if a common format to collect data can be useful.

4. Discussion and Consideration of the 2014 Texas Core Curriculum: Assessment Reports, Course Review

Reinold Cornelius introduced the topic of Texas Core Curriculum (TCC) assessment by stating that the assessment focuses on the TCC's six core objectives. The assessment reports are due every ten years, at the same time an institution's compliance certification report is due to the Southern Association of College and Schools Commission on Colleges (SACSCOC). Staff would send a memo to chief academic/instructional officers as a reminder to prepare their assessment report every 10 years. The assessment report contains two components, 1) assessment of the core objective, and 2) evaluation of the assessment process. The process to submit the report was discussed. A link is provided on the TCC website detailing guidelines for the assessment report process. TCC assessment reports should be submitted through the Coordinating Board's document submission portal (<https://www1.thecb.state.tx.us/apps/proposals/>). Reinold Cornelius informed members that the Coordinating Board had received, so far, assessment reports from five different institutions.

The Committee discussed core curriculum courses. There is variability of the number of core curriculum courses at institutions. The average number is 90. Sixteen courses are offered at 75 institutions.

The Academic Course Guide Manual (ACGM) lists courses for funding at community colleges and contains course outline and learning outcomes for many frequently used courses. Certain courses in the ACGM are intended for skills attainment of the individual and do not fulfill the general education requirement of the TCC. Some courses contain both skills attainment and scientific/academic understanding, where the latter must outweigh the former to align with the TCC purpose.

Members were presented with a list of about 40 "skills development courses" that predominantly provide individual skills attainment. About 200 of those courses had been previously approved for the TCC, out of approximately 10,000 courses in total. The courses are being re-evaluated for consideration in the TCC. There are 49 institutions, out of 88, that have one or more of the courses in their TCC. Dr. Cornelius reported that about two-thirds of institutions with such courses have three or less courses, while a few have 10-20 courses, involving mostly sequences of introductory language courses.

Dr. Cornelius explained that having some of these courses at some of the institutions doesn't work well for transfer students and that it is a large enough issue impacting transferability so

that it needed to be addressed. He put forward a plan that institutions with courses of the skills development type would resubmit the core courses in question, staff would eliminate the courses, and would issue a new information sheet. When asked he said that institutions would be informed in the near future to begin the reevaluation process.

Members discussed how the skills courses do not align with the core curriculum's Foundational Component Areas (FCA), even though they may work for a degree requirement. The courses in question may be required for a degree program but not at all institutions. Intermediate language courses are frequently approved for the TCC because at that level the course may look at cultural impact, etc., allowing the student to access the required learning foundation of the TCC. Even though an introductory language course is a prerequisite to an intermediate course, students can be placed into an intermediate course without taking the introductory course, if they have the foundation.

Four-year institutions have more flexibility in course offerings since they are not bound to ACGM standards. For example, an art course syllabus can include the components of the FCA definition but the institution cannot declare the course to be equivalent to a course listed in the ACGM. Members asked if it was possible to redesign a course based on the TCC guidelines and resubmit for consideration. Dr. Cornelius replied yes, but cautioned such a course may already be in the ACGM as a different course.

Members asked if this was the only revisit of appropriateness in the core curriculum or if more were to come. Staff could not confirm at this time. For example, the occasional upper division course may have to be re-checked for prerequisites or other individual issues, but it was unlikely that the scope of issues was such that courses would have to be checked in a group, as was the case with the "skills development courses."

Members discussed the timeline. They asked staff to inform institutions early and requested a fall 2018 effective date, to allow schools two years to adjust. Sheila Amin Gutierrez de Pineres moved to make a motion for an effective date of fall 2018, and Nancy Martin seconded the motion. The committee approved unanimously.

5. Update on the Pathways Project, Texas Association of Community Colleges (TACC)

Co-Chair Brett Millán introduced Dr. Cynthia Ferrell, Executive Director of the Texas Success Center at the Texas Association of Community Colleges. She provided an update on the Texas Pathways Project. The Pathways Project, funded fully by grants, focuses on building capacity for Texas community colleges to design and implement academic and career pathways for all students. Its purpose is to contribute to increasing credentialed young Texans to 60 percent by 2030. The program is an approach to student success based on intentionally structured educational experiences, informed by available evidence, that guide students from the selection of their high school degree program (HB 5 endorsements in five academic/career areas) to attainment of high-quality credentials for postsecondary enrollment.

Currently 38 percent of young Texans have a postsecondary credential. Only one in five 8th grade students in Texas achieves this goal within six years of finishing high school. There are also substantial disparities across racial and gender subgroups. White students' rates of earning a college credential are two to two and a half times higher than those of Hispanics and Blacks. And less than nine percent of Hispanic and Black 8th grade males earn any postsecondary credential within 11 years.

The Texas Success Center will provide lessons from the project to inform and support the Texas Association of Community Colleges and the Texas Student Success Council on state policies that enable colleges in implementing Pathways at scale. Additionally, the annual Texas Success Center Board of Trustee Institutes will inform and challenge institutional policy and engage community college trustees in enabling successful Pathways adoption.

She reported that the project's goals also assists undecided students, aiding in career exploration. It is committed to strengthening high school advising by requirement. She explained the core of the project is culminated into six institutes, each 2.5 days in length, designed to engage five to seven-person college teams of varying composition. The first of which will be held in Austin/Bastrop on November 2-4, 2016.

She asked if UEAC is open to the idea of project leaders to make a presentation of their work, to which members agreed. Members asked for a map of all community colleges currently involved in the project. Reginald Bell asked if the Coordinating Board could provide gender enrollment and graduation data from the last 10 years.

6. Discussion of "Designing Texas Undergraduate Education in the 21st Century" (2009 report by the Undergraduate Education Advisory Committee)

Co-Chair Ann Kenimer introduced Dr. Cornelius to present a discussion of the recommendations from a 2009 UEAC report. He introduced Tracey Armstrong, Coordinating Board Director of Innovation. She presented four areas of focus for student success: 1) national and statewide financial literacy; 2) open educational resources; 3) college readiness success department; and 4) tech mediated advising systems. She explained there have been 125 vendors promoting technical advising systems, an increase from 25 three years ago. Reinold Cornelius invited members to reply to an email he will send asking for input on this topic.

The Committee had a broad discussion how goals and recommendations of the 2009 report could be connected to the four goals of the new strategic plan *60x30TX*. Some critical issues were pointed out: 1) the strong focus on college readiness for first-year students and a drop in emphasis for the second year experience; 2) a heavy focus on at-risk students that might overlook the non-typical 18 year-old student; 3) the need to consider all races/ethnicities and genders; 4) a substantial focus on STEM advising impacting advising in other subject areas; and 5) student confusion over which marketable skills they're learning in each course. The possibility of a white paper was discussed, guidelines for experimental learning transcripts, and the necessity to include parents of high school students in the discussion.

7. Consideration of Future Work and Meeting Dates

Meetings are now planned one year in advance: the third Friday in April and September: April 21, 2017 and September 15, 2017. Reminder was given to members regarding sending an email for the survey of UEAC costs.

8. Adjournment

The meeting was adjourned at 2:53 p.m.

Committee on Academic Workforce and Success

AGENDA ITEM V-B

Report to the Committee on activities of the Lower-Division Academic Course Guide Manual
Advisory Committee

RECOMMENDATION: No action required

Background Information:

The *Lower-Division Academic Course Guide Manual* (ACGM) is the official list of lower-division courses approved for general academic transfer that may be offered by public community and technical colleges in Texas. The ACGM Advisory Committee's tasks are to add, delete, and revise courses to facilitate inclusion of new disciplines of study, reflect developments within existing disciplines, provide vertical and horizontal alignment of courses within disciplines, and respond to obsolescence of disciplines of study and courses.

The ACGM Advisory Committee met twice during Fiscal Year 2017. At the fall meeting, the committee approved changes in course descriptions and the addition of learning outcomes for courses in the disciplines of Dance, Music, and Developmental Education Mathematics. These changes were recommended by faculty workgroups as part of the ACGM Learning Outcomes Project. The faculty workgroups also made recommendations for the deletion of some obsolete or duplicate courses in the disciplines.

At the spring meeting, the ACGM Advisory Committee made a comprehensive review of course enrollments in order to identify under-utilized courses. The committee used the thresholds in Coordinating Board rules for course inclusion and deletion from the manual to identify those courses that are not often offered, have low statewide enrollment at community colleges, and have limited applicability to degree requirements at the baccalaureate level. The ACGM Advisory Committee reviewed enrollments for over 500 courses and recommended five courses to be scheduled for deletion.

During the spring meeting, the ACGM Advisory Committee also considered the appeal and reinstatement of biotechnology courses previously scheduled for deletion. Courses scheduled for deletion are noted in the ACGM and have a two-year period for teach-out, comment, and appeal. The appeal was approved. The committee also reviewed and discussed a request to add five new courses in Religious Studies, but took no action to add the courses.

Dr. Janice Epstein, Instructional Associate Professor of Mathematics at Texas A&M University, serves as a co-chair for the ACGM Advisory Committee. Dr. Epstein will provide a brief explanation of the latest activities and be available to answer questions.

LOWER DIVISION ACADEMIC COURSE GUIDE MANUAL (ACGM) ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2017

Committee Purpose: The ACGM Advisory Committee provides the Board with advice and recommendations regarding the addition, deletion, and modification of courses in the manual.

Report Period: June 2016 – May 2017

Co-Chair, Four-Year Institution: Janice Epstein, Ph.D.

Co-Chair, Two-Year Institution: Gary Don Harkey, Ph.D.

Committee Members:

Per rules, the 18-member committee includes 9 representatives from public community, technical, and state colleges and 9 representatives from public universities. The committee has an ex-officio representative from the Texas Common Course Numbering System. Members serve staggered three-year terms with the possibility of reappointment.

List of Committee members is attached.

Committee Meeting Dates:

November 17, 2016 (Minutes attached)

May 3, 2017 (Minutes have not been approved by the committee)

Annual Costs Expended

Travel: \$9,600 (estimated committee member travel for 2 meetings)

Other: \$N/A

Time Commitments:

Committee members: 108 working days (approximately 2-3 days for each meeting during the fiscal year for traveling and attending meetings, as well as reviewing of material prior to meetings).

Coordinating Board staff: 75 working days during the fiscal year to prepare materials, coordinate and attend meetings.

Summary of Tasks Completed:

- The ACGM Advisory Committee reviewed and recommended the revision of course descriptions and addition of student learning outcomes for courses in the disciplines of Dance, Music, and Developmental Education. This recommendation was considered and approved by the Board at the January 26, 2017 meeting.
- At its spring meeting, the committee reviewed enrollment reports prepared by staff for over 500 courses to identify underutilized or obsolete courses. Five courses were scheduled for deletion with a two-year teach-out, comment, and appeal period.
- An appeal to reinstate two courses which were scheduled for deletion by committee action in 2015 was reviewed and the courses' scheduled deletion was reversed.
- A request for five new courses was reviewed.

Current Recommendations to the Board

- At the June/July CAWS and Board meetings 99 courses which have been under review for two years and scheduled for deletion by the ACGM Advisory Committee in 2015 will be presented for consideration and approval by the Board for removal from the ACGM. Courses removed from the ACGM are no longer eligible for state funding. (see Agenda Item V-C)

**Academic Course Guide Manual (ACGM)
Advisory Committee Members
Fiscal Year 2017**

NOTE: Term of service ends on August 31 of the year indicated
in parentheses after member's name, unless otherwise noted.

Co-Chairs

Janice Epstein, Ph.D. (18)
Instructional Associate Professor
Department of Mathematics
Texas A&M University

Gary Don Harkey, Ph.D. (17)
Dean of Instructional Services
Vernon College

Members: Community Colleges

Tamara Clunis, Ph.D. (18)
Interim Vice President of
Academic Affairs
Amarillo College

Nancy Curé, Ph.D. (18)
Associate Vice Chancellor
Academic Affairs
Tarrant County College District

Michelle L. Davis (18)
Department Chair, General &
Developmental Education
Lamar Institute of Technology

Susan Gann (17)
Dean of Instruction
Hill College

Catherine Howard, Ed.D (19)
Dean of STEM Division
Texarkana College

Amber Kelly (19)
Dean of General Studies
Howard College

Norma Perez, Ph.D. (19)
Associate Vice Chancellor for
Curriculum and Learning
Houston Community College

Clay White (18)
Instructor-Biology
Lone Star College Cy-Fair

Members: Public Universities

**Genevieve Durham
DeCesaro (18)**
Associate Vice Provost for
Academic Affairs
Texas Tech University

Ricky Dobbs, Ph.D. (19)
Associate Provost for Academic
Foundations
Texas A&M University-
Commerce

Walle Engedayehu, Ph.D. (17)
Department Head, Social Work,
Behavioral, & Political Sciences
Prairie View A&M University

William Fleming, Ph.D. (17)
Executive Director of Student
Advising and Mentoring Center
Sam Houston State University

Juan Garcia (19)
Associate Vice President of
Student Success/University
Registrar
Texas A&M International
University

John Jackson (17)
Assistant Dean of Undergraduate
Instruction
The University of Texas at Dallas

Tammy Wyatt, Ph.D. (19)

Associate Dean
University College
The University of Texas
at San Antonio

Celia Williamson, Ph.D. (17)

Vice Provost for Transfer
Articulation
University of North Texas

Ex-Officio Member

John Spencer

Database Coordinator
Texas Common Course Numbering System

Coordinating Board Staff

Rebecca Leslie

Program Director,
Academic Quality & Workforce Division
Texas Higher Education Coordinating Board
512.427.6231
rebecca.leslie@theccb.state.tx.us

James Goeman, Ph.D.

Assistant Director, Graduate Education
Academic Quality & Workforce Division
Texas Higher Education Coordinating Board
512.427.6249
james.goeman@theccb.state.tx.us

TEXAS HIGHER EDUCATION COORDINATING BOARD

Lower-Division Academic Course Guide Manual Advisory Committee
THECB Building, 1200 E. Anderson Lane
Board Room
Austin, Texas

November 17, 2016
Minutes

There were 14 member present. Members attending were:

Genevieve DeCesaro	Gary Don Harkey	Deborah Vess
Ricky Dobbs	Catherine Howard	Clay White
Janice Epstein	John Jackson	Celia Williamson
Susan Gann	Amber Kelly	Tammy Wyatt
Juan Garcia	Norma Perez	

Members absent were Nancy Cure, Walle Engedayehu, William Fleming, and Daniel Wright.

John Spencer attended as ex officio member representing the Texas Common Course Numbering System (TCCNS).

THECB Staff attending were Rebecca Leslie, James Goeman, Mindy Nobles, Reinold Cornelius, and Rex Peebles.

The meeting was called to order at 10:02am. Co-chair Janice Epstein made general announcements for the meeting. Dr. Epstein directed the committee to Agenda Item Two, Consideration of Minutes from the May 3, 2016 meeting. She called for a motion to accept the minutes. A motion was made and seconded to accept the minute as amended. The minutes were approved.

Dr. Epstein called for nominations for the new co-chair representing two-year institutions. Rebecca mentioned that Gary Don Harkey was the member of the committee with the most experience/seniority with the committee and knows the committee's process. Gary Don Harkey was nominated as co-chair. A motion was made and seconded that Gary Don Harkey be elected as co-chair of the committee. The motion passed.

Dr. Epstein then introduced Agenda Item Four - a request for modifications of existing courses, CHEM 1411, 1412, 1111, and 1112. Dr. Epstein called for a motion to change the number of contact hours from 96 to 112. A motion was made and seconded. The item was then discussed. Cameron Neal from Collin College spoke in favor of the change. Deborah Vess questioned the impact this change would have on an eight week format. James Goeman explained the change was to raise the ceiling of contact hours to 112 and would not change how institutions were currently teaching the courses. After a call for the motion, the committee voted to approve the change in maximum contact hours for the four semester credit hour courses to 112 and the lab courses to a maximum of 64 contact hours.

Dr. Epstein introduced Agenda Item Five for discussion and consideration of course revision recommendations made from the faculty workgroups of the Learning Outcomes Project for Music, Dance, and Developmental Mathematics. A motion was made and seconded for adopting the recommended revisions for Music. After discussion, the committee was asked to accept the Learning Outcomes Project faculty workgroup for music recommendations. The motion passed.

Next up for discussion were the recommended revisions for Dance. An explanation of the revisions was given by committee member Genevieve DeCesaro, who also served with the Dance faculty workgroup. Dr. Epstein called for the motion. A motion was made and seconded for adopting the recommended revisions from the Learning Outcome Project faculty workgroup for dance. The motion passed.

Dr. Epstein recognized Suzanne Morales-Vales, Director, Developmental and Adult Education, for an explanation of revisions to Developmental Mathematics. A motion was made and seconded to adopt the recommended revisions and addition of learning outcomes for Development Mathematics. The motion passed.

Agenda Item Six was the discussion and consideration of recommendations from the faculty workgroups for deletion of Music and Dance courses. Committee members were directed to the information in their meeting packet. A motion was made and seconded for accepting the recommended Music courses for deletion. The item was then up for discussion. Rebecca Leslie provided information about the Music courses recommended for deletion in regard to transfer patterns and frequency of institutional offerings of the courses. Two sequences of music theory and sight singing are used at Texas public institutions. The recommended deletions will facilitate horizontal and vertical alignment by adopting the sequence offered most frequently. In the case of Music Literature, the field of study has had only one course and the anticipated revisions to the field of study is expected to provide for only three semester credit hours. With no further discussion, the committee was asked to vote on the item. The motion passed for the following courses as to be scheduled for deletion:

MUSI 1301 Fundamentals of Music I
MUSI 1304 Foundations of Music
MUSI 1308 Music Literature I
MUSI 1309 Music Literature II
MUSI 1211 Music Theory I (2 SCH version)
MUSI 1212 Music Theory II (2 SCH version)
MUSI 2211 Music Theory III (2 SCH version)
MUSI 2212 Music Theory IV (2 SCH version)
MUSI 1114 Piano Class for Music Majors I
MUSI 1115 Piano Class for Music Majors II
MUSI 1216 Sight Singing & Ear Training I (2 SCH version)
MUSI 1217 Sight Singing & Ear Training II (2 SCH version)
MUSI 2216 Sight Singing & Ear Training III (2 SCH version)
MUSI 2216 Sight Singing & Ear Training III (2 SCH version)
MUSI 2217 Sight Singing & Ear Training IV (2 SCH version)

Dr. Epstein asked for a motion and second on the recommended course deletions in Dance. There was a motion and a second. Rebecca Leslie explained that for the courses that are recommended for deletion, there is a two-year teach-out period in which the institutions can submit comments. Genevieve DeCesaro commented on the list of courses in the agenda item. Ms. DeCesaro said that many of the courses in the list unfortunately do not transfer into dance curriculum at universities. Rebecca Leslie indicated that the courses on the agenda list previously recommended for deletion but part the moratorium could be scheduled for deletion in one year instead of the usual two years. Genevieve DeCesaro recommended a two year teach-out to allow time for acclimation to the curriculum changes. Rebecca noted that some courses scheduled for deletion have been pulled from deletion lists and revised with learning outcomes. James asked for clarification about the deletion date. Rebecca indicated that the courses on the list would be funded until August 31, 2019. Dr. Epstein asked the committee to vote on the item, adding that the recommended courses be deleted would have a two-year teach-out period. The motion passed for the following courses to be scheduled for deletion:

DANC 1141 Ballet I
DANC 1341 Ballet I
DANC 1142 Ballet II
DANC 1342 Ballet II
DANC 2342 Ballet IV

DANC 1147 Jazz Dance I
DANC 1148 Jazz Dance II
DANC 1145 Modern Dance I
DANC 1345 Modern Dance I
DANC 1146 Modern Dance II
DANC 1346 Modern Dance II

Included with the above dance courses were the courses which were previously scheduled for deletion (Spring 2016) but for which a moratorium was placed pending recommended changes from the faculty group. The courses included in the moratorium were:

DANC 1102 Dance Composition II
DANC 1103 Dance Composition III
DANC 1122 Folk I
DANC 1123 Folk II
DANC 1134 Country & Western II
DANC 1149 Ballet Folklorico I
DANC 1150 Ballet Folklorico II
DANC 1153 Spanish Ballet I
DANC 1154 Spanish Ballet II
DANC 1211 Tap II
DANC 1212 Dance Practicum I
DANC 1213 Dance Practicum II
DANC 1228 Ballroom I
DANC 1233 Country & Western I
DANC 1234 Country & Western II
DANC 1246 Modern Dance II
DANC 1249 Ballet Folklorico I
DANC 1250 Ballet Folklorico II
DANC 1251 Dance Performance I
DANC 1252 Dance Performance II
DANC 1253 Spanish Ballet I
DANC 1254 Spanish Ballet II

DANC 1349 Ballet Folklorico I
DANC 1350 Ballet Folklorico II
DANC 1353 Spanish Ballet I
DANC 1354 Spanish Ballet II
DANC 2110 Tap III
DANC 2111 Tap IV
DANC 2122 Folk III
DANC 2123 Folk IV
DANC 2141 Ballet III
DANC 2142 Ballet IV
DANC 2147 Jazz Dance III
DANC 2148 Jazz Dance IV
DANC 2149 Ballet Folklorico III
DANC 2150 Ballet Folklorico IV
DANC 2153 Spanish Ballet III
DANC 2154 Spanish Ballet IV
DANC 2208 Tap III
DANC 2209 Tap IV
DANC 2210 Dance Repertory I
DANC 2211 Dance Repertory II
DANC 2212 Dance Practicum III
DANC 2213 Dance Practicum IV

DANC 2222 Folk III
DANC 2223 Folk IV
DANC 2242 Ballet IV
DANC 2246 Modern Dance IV
DANC 2248 Jazz Dance IV
DANC 2249 Ballet Folklorico III
DANC 2250 Ballet Folklorico IV
DANC 2251 Dance Performance III
DANC 2252 Dance Performance IV

DANC 2253 Spanish Ballet III
DANC 2254 Spanish Ballet IV
DANC 2301 Problems in Dance
DANC 2349 Ballet Folklorico III
DANC 2350 Ballet Folklorico IV
DANC 2353 Spanish Ballet III
DANC 2354 Spanish Ballet IV

The committee decided to continue with agenda item 8 before taking lunch because it was still early. Agenda Item 8 was introduced. A motion was made and seconded for changing the maximum semester credit hours and contact hours allowable for recreational dance courses taught under the PHED and KINE rubrics. Rebecca Leslie commented that this item is basically a correction to the ACGM. Recreational Dance is taught under PHED's and KINE's rubric. The Texas common numbering system only allows for a range of numbers that are one semester credit hour. This change would bring us into consistency. There being no more questions or comments, Dr. Epstein called for a vote on the motion. The motion passed.

After a short break, the committee reconvened. Discussion on Agenda Item 9 Update on Coordinating Board activities began with Mindy Nobles providing updates on Fields of Study.

Dr. Epstein recognized John Spencer with the Texas Common Course Numbering System provided information about the current issues with the system. The TCCNS website has been improved and effort continue to make it more user friendly. A business contact will be added for each institution. Rebecca Leslie asked if there was a schedule for institutions to update their information on the website. John Spencer replied that the Matrix was updated end of March after the final ACGM and that institutions should be updated by August.

James Goeman provide an update for those that use various Coordinating Board applications which require password. The agency is moving to a new verification system, CB Pass. Access problems may be attributable to this change and advised individual to contact someone at the agency. The Board is planning on doing more Learning Outcomes and that courses picked, are largely picked based upon usage, or they work with, or in cooperation with, a field of study committee. He also pointed out that the Legislative Session would begin in the spring and the Coordinating Board's response time will then become longer. Rebecca called the attention of the committee back to the Learning Outcomes Project stating that many of the courses left without outcomes are non-major courses and/or courses without strong enrollments.

Several speakers were scheduled as part of Agenda Item 9 after lunch and were not available earlier. Reinold Cornelius was to speak about Core Curriculum. Rebecca noted that all voting items on the agenda were addressed at this point in the meeting, should some committee members need to leave early. James noted some individuals of the public have requested to speak.

Dr. Epstein recognized Jennifer Rose for public comment to address the committee. The chair indicated that since the information is not an agenda item there cannot be a vote and there was a three minute limit for addressing the committee. Ms. Rose spoke about concerns of

transferability for Art courses and curriculum alignment at institutions. She requested a twelve month moratorium on the deletion of art courses. At the end of the allotted time Dr. Epstein reminded Ms. Rose that a vote could not be made that day because the item was not on the agenda. Ms. Rose was advised to continue to work through the procedures of the Coordinating Board and that the next ACGM committee meeting will be in May.

Dr. Epstein adjourned to the committee for a lunch break.

Upon reconvening, Reinold Cornelius was recognized to address the committee regarding the Texas Core Curriculum, its alignment with the ACGM, and transferability. Reinold listened to comments and answered questions. Celia Williamson made comment about foreign language as a skills course. Reinold made response that the foundation component area (FCA) definitions influence the appropriateness of a particular course. Assistant Commissioner, Rex Peebles, joined the discussion regarding foreign language, the core curriculum and the role of general education. Rebecca spoke about the learning outcomes and description in the ACGM and the flexibility allowed institutions to add some additional items. However, the additions should not change the nature and purpose of the courses to maintain the integrity of the ACGM.

Dr. Epstein introduced Agenda Item 10.

Public testimony was given by Mark Greenwald. Mr. Greenwald was given three minutes to address the committee. Mr. Greenwald requested the advisory board consider an upcoming art proposal from institutions incorporating a hands on lab component to art appreciation content, similar to the manipulation skills required in science courses where appreciation content must outweigh skills development. At the conclusion of the time allotted Dr. Epstein thanked Mark and admonished him to work through the processes of the Coordinating Board for submission of a proposal.

Dr. Epstein advised the committee that the next scheduled Committee meeting would be the upcoming May 3rd. The main purpose of the meeting will be the yearly review of courses with enrollments. Celia Williamson suggested, that although beyond the charge of the committee, there may be an appropriate faculty group to engage a conversation between ACGM and WECM. The purpose would be to build a bridge for appropriate technical courses to be honored within the context of academic programs. The Assistant Commissioner commented that the WECM Committee is currently undergoing changes and that restructuring will not be completed for a couple of years. A joint meeting between ACGM and WECM may be facilitated in the future but would require additional staff as well. Dr. Epstein asked if there were any other comments or questions. There being none, Dr. Epstein asked for a motion for adjournment. The motion was seconded. The meeting concluded.

Committee on Academic Workforce and Success

AGENDA ITEM V-C

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

RECOMMENDATION: Approval

Background Information:

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

Dr. Janice Epstein, Instructional Associate Professor of Mathematics at Texas A&M University, and Dr. Gary Don Harkey, Dean of Instructional Services at Vernon College, serve as co-chairs of the ACGM Advisory Committee. The co-chairs will present the advisory committee's recommendation for this item. Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

**COURSES RECOMMENDED TO BE DELETED FROM THE ACGM
BY THE ACGM ADVISORY COMMITTEE**

The ACGM Advisory Committee makes a comprehensive review of course enrollments in order to identify under-utilized courses. The committee uses the thresholds in Coordinating Board rules for course inclusion and deletion from the ACGM to identify those courses that are not often offered, have low statewide enrollment at community colleges, and have limited applicability to degree requirements at the baccalaureate level. For a course to be included in the ACGM, five universities must accept and apply the course to a bachelor's degree. A lower-division course offered at three or fewer community colleges is required to be reviewed for deletion from the ACGM. The Advisory Committee also schedules courses for deletion if the discipline-specific faculty workgroups of the Learning Outcomes Project recommend courses for a review period and possible deletion. Courses scheduled for deletion are noted in the ACGM and have had a two-year period for teach-out and comment. That two-year period has concluded, and the following 99 courses are recommended to be removed from the ACGM. The courses will continue to be eligible for funding through the 2016-2017 academic year, with eligibility ending August 31, 2017. Institutions may appeal the deletion during and after the two-year teach-out and comment period. Successful appeals must substantiate the need and viability of the underutilized courses.

COURSE	TITLE	ACGM ADVISORY COMMITTEE ACTION	Funding Ends
AGRI 1231	The Agricultural Industry	March 30, 2015	August 31, 2017
AGRI 2304	Agricultural Construction II	November 6, 2014	August 31, 2017
AGRI 2322	Livestock Evaluation II	November 6, 2014	August 31, 2017
ARTS 1413	Foundations of Art	March 30, 2015	August 31, 2017
ARTS 2324	Life Drawing II	March 30, 2015	August 31, 2017
ARTS 2327	Sculpture II	March 30, 2015	August 31, 2017
ARTS 2334	Printmaking II	March 30, 2015	August 31, 2017
ARTS 2336	Fiber Arts I	March 30, 2015	August 31, 2017
ARTS 2342	Art Metals II	March 30, 2015	August 31, 2017
ARTS 2349	Digital Art II	March 30, 2015	August 31, 2017
ARTS 2367	Watercolor II	March 30, 2015	August 31, 2017
BCIS 1401	Microcomputer Applications	March 30, 2015	August 31, 2017
BCIS 1320	C Programming	March 30, 2015	August 31, 2017
BCIS 1420	C Programming	March 30, 2015	August 31, 2017
BCIS 2390	System Analysis & Design	March 30, 2015	August 31, 2017
BIOL 2304	Anatomy & Physiology I (Specialized)	March 30, 2015	August 31, 2017
BIOL 2305	Anatomy & Physiology II (Specialized)	March 30, 2015	August 31, 2017
COMM 1129	News Publications I	March 30, 2015	August 31, 2017
COMM 1130	News Publications II	March 30, 2015	August 31, 2017
COMM 2129	News Publications III	March 30, 2015	August 31, 2017
COMM 2130	News Publications IV	March 30, 2015	August 31, 2017
COMM 2325	Practicum in Electronic Media	March 30, 2015	August 31, 2017
COMM 2326	Practicum in Electronic Media	March 30, 2015	August 31, 2017
COMM 2309	News Editing & Copy Reading I	March 30, 2015	August 31, 2017
COMM 2310	News Editing & Copy Reading II	March 30, 2015	August 31, 2017
COSC 1401	Microcomputer Applications	March 30, 2015	August 31, 2017
COSC 1415	Fundamentals of Programming	March 30, 2015	August 31, 2017
DANC 1101	Dance Composition I	March 30, 2015	August 31, 2017
DANC 1111	Tap II	March 30, 2015	August 31, 2017
DANC 1210	Tap I	March 30, 2015	August 31, 2017
DANC 1113	Dance Practicum II	March 30, 2015	August 31, 2017
DANC 2112	Dance Practicum III	March 30, 2015	August 31, 2017
DANC 2113	Dance Practicum IV	March 30, 2015	August 31, 2017
DANC 1222	Folk I	March 30, 2015	August 31, 2017
DANC 1223	Folk II	March 30, 2015	August 31, 2017
DANC 1129	Ballroom II	March 30, 2015	August 31, 2017
DANC 1133	Country & Western I	March 30, 2015	August 31, 2017
DANC 1242	Ballet II	March 30, 2015	August 31, 2017
DANC 2341	Ballet III	March 30, 2015	August 31, 2017
DANC 2145	Modern Dance III	March 30, 2015	August 31, 2017
DANC 2146	Modern Dance IV	March 30, 2015	August 31, 2017

COURSE	TITLE	ACGM ADVISORY COMMITTEE ACTION	Funding Ends
DANC 2345	Modern Dance III	March 30, 2015	August 31, 2017
DANC 2346	Modern Dance IV	March 30, 2015	August 31, 2017
DANC 1248	Jazz Dance II	March 30, 2015	August 31, 2017
DANC 1347	Jazz Dance I	March 30, 2015	August 31, 2017
DANC 1348	Jazz Dance II	March 30, 2015	August 31, 2017
DANC 2347	Jazz Dance III	March 30, 2015	August 31, 2017
DANC 2348	Jazz Dance IV	March 30, 2015	August 31, 2017
DANC 1152	Dance Performance II	March 30, 2015	August 31, 2017
DANC 1351	Dance Performance I	March 30, 2015	August 31, 2017
DANC 1352	Dance Performance II	March 30, 2015	August 31, 2017
DANC 2152	Dance Performance IV	March 30, 2015	August 31, 2017
DANC 2351	Dance Performance III	March 30, 2015	August 31, 2017
DANC 2352	Dance Performance IV	March 30, 2015	August 31, 2017
DANC 1306	World Dance II	March 30, 2015	August 31, 2017
DANC 2304	Dance Appreciation II	March 30, 2015	August 31, 2017
DANC 2325	Anatomy & Kinesiology For Dance	March 30, 2015	August 31, 2017
DRAM 2352	Acting IV	March 30, 2015	August 31, 2017
DRAM 2367	Development of Motion Picture II	March 30, 2015	August 31, 2017
DRAM 1323	Basic Theater Practice	March 30, 2015	August 31, 2017
DRAM 1220	Theater Practicum I	March 30, 2015	August 31, 2017
DRAM 1320	Theater Practicum I	March 30, 2015	August 31, 2017
DRAM 1221	Theater Practicum II	March 30, 2015	August 31, 2017
DRAM 1321	Theater Practicum II	March 30, 2015	August 31, 2017
DRAM 2220	Theater Practicum III	March 30, 2015	August 31, 2017
DRAM 1161	Musical Theatre I	March 30, 2015	August 31, 2017
DRAM 1162	Musical Theatre II	March 30, 2015	August 31, 2017
EDUC 1325	Principles & Practices of Multicultural Education	November 6, 2014	August 31, 2017
ENGL 2308	Creative Writing II	March 30, 2015	August 31, 2017
GEOG 1300	Principles of Geography	March 30, 2015	August 31, 2017
GEOL 2409	Mineralogy & Petrology I	March 30, 2015	August 31, 2017
GEOL 2411	Mineralogy & Petrology II	March 30, 2015	August 31, 2017
GEOL 2310	Elementary Geophysics	March 30, 2015	August 31, 2017
GERM 1300	Conversational German I	March 30, 2015	August 31, 2017
HECO 2311	Fashion Merchandising	March 30, 2015	August 31, 2017
JAPN 1300	Conversational Japanese I	March 30, 2015	August 31, 2017
MUSI 1159	Musical Theater I	March 30, 2015	August 31, 2017
MUSI 2159	Musical Theater II	March 30, 2015	August 31, 2017
MUSI 2114	Piano Class for Music Majors III	March 30, 2015	August 31, 2017
MUSI 2115	Piano Class for Music Majors IV	March 30, 2015	August 31, 2017

COURSE	TITLE	ACGM ADVISORY COMMITTEE ACTION	Funding Ends
MUSI 1302	Fundamentals of Music II (non-major)	March 30, 2015	August 31, 2017
MUSI 1158	Opera Workshop II	March 30, 2015	August 31, 2017
MUSI 1163	Jazz Improvisation I	March 30, 2015	August 31, 2017
MUSI 1164	Jazz Improvisation II	March 30, 2015	August 31, 2017
MUSI 1263	Jazz Improvisation I	March 30, 2015	August 31, 2017
MUSI 1184	Voice Class II	March 30, 2015	August 31, 2017
MUSI 1386	Composition I	March 30, 2015	August 31, 2017
MUSI 1193	Guitar Class II	March 30, 2015	August 31, 2017
MUSI 1390	Electronic Music I	March 30, 2015	August 31, 2017
PHED 1166	First Aid	March 30, 2015	August 31, 2017
PHED 1206	First Aid	March 30, 2015	August 31, 2017
PHED 2156	Taping & Bandaging	March 30, 2015	August 31, 2017
PHED 1322	Coaching/Sports/Athletics II	March 30, 2015	August 31, 2017
PHIL 1316	History of Religions I	March 24, 2014	August 31, 2017
PHIL 1317	History of Religions II	March 24, 2014	August 31, 2017
SPCH 1144	Forensic Activities I	March 30, 2015	August 31, 2017
SPCH 1145	Forensic Activities II	March 30, 2015	August 31, 2017
SPCH 2144	Forensic Activities III	March 30, 2015	August 31, 2017
SPCH 2145	Forensic Activities IV	March 30, 2015	August 31, 2017

Committee on Academic Workforce and Success

AGENDA ITEM V-D

Report to the Committee on activities of the Family Practice Residency Advisory Committee

RECOMMENDATION: No action required

Background Information:

The Family Practice Residency Advisory Committee (FPRAC) is charged with making funding recommendations to the Board for the Family Practice Residency Program (FPRP) and related support programs. The committee and FPRP were established in 1977 by the Texas Legislature. The intent of the program is to increase the number 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. Roland Goertz, M.D., serves as chair, and Michael Ragain, M.D., serves as vice chair of the committee.

The committee met twice during Fiscal Year 2017 and considered the following items:

- At its recent June meeting, the committee considered the funding allocation for FPRP for Fiscal Year 2018 for recommendation to the Board; and
- At the April meeting, the committee reviewed and approved the Annual Written Reports and Annual Financial Reports submitted by the FPRP-funded programs.

Additionally, the committee monitored activities related to the Faculty Development Center and received updates from the Center's leadership.

Roland Goertz, M.D., Chair of FPRAC, will provide a brief update of activities and be available to answer questions.

FAMILY PRACTICE RESIDENCY ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2017

Committee Purpose: The Family Practice Residency Advisory Committee (FPRAC) is charged with making funding recommendations to the Board for the Family Practice Residency Program (FPRP) and related support programs. The committee and FPRP were established in 1977 by the Texas Legislature. The intent of the program is 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.

Report Period: July 2016 – June 2017

Chair: Roland Goertz, M.D.

Vice Chair: Michael Ragain, M.D., M.S.Ed.

Per statute, the 12-member committee includes representatives from the Texas Academy of Family Physicians, Association of Directors of Family Practice Programs, Texas Medical Association, Texas Osteopathic Medical Association, Texas Hospital Association, and members of the public appointed by the governor. Members serve staggered three-year terms with the possibility of reappointment.

List of Committee members is attached.

Committee Meeting Dates:

April 5, 2017

June 9, 2017 (summary notes pending)

Annual Costs Expended

Committee travel costs *estimated* at \$6,000 for two meetings.

Time Commitments:

Committee members spend an approximately 23 working days on two meetings;

Coordinating Board staff spend approximately 38 days to prepare materials and reports; coordinate meeting arrangements; and attend two meetings.

Summary of Tasks Completed:

- The committee made funding recommendations for fiscal year 2018 for the FPRP to the Coordinating Board.
- The committee monitored Fiscal Year 2016 program results and financial reports. The committee monitored activities by the Faculty Development Center funded under FPRP.

Current Recommendations to the Board:

Funding allocation recommendation for FPRP and related support programs for Fiscal Year 2018 (June 2017 CAWS meeting).

**Family Practice Residency Program Advisory Committee
Advisory Committee Members
Fiscal Year 2017**

NOTE: Term of Service ends on August 31 of the year indicated
in parentheses after member's name, unless otherwise noted

Roland Goertz, M.D., Chair (19)
CEO, Waco Family Health Center,
McLennan County
Texas Academy of Family Physicians

R. Michael Ragain, M.D., M.S.Ed., Vice Chair (19)
Senior Vice President and Chief Medical Officer
UMC Health System
Texas Hospital Association

Committee Members

Ruth S. Chambers (18)
Governor Appointee – Member of the Public

Damon A. Schranz, D.O. (19)
Associate Professor, Vice Chair of Education
Department of Family Medicine
University of North Texas Health Science Center
Texas Osteopathic Medical Association

Jim Donovan, M.D. (19)
Vice Dean College of Medicine, Round Rock Campus
Texas A&M College of Medicine
Texas Hospital Association

Dana Sprute, M.D. (19)
Family Medicine Program Director
University of Texas Austin Dell Medical School
Texas Academy of Family Physicians

Lewis E. Foxhall, M.D. (18)
Cancer Center Support Grant Programs
UT M.D. Anderson Cancer Center
Texas Medical Association

Linda Vega (16)*
Governor Appointee – Member of the Public

Clare Arnot Hawkins, M.D.(17)
Legacy Community Health
Texas Academy of Physicians

Eric Warwick, M.D. (19)
Family Medicine Program Director
Baylor College of Medicine
Texas Organization of Family Practice Directors

Fred Onger, M.D. (19)
Family Medicine Program Director
Texas Tech Health Science Center _ Lubbock
Texas Organization of Family Practice Program

Bennie R. Wylie, Jr. (18)
Governor Appointee – Member of the Public

Alternate Member

Richard Young, MD (19)
Associate Program Director, Director of Research
John Peter Smith Health Network
Texas Organization of Family Practice Program
Directors

Coordinating Board Staff

Suzanne Pickens
Senior Program Director
Academic Quality & Workforce Division
Texas Higher Education Coordinating Board
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Ernest Jaquez
Program Specialist V
Academic Quality & Workforce Division
Texas Higher Education Coordinating Board
512.427.6517
Ernest.Jaquez@theccb.state.tx.us

*Reappointment has been requested

Texas Higher Education Coordinating Board Family Practice Residency Program

Academic Quality and Workforce Division
1200 E. Anderson Lane, Austin, Texas

April 5, 2017
3:00 PM

Summary Notes

Members present: Roland Goertz, Chair, Michael Ragain, Vice Chair (via phone), Ruth Chambers, Jim Donovan, Lewis Foxhall (via phone), Clare Hawkins, Fred Onger, Damon Schranz, Jon Sivoravong, Dana Sprute, Linda Vega, Bennie Wylie

Members absent: None

Guests present: Tom Banning, Cindy Passmore

Staff present: Suzanne Pickens, Reinold Cornelius, Ernest Jacquez, Jodie Lopez

1. Welcome and Introduction

Dr. Goertz, Chair of the Family Practice Residency Program Advisory Committee, convened the meeting at 3 pm. He asked members, staff, and audience to introduce themselves.

2. Consideration of Summary Notes for April 15, 2016 Meeting

The Committee unanimously accepted the summary notes from the April 15, 2016 meeting as written.

3. Consideration and Discussion of Annual Financial Reports submitted by Programs

Dr. Hawkins summarized the main points of the Annual Financial Reports. There was high variability of total revenue among the 28 programs, from \$3 million to \$20 million. Family Medicine Residency Program (FMRP) operational grant funding of \$8.2 million supported a total of 746 residents across all programs. Grants are based on the number of certified and approved residents in each program, which varied from nine to 66 residents. Per resident funding was approximately \$10,900; average total FMRP funding per program was \$294,000. Eight programs reported expenditures for rural and public health rotations, for \$102,000 total.

Patient revenue varied widely, from several hundred thousand to \$13 million, as a function of program size, structure, contracts, etc. Medical school revenue also was a function of program structure and varied between \$0 and \$86,000 per resident, with an average of \$18,000. Some state formula funding may be reported under this category for programs associated with a public medical school. Independent programs do not receive state formula funding. All but one

program reported revenue from hospital partners, for an average hospital revenue per program of \$2.9 million.

For the majority of programs, local revenue was reported as zero; two notable exceptions were UTHSC Houston with \$118,900 per resident and Baylor College of Medicine with \$61,000. Seven of the 28 programs reported federal revenue (not including Medicare GME reimbursements). This category includes items such as AHEC funding and federal grant funds. Five of the 28 programs reported a negative amount under revenue minus cost. For these programs, their costs are underwritten by the parent institution, hospital system, or foundation.

On average, the total cost to train a resident was \$275,000. This cost rose slightly faster than inflation, over the years. Resident salary and benefits averaged \$80,000 per resident. Faculty costs, which varied by program size and structure, accounted for an average of \$2.1 million per program. Faculty cost generally reflects only the time the faculty are teaching program residents.

Dr. Hawkins summarized the average distribution of costs to a family practice residency program: Resident costs represented 27 percent of total expenditures, faculty costs 30 percent, and personnel cost and operating expenses were each 21 percent of total expenditures.

Dr. Goertz remarked that the collection tool for financial data is now better than it had been in the past. However, some amounts remain difficult to obtain with great accuracy, because of different accounting structures within the sponsoring institutions. Therefore, there are inherent variations in data between programs. Nevertheless, the average costs reported by Texas programs is very close to the average costs reported by WWAMI, which collects data on programs in Washington, Wyoming, Alaska, Montana, and Idaho.

4. Consideration and Discussion of Annual Written Reports Submitted by Programs Summarizing Activities of the Last Year

Dr. Goertz provided a summary of the annual written reports received from the 28 programs for fiscal year 2016. For the most part, programs maintained the same number of residents as in the previous year, but four programs increased and four programs decreased their numbers. Due to the closing of the Bay Area Corpus Christi program scheduled for 2018, 18 residency positions will be lost.

The annual report captures information on rural and public health rotations, including any interface with the Texas Department of Rural Affairs (TDRA) and rotations organized by the programs themselves. Dr. Goertz noted that 114 rural and public health rotations were completed; none of these were through TDRA; 19 were through other means. The rotations were completed at a variety of location types. Barriers to completion of rural rotation included items such as lack of funding to cover resident's salary while away from the primary program site and lack of housing for residents at the rotation site.

The annual report also captures information on program connections with a medical school, i.e., whether affiliated with, sponsored by, located in, or no relationship with a medical school. Fourteen programs were affiliated with a medical school, seven had no connection, two were sponsored by, and six were located within a medical school. Twenty-four of the 28 programs

allowed third year medical student rotations, which totaled 932. About one-third of residency programs received some financial support from a medical school.

Programs described their efforts to address the statutory requirement to recruit underserved populations. Residents typically rate program websites as most important in attracting their attention. Several programs cited location in an underserved/shortage area and working with a federally qualified health center as helpful to recruiting efforts.

Some of the numerous and varied innovation projects reported involved simulation centers, electronic health records (EHR), patient centered medical home, and policy/leadership training tracks.

Funding remained the number one challenge for programs, with faculty recruitment the number two challenge.

→ Action Item: The Advisory Committee unanimously approved the Annual Financial Reports and Annual Written Reports

5. Update on the Faculty Development Center

Cynthia Passmore provided a report on the activities at the Faculty Development Center, which provides a variety of programs that support graduate-level training for family medicine program faculty. These include, e.g., leadership conferences, preceptor training, resources for curriculum development, and presentations. The Coordinating Board funding in fiscal years 2016 and 2017 provided the opportunity to add a second educational program manager. In addition to the annual programs, the Center also offers one free consultation per residency program on topics such as the NEXT accreditation system, critical teaching skills and scholarly activity curriculum, others selected by the residency program. In fiscal year 2016 the Center held 31 additional on-demand sessions with nearly 500 trainee encounters. The fellowship program offered by the Center culminates in a certificate in academic medicine, with graduate education credit. Previously the fellowship program offered only CME credit. The Center is also developing the curriculum for a master's degree.

Dr. Goertz commented that his meeting with last year's Academic Fellowship class was a very gratifying experience.

→ Informational Item: No Action Taken

6. Legislative Update

Tom Banning gave an update on the ongoing the 85th legislative session, which ends on May 29. The only statutory requirement for legislators each biennium is to pass a balanced budget. If this is not accomplished by the end of the regular session, the Governor will call a special session, and the budget bill must be passed by the end of August. The Senate has passed its initial budget; the House budget is under consideration.

The House budget under consideration would maintain medical and graduate medical education grants, including FPRP, as well as the Physician Education Loan Repayment Program (PELRP)

and the Statewide Preceptorship Program, at the 2016 – 2017 levels. To achieve this, the budget would use \$2.5 billion from the Rainy Day Fund, which will require 100 votes. The House budget would reduce funding for the Medicaid Program by four percent.

The Senate budget currently would cut FPRP funding by six percent, PELRP funding by 25 percent (even though these are dedicated funds), would provide full funding for Statewide Preceptorship Program, and eliminate the Primary Care Innovation Program. Special item funding for medical schools would also be eliminated. Budget reductions to all institutions of higher education average six to ten percent of total institution funding.

The House and Senate budgets will now go to a Conference Committee of five members from each chamber. The difference in total spending between the two budgets is about \$500 million, a relatively small amount compared with the total budget amount of \$217 billion. Nonetheless, reconciling the differing methods of financing the budget used by the two chambers presents a significant challenge.

The Committee discussed the future of the Medicaid program in Texas and other topics, such as developments in telemedicine, public health issues, and the possible expiration of the Medicaid Transformation 1115 Waiver Program.

→ Informational Item: No Action Taken

7. Coordinating Board Update

Suzanne Pickens gave an update for the Coordinating Board. Agenda materials included a report for the Physician Education Loan Repayment Program. Coordinating Board staff would join the upcoming June meeting to report in person.

Ms. Pickens discussed historical funding of the Family Practice Residency Program. There was a large drop in funding in 2012 and funding has increased since then, although not to pre-2012 levels. On an inflation-adjusted basis, funding is about half the original 1999 funding level.

Ms. Pickens provided an update on some of the bills that are tracked by staff, including HB 2996/SB 1455 relating to a new rural training track grant program, SB 1066 relating to the requirements for institutions to plan for additional residencies before opening new medical schools, and SB 1505 relating to an additional tobacco tax that would add to the permanent fund for GME and to the Nursing Education Loan Repayment Program.

Ms. Pickens discussed and provided information with regards to the awards and outcomes of the Planning and Partnership Program and the Graduate Medical Education (GME) Expansion Program. As a result of planning grant support in fiscal years 2014 and 2015, ten new residency programs reached accreditation and operation by 2017.

Ms. Pickens presented information on the GME Expansion awards made in 2016, noting that the award funding is not disbursed to grantees until the awarded positions are verified as filled. The final verification process for the awards is now in process. Information was presented on funding awarded by medical specialty, with particular detail on awards to family medicine programs. Dr. Goertz commented that while the GME expansion program was not under the

purview of the Committee, the information was important because there could be a future effect on FPRP, and he asked Ms. Pickens to provide Committee members the list of GME Expansion awards made to family medicine programs. The Committee briefly discussed the percentage of internal medicine programs that received funding.

→ Informational Item: No Action Taken

8. Consideration of the Selection of Chair and Vice Chair for Fiscal Year 2017

Dr. Schranz nominated Dr. Goertz for chair of the Committee and he nominated Dr. Ragain for vice chair. Both were elected unanimously. Dr. Goertz announced that fiscal year 2018 would be his final term on the committee.

9. Consideration and Discussion of Future Agenda Items and Future Meeting Dates

The Committee discussed the upcoming June meeting. An agenda item will be consideration of the funding recommendation to the Coordinating Board, based on the appropriation by the 85th Texas legislature. Since the Board's Committee on Academic and Workforce Success will meet on June 28, the Committee should finalize the recommendation no later than June 14.

Dr. Goertz asked members to email their meeting preferences for meeting dates between June 1st and June 14th. The meeting will be in the Coordinating Board's board room.

10. Adjournment

Dr. Goertz adjourned the meeting at approximately 4:30 pm.

Committee on Academic and Workforce Success

AGENDA ITEM V-E

Consideration of adopting the Family Practice Residency Advisory Committee's recommendation to the Committee relating to the distribution of funds trustee to the Coordinating Board to support family practice residency programs for Fiscal Year 2018 and the report on trustee funds distributed in Fiscal Year 2017

RECOMMENDATION: Approval

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 trustee funds to nationally accredited family medicine residency programs based on the number of certified family medicine residents in training. Funding recommendations are made to the Board by the statutory 12-member Family Practice Residency Advisory Committee. To date, the FPRP has provided funding support for more than 9,600 family practice residents.

Senate Bill 1, 85th Texas Legislature, appropriated \$5 million per fiscal year for the 2018 - 2019 biennium. Following the Advisory Committee's recommendation for funding, staff estimates that the FY 2018 funding would be awarded as follows:

Total Available Funds/Appropriation:	\$ 5,000,000
<i>Estimated</i> number of certified residents:	761
<i>Estimated</i> per-resident funding:	\$ 6,283
<i>Estimated</i> Operational Grant Total:	\$4,781,500
45 Rural Rotations at \$2,500:	\$ 112,500
3 Public Health Rotations at \$2,000:	\$ 6,000
Faculty Development Center:	\$100,000
Total Allocation of Funds	\$ 5,000,000

Roland Goertz, M.D., Chair, Family Medicine Residency Advisory Committee, will present the advisory committee's funding recommendation for the program. Dr. Goertz and Dr. Rex Peebles, Assistant Commissioner for Academic Quality, will be available to answer questions.

Report on Trusteed Funds Distributed in FY 2017:

The FPRP provided grants to Texas' 28 nationally-accredited family practice residency programs located in every region of the state. The program also provided support for rural and public health rotations and to support the Faculty Development Center. Allocation of funding was based on recommendations made by the Family Practice Residency Advisory Committee and approved by the Board.

Table 1. presents the appropriation history of FPRP for the last four biennia and estimates for the coming biennium.

Table 1. Family Practice Residency Program Biennial Funding History by Fiscal Year

2010 – 2011	\$ 21,214,310
2012 - 2013	\$ 5,600,000
2014 - 2015	\$ 12,780,000
2016 - 2017	\$ 16,780,000
2018 – 2019, <i>estimated (Senate Committee Substitute)</i>	\$ 15,780,000
2018 – 2019, <i>estimated (House Committee Substitute)</i>	\$ 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 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 by Fiscal Year

	Per-resident Funding	FPRP Residents Funded
2011	\$14,396	693
2012	\$3,895	706
2013	\$3,841	716
2014	\$8,504	730
2015	\$8,703	727
2016	\$10,897	746
2017	\$10,728	761
2018 – 2019, <i>estimated (Senate Committee Substitute)</i>	\$10,000	761
2018 – 2019, <i>estimated (House Committee Substitute)</i>	\$10,700	761

(b) 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.

For FY 2017, funding of \$112,500 provided support for month-long experiences in a rural rotation for 45 family practice residents. Participating family practice residents received a stipend of \$1,000 upon completion of a rural rotation. In addition, residency programs received funding of \$1,500 for each resident who completed a rural rotation. Funding of \$6,000 provided funding for three family practice residents to participate in a month-long public health rotation. Upon completion, the residents receive a stipend of \$500 and the program receives \$1500. Rural and public health supervisors serve as volunteers and are not compensated for their services.

(c) 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 established a smaller scale Center on its campus in April 2012 and began training faculty the following summer. In FY 2016 and FY 2017, the Center received funding support of \$150,000 each year through 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.

Committee on Academic and Workforce Success

AGENDA ITEM V-F

Report to the Committee on activities of the Joint Admissions Medical Program and consideration of adopting the staff recommendation to the Committee relating to funding appropriated to the Joint Admissions Medical Program for Fiscal Years 2018 and 2019

RECOMMENDATION: Approval

Background Information:

The Joint Admission Medical Program (JAMP) was created by the 77th Texas Legislature in 2001. The Coordinating Board provides trustee funds to JAMP as directed by the Texas Legislature.

The program provides services to support and encourage highly qualified, economically disadvantaged students pursuing a medical education. Support is provided for both undergraduate and medical students. Participating JAMP students are eligible to receive a scholarship each semester beginning in their sophomore year of college. Undergraduate students also receive a stipend to attend summer internships following their sophomore and junior years. JAMP students receive mentoring and personal assistance to prepare for medical school while attending college. Most importantly, if they fulfill all requirements, these students receive a guarantee of admission to attend a Texas medical school.

The first cohort of JAMP students was selected in 2003 and, since that time, more than 1,500 students have participated in the program. Currently, there are 489 students participating. In cohorts selected in 2003 through 2010, 400 participants have graduated from medical school. Of these, 64 percent (256) entered a medical residency training program in Texas and 61 percent (244) entered residency training to become a primary care physician. By implementing statewide programming, JAMP has successfully expanded medical education outreach to high school and undergraduate students. In addition, JAMP provides resources to undergraduate programs for faculty support and curricular development and extracurricular programming.

The Coordinating Board contracts with the JAMP Council to maintain and administer the program through The University of Texas System Office, Texas Medical and Dental Schools Application Service (TMDSAS). Funding is awarded in the first year of the biennium, and the program expends the funds over two years. For Fiscal Years 2016 and 2017, JAMP received an appropriation of \$10,206,794, which was equal to the amount appropriated for the previous biennium. It is expected that this funding level will be maintained by the appropriation for the 2018 – 2019 biennium.

Table 1 below presents recent appropriation history of JAMP.

Table 1. Joint Admissions Medical Program Recent Biennial Funding History by Fiscal Year

2008 - 2009	\$ 5,616,355
2010 - 2011	\$10,616,355
2012 - 2013	\$ 7,006,794
2014 - 2015	\$10,206,794
2016 - 2017	\$10,206,794
2018 - 2019 <i>Estimated*</i>	\$10,206,794
<i>*FY 2018- 2019 estimate is based on Conference Committee Reports for Senate Bill 1 and House Bill 1, 85th Texas Legislature.</i>	

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

Committee on Academic Workforce and Success

AGENDA ITEM V-G

Report to the Committee on activities of the Graduate Medical Education Expansion Program, the Primary Care Innovation Program, and the Statewide Preceptorship Program

RECOMMENDATION: No action required

Background Information:

The Coordinating Board administers grant programs that support efforts to increase first-year residency positions through the Graduate Medical Education Expansion Program and increase and promote medical students' interest in primary care medical specialties through the Primary Care Innovation Program and the Statewide Preceptorship Program.

Graduate medical education (GME), also called residency training, is the final stage of formal education and training that a physician must complete prior to receiving a Texas medical license, entering independent practice, and obtaining board certification in a medical specialty area. Residency training is a three-to-eight-year commitment of education and training in a nationally accredited program, typically located in hospital settings.

Beginning in 2013, the 83rd Texas Legislature appropriated \$14 million to support several efforts to increase the number of first-year residency positions available in the state. In 2015, the 84th Texas Legislature streamlined these efforts and appropriated \$53 million to increase the number of first-year residency positions and to establish new residency programs. The 85th Texas Legislature increased funding to \$97.1 million to continue support for the program in the 2018-2019 biennium.

Also in 2013, the Texas Legislature appropriated \$2.1 million to establish the Primary Care Innovation Program to encourage Texas medical schools to implement innovative initiatives to encourage medical students to pursue residency training in primary care medical specialties. The 85th Texas Legislature did not provide funding for the program for the 2018-2019 biennium.

In 2015, the Texas Legislature appropriated \$3 million to re-establish the Statewide Preceptorship Programs, which had not been funded since 2011. These programs provide medical students with an opportunity to shadow practicing primary care physicians and gain an understanding of the day-to-day activities encountered in their practices. The 85th Texas Legislature maintained funding of \$3 million for the 2018-2019 biennium.

An overview of each program is provided.

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

Report on Distribution of Trusteed Funds:

Beginning in 2013, the Texas Legislature provided support for the GME expansion efforts and Primary Care Innovation Grants. Funding for the Statewide Preceptorship Program was reinstated in 2015. The program was not funded for fiscal years 2012 through 2015. However, it received funding consecutively from fiscal year 1996 through 2011.

In 2017, the GME Expansion Program and the Statewide Preceptorship Program received an appropriation through the Senate Bill 1, Conference Committee Report (SB1). The Primary Care Innovation Grants Program did not receive an appropriation. For the GME Expansion Program, the program received an appropriation of \$97 million, and the Statewide Preceptorship Program received an appropriation of \$3 million. Table 1 shows the biennial appropriation by program.

Table 1. Medical and Graduate Medical Education Expansion Programs Appropriation by Program			
Graduate Medical Education Expansion	FY 14 – FY 15	FY 16 – FY 17	FY 18 – FY 19
Planning and Partnership Grants	\$1,875,000	\$3,500,000	\$500,000
Unfilled Position Grants*	\$7,375,000	\$9,750,000	\$9,900,000
Grants for New and Expanded Programs *		\$7,200,000	\$24,375,000
Resident Physician Expansion Program*	\$5,000,000	-	-
GME Expansion Consolidated	-	\$32,550,000	\$62,275,000
Total	\$14,250,000	\$53,000,000	\$97,050,000
Medical Education Programs			
Primary Care Innovation Program	\$2,100,000	\$2,100,000	-
Statewide Preceptorship Programs	\$0	\$3,000,000	\$3,000,000

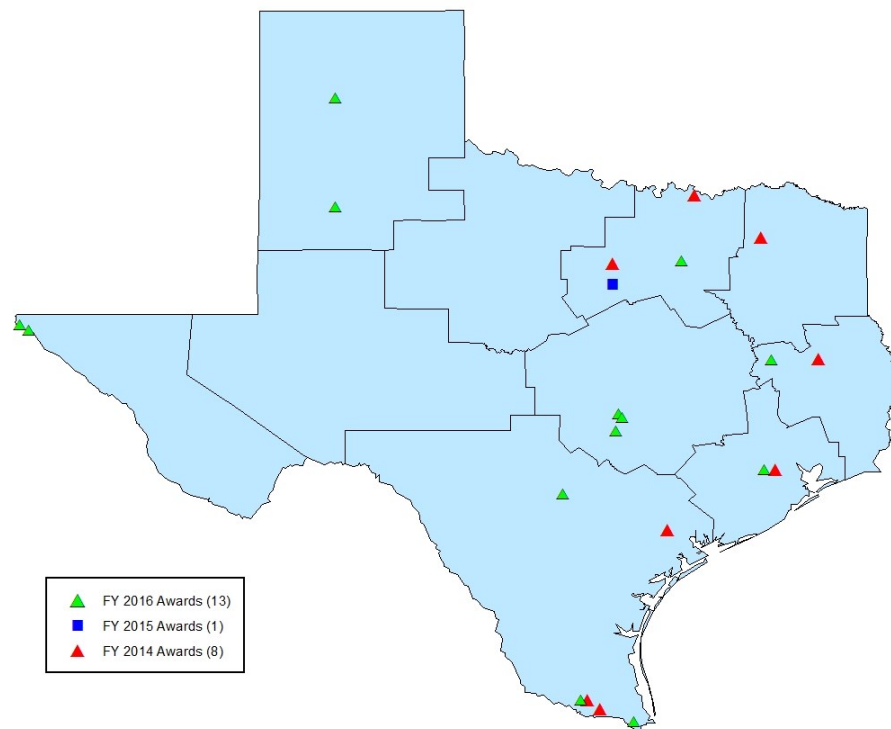
*Programs were streamlined into the GME Expansion Efforts

GME Planning and Partnership Grants

The program supports the planning and development of new GME programs. For the 2014-2015 biennium, the program focused on increasing the number of hospitals engaged in resident training, and eligibility was limited to hospitals that did not currently or previously operate a GME program. An appropriation of \$1,875,000 was available for one-time, competitive awards of \$150,000, to assist hospitals in planning the development and establishment of new GME programs with first-year residency positions. Nine two-year grants totaling \$1,350,000 were awarded. As a result of these initial Planning Grants, 10 new residency programs received national accreditation and matriculated their first residents. The programs established were in the medical specialties of family medicine (5), internal medicine (2), obstetrics and gynecology (1), surgery (1), and an osteopathic medicine transitional year (1).

The 84th Texas Legislature expanded program eligibility and encouraged partnerships for the program in the 2016-2017 biennium. An appropriation of \$3,500,000 allowed for the funding of 13 one-time awards of \$250,000 each, to a broader group of entities, including hospitals, medical schools, federally qualified healthcare centers (FQHCs), and community-based healthcare centers. Many of the selected award recipients are located in medically underserved areas in rural and remote areas of the state. If residency programs start in these areas, it is likely that physician distribution will be positively affected. Figure 1 shows the location of the planning and partnership grants.

Figure 1. GME Planning and Partnership Grants



GME Expansion Grant Programs

In 2011, the 82nd Texas Legislature, Regular Session, passed House Bill 2908, which established a goal of having 10 percent more first year residency positions than graduating Texas medical students. To make progress in achieving that goal, the state must increase the number of first-year residency positions. This is the focus of the GME Expansion Grant Program. Table 2 shows the amount provided to each of the programs and the number of new positions established, beginning in 2014 through 2017. In fiscal years 2014 and 2015, awards were made under three separate grant programs. In 2015, the 84th Texas Legislature streamlined the three programs into a single, consolidated GME Expansion Program.

Table 2. Graduate Medical Education Expansion Awards by Program: 2014 - 2017

	FY 14 – FY 15		FY 16 – FY 17	
	Positions Awarded	Funding Awarded	Positions Awarded*	Funding Awarded*
Unfilled Position Grants	75	\$4,875,000	<i>(Included in GME Expansion Consolidated)</i>	
Grants for New and Expanded Programs	55	\$2,975,000		
Resident Physician Expansion Program	76	\$4,940,000		
GME Expansion Consolidated			684	\$49,250,000
Total Graduate Medical Education Expansion	206	\$12,790,000	684	\$49,250,000

**Awards are pending verification that GME programs have filled awarded positions for the academic year starting July 2017.*

Medical Education Programs

(a) Primary Care Innovation Program

The Primary Care Innovation Program awards provide support to medical schools that administer innovative programs designed to increase the number of primary care physicians in the state. Grants are awarded on a competitive basis, with priority for funding support given to applicants who present evidence of conceptual and institutional support for the proposed program and institutional commitment to increasing the primary care workforce. Priority is also given to applicants whose proposal includes a collaborative process across medical schools and/or healthcare delivery organizations and a plan for sustainability of the proposed program.

An appropriation of \$2.1 million was available for awards in FY 2014 – FY 2015. Five medical schools received awards totaling approximately \$1.8 million. For the 2016 – 2017 biennium, seven medical schools received two-year awards totaling approximately \$2.0 million, which primarily supports student stipends and scholarships and faculty compensation. Four of the projects are continuations, building on their activity from the 2014 – 2015 biennium.

Funded projects include diverse approaches to attracting more college and medical school students to a career in primary care. Awarded projects include those that focus on early and repeated exposure to primary care, accelerated completion of medical school and a primary care residency, opportunities for community college students in underserved areas to enter a pipeline to medical school, and development of faculty preceptor training programs coupled with building new partnerships with physicians and practice sites for medical school clerkships.

(b) Statewide Preceptorship Program

The Texas Statewide Preceptorship Programs in Family Practice, Internal Medicine, and Pediatrics support student preparation and education efforts at the medical school level. The

programs provide direct funding to Texas medical students to encourage them to choose primary care careers by offering an on-site experience in one of three primary care specialties: family practice, general internal medicine, or general pediatrics. The guiding premise of the preceptorship experience is that early exposure to preceptorship programs in a primary care medical specialty may positively influence future career decisions and practice patterns.

The Coordinating Board contracts with three non-profit organizations – the Texas Academy of Family Physicians, the Texas Chapter of the American College of Physicians, and the Texas Pediatric Society – to establish and operate the programs in family practice, internal medicine, and pediatrics, respectively. The preceptorship program in family practice was established in 1978 and, in 1995, the family practice program served as a model for the development of the programs in internal medicine and pediatrics.

Because no appropriation was provided in fiscal years 2012 through 2015, no awards were provided in these years. However, the 84th Texas Legislature provided an appropriation of \$3 million to fund awards of \$1 million to each preceptorship program for the 2016 – 2017 biennium.

After four years of reduced or no operation, the programs nonetheless achieved good outcomes. For the Internal Medicine Program, FY 2016 represented the highest student participation in the five most recently funded years. Medical school student participants in FY 2016 and the four previously funded years are shown in Table 3 below.

Table 3. Statewide Preceptorship Program			
Medical School Student Participation			
	Family Medicine Program	Internal Medicine Program	Pediatric Program
FY 2008	139	123	90
FY 2009	121	119	95
FY 2010	116	89	115
FY 2011	99	68	86
FY 2012 - FY 2015	<i>(No State Appropriation Provided)</i>		
FY 2016	63	161	66

Committee on Academic Workforce and Success

AGENDA ITEM V-H

Consideration of adopting the staff recommendation to the Committee relating to the Report on the Autism Grant Program

Recommendation: Approval

Background Information:

In 2015, the 84th Texas Legislature, Regular Session, passed the General Appropriations Act, House Bill 1, Article III, Rider 68, which directs the Coordinating Board to award grants to existing autism research centers at Texas public institutions of higher education for projects in three award categories: 1) Parent-directed Treatment; 2) Board-certified Behavior Analyst Training for teachers/paraprofessionals; and 3) Research, development, and evaluation of innovative autism treatment models.

The rider also requires that the Coordinating Board gather data on the grant programs and submit an annual report on the effectiveness of each program, including the number of children served, the number of parents and/or teachers/paraprofessionals trained, and the results of the research on innovative treatment models. The report shall be submitted no later than September 1 of each year to the Legislative Budget Board, Office of the Governor, the Chair of the House Appropriations Committee, Chair of the Senate Finance Committee, Speaker of the House, and Lieutenant Governor.

The report is provided under separate cover.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-I

Report to the Committee on activities of the Field of Study Advisory Committees and the Program of Study Advisory Committees

RECOMMENDATION: No action required

Background Information:

Texas Education Code, Section 61.823 directs the Coordinating Board to develop field of study curricula (FOSC) for various academic programs. A Coordinating Board approved FOSC is composed of 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 given discipline degree program into which the student transfers. Since early 2015, Coordinating Board staff, working with faculty advisory committees, have begun the process of revising the existing Fields of Study in Engineering, Music, and Mexican-American Studies and planning for the development of new FOSCs in Architecture and Nursing.

The revised Mexican-American Studies Field of Study Curricula was approved by the Board in July 2016. Recommendations for the Architecture, Engineering, Music, and Nursing Field of Study Curricula are separate items on the June 2017 Committee agenda. The FOSC provide guaranteed pathways for students so that the lower-division courses taken at a community college apply to their major when they transfer to a university.

Coordinating Board staff have identified the top 25 disciplines, based on the number of declared majors and degrees awarded, that warrant the development of new FOSCs. Each of the FOSC Advisory Committees are governed by a separate set of rules. Six additional sets of FOSC Advisory Committee rules are on the June 2017 Committee agenda.

Texas Education Code, Section 61.8235 directs the Coordinating Board to develop programs of study (POS) for various technical programs. Programs of Study are similar to FOSCs except they are specific to workforce certificates and associates of applied science degrees. These are developed with the assistance of advisory committees composed of faculty from secondary and postsecondary institutions of education and representatives from business and industry.

Currently, two POSs, one to review programs of study in the health sciences and one to consider programs of study in architecture and construction, have been named and committee members have met. Each of the POSs has named subcommittees to develop the specific programs of study within each career cluster. The recommendations from these POSs will be presented to the Committee at a future date.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-J

Consideration of adopting the staff recommendation to the Committee relating to a request from Texas A&M University for a Bachelor of Science degree with a major in Materials Science and Engineering

Recommendation: Approval

Rationale: Graduates of the proposed program would find work as materials engineers in academia, research, and industry. Texas A&M University (TAMU) anticipates the majority of graduates of the proposed undergraduate Materials Science and Engineering (MSEN) program would find work in industry. An estimated 30 percent of graduates would pursue advanced degrees in the field.

Graduates of materials science and engineering programs are the most commonly recruited engineering majors for employers seeking engineers to develop and deploy new materials in a variety of industries, including oil/gas, medical, alternative energy, and aerospace. As a result, materials science and engineering programs nationwide have grown steadily over the last five years. The continued growth of materials science and engineering programs across the nation is an indication that students are graduating with marketable engineering skills that help make graduates employable in a variety of industries.

With one of the largest, top-ranked engineering schools in the nation, graduates from the proposed program at TAMU would be competitive with graduates of other top-ranked MSEN programs. Industry employers at the state, national, and international levels have expressed interest in hiring graduates from the proposed undergraduate MSEN program at TAMU.

TAMU has offered a master's degree and a doctoral degree in materials science and engineering since 2003 and already has faculty in place to offer the proposed program.

Contingencies: The institution will seek accreditation for the proposed Bachelor of Science (BS) in Materials Science and Engineering from the Accreditation Board of Engineering and Technology (ABET) upon the graduation of the first student.

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

The institution has degree programs within the same two-digit CIP code: **Yes** No
 Texas A&M University has 62 engineering degree programs:

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

Proposed Program:

The proposed program would be offered face-to-face. The program would require a minimum of 128 semester credit hours (SCH) of instruction that would begin August 21, 2017.

The institution estimates that five-year costs would total \$2,982,868 and Formula Funding would represent 7 percent of all funding.

FIVE-YEAR COSTS	
Personnel	\$ 2,003,200
Facilities and Equipment	\$ 927,668
Library, Supplies, and Materials	\$ 26,500
Other	\$ 25,500
Total	\$ 2,982,868

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 402,587
Tuition and Fees	\$ 4,263,347
Reallocated Funds	\$ 945,000
Total	\$ 5,610,934

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Program: <u>Weak</u></i>			
Number of institutions with degree programs in the state with the same 6-digit CIP (14.1801): 2			
Rice University			
University of North Texas			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.1801): 0			
<i>Job Market Need: <u>Moderate</u></i>			
Advertisements for job openings	Yes	No	N/A
Employer surveys	Yes	No	N/A
Projections from government agencies, professional entities, etc.	Yes	No	N/A
<i>Student Demand: <u>Strong</u></i>			
Increased enrollment in related programs at the institution	Yes	No	N/A
High enrollment in similar programs at other institutions	Yes	No	N/A
Applicants turned away at similar programs at other institutions	Yes	No	N/A
Student surveys	Yes	No	N/A

Staff analysis finds that there is demand for materials science engineers and only two existing programs at the bachelor's level to fill that demand. Those two existing program have strong enrollments, indicating student interest in the major.

<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>	50	122	215	262	285
<i>Student FTE</i>	50	122	215	262	285
<i>Core Faculty Headcount</i>	17	17	17	17	17
<i>Core Faculty FTE</i>	7.15	7.15	7.15	7.15	7.15

Based on projections by TAMU and enrollment in other engineering programs, this proposed program is likely to attract sufficient numbers of students to be a strong program.

Major Commitments:

The institution will seek ABET accreditation.

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

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

Online Resume for Legislators and Other Policymakers TEXAS A&M UNIVERSITY

Location: College Station, Central Region
 Research Accountability Peer Group: UT Austin
 Out-Of-State Peers: Ohio State University - Main Campus, University Of California - Berkeley, University Of Illinois At Urbana - Champaign, University Of Michigan - Ann Arbor, University Of Minnesota - Twin Cities
 Degrees Offered: Bachelor's, Master's, Doctoral, Professional
 Institutional Resumes: [Accountability System](#) [Definitions](#) [Institution Home Page](#)

Enrollment

Race/Ethnicity	Fall 2011		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
White	32,808	65.8%	34,825	59.5%	35,433	58.6%
Hispanic	7,561	15.2%	11,397	19.5%	12,186	20.2%
African American	1,717	3.4%	2,130	3.6%	2,261	3.7%
Asian	2,293	4.6%	3,307	5.7%	3,655	6.0%
International	4,310	8.6%	5,142	8.8%	5,130	8.5%
Other & Unknown	1,172	2.4%	1,714	2.9%	1,770	2.9%
Total	49,861	100.0%	58,515	100.0%	60,435	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	1,148	2.9%	1,547	3.3%	1,601	3.3%
Other Institutions	341	.9%	501	1.1%	557	1.2%

Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH Texas Rates				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	\$8,480	.0%	\$9,136	.0%
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%
2016	\$9,494	2.7%	\$9,652	1.4%
2017	\$9,707	2.2%	\$9,758	1.1%

Financial Aid

Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2014	33%	\$6,385	35%	\$6,857	37%	\$6,196
2015	33%	\$6,351	34%	\$6,854	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2014	56%	\$8,731	51%	\$8,729	55%	\$11,772
2015	57%	\$8,947	51%	\$9,086	0%	\$0
Federal (Pell) Grants						
2014	22%	\$4,220	24%	\$4,398	22%	\$4,308
2015	22%	\$4,318	23%	\$4,480	0%	\$0

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates	
Cohort	Enter Fall 2010		Enter Fall 2014		Cohort	Institution Rate
	Enter Fall 2010	Enter Fall 2014	Enter Fall 2010	Enter Fall 2014		
Total	7,448	8,989	8,493	96.6%	Fall 2007 4-year	52.1%
Same	98.7%	96.0%	96.6%	91.1%	Fall 2011 4-year	56.4%
Other	91.7%	89.6%	91.1%	5.5%	Fall 2012 4-year	57.1%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2006 5-year	79.1%
Enter Fall 2009					Fall 2010 5-year	81.8%
Enter Fall 2013					Fall 2011 5-year	82.6%
Enter Fall 2014					Fall 2009 6-year	84.4%
Institution Persistence	7,437	8,493	8,981	93.9%	Fall 2005 6-year	83.8%
Cohort	94.4%	93.5%	93.9%	85.7%	Fall 2010 6-year	83.3%
Total	86.1%	85.7%	85.7%	8.3%	National Comparison (IPEDS Definition)	
Same	8.3%	7.8%	8.3%		Institution Rate	Rate
Other					OOS Peers	Rate
Peer Group Persistence					Fall 2006 4-year	60.6%
Cohort	7,316	7,797	8,004	92.7%	Fall 2010 4-year	50.0%
Total	92.3%	92.7%	92.7%	79.8%	Fall 2005 5-year	76.0%
Same	84.9%	86.4%	86.8%	80.0%	Fall 2009 5-year	83.0%
Other	7.4%	6.3%	6.1%	82.6%	Fall 2004 6-year	80.0%
					Fall 2008 6-year	79.0%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree

Year	Institution		Peer Group Average	
	Grads	Sem	Grads	Sem
FY 2012	7,955	9.49	7,593	9.31
FY 2015	8,710	9.04	8,164	9.02
FY 2016	9,024	10.09	8,681	9.78

Six-year Graduation & Persistence Rate, Fall 2010

Student Group		Cohort	Rate
For Students Needing Dev Ed			
Institution		75	66.7%
Peer Group		81	59.3%
For Students NOT Needing Dev Ed			
Institution		7,373	90.4%
Peer Group		7,258	88.5%

*Peer Group data is average for peer group.

Funding

Source	FY 2011		FY 2015		FY 2016		Pct of Total	
	Amount	Total	Amount	Total	Amount	Total	Amount	Total
Appropriated Funds	\$420,846,280	34.2%	\$466,266,314	30.8%	\$539,386,514	33.8%	\$539,386,514	33.8%
Federal Funds	\$124,748,955	10.1%	\$128,106,006	8.5%	\$123,983,636	7.8%	\$123,983,636	7.8%
Tuition & Fees	\$317,501,262	25.8%	\$450,717,786	29.8%	\$479,736,869	30.1%	\$479,736,869	30.1%
Total Revenue	\$1,231,089,309	100.0%	\$1,513,337,736	100.0%	\$1,594,794,463	100.0%	\$1,594,794,463	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS A&M UNIVERSITY

Location: College Station, Central Region

Research Accountability Peer Group: UT Austin

Out-Of-State Peers: Ohio State University - Main Campus, University Of California - Berkeley, University Of Illinois At Urbana - Champaign, University Of Michigan - Ann Arbor, University Of Minnesota - Twin Cities

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment			
Race/Ethnicity	Fall 2016		
	Number	Percent	
White	35,433	58.6%	
Hispanic	12,186	20.2%	
African American	2,261	3.7%	
Asian	3,655	6.0%	
International	5,130	8.5%	
Other & Unknown	1,770	2.9%	
Total	60,435	100.0%	
TX First Time Transfers	Number	% of UG	
Two-Year Institutions	1,601	3.3%	
Other Institutions	557	1.2%	

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students		1-Year Persistence, Fall 2015	
Measure	Year	Rate	
4-year Rate Total	2012	57.4%	
Same Institution		56.0%	
Other Institutions		1.4%	
5-year Rate Total	2011	82.6%	
Same Institution		79.5%	
Other Institutions		3.1%	
6-year Rate Total	2010	85.8%	
Same Institution		81.5%	
Other Institutions		4.4%	

Avg Number SCH for Bachelor's Degree		
FY 2016 Average		
Sem	SCH	
All	10.09	129.66

Degrees Awarded		
Type	FY 2016	
Bachelor's	9,914	
Master's	2,994	
Doctoral	711	
Professional	334	
Total	13,953	

Degrees by Ethnicity

First-time Licensure or Certification Examination Pass Rate		
Field	FY 2016 Rate	
Education*	99.00%	
Law	%	
Pharmacy	%	
Nursing	%	
Engineering	91.7%	

*Data for FY 2015

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2016		
Test Section	ACT	SAT
Composite		
Math		
English		
Critical Reading		

Application for First-time Undergraduate Admission				
Race/Ethnicity	Fall 2016			
	Applicants	Accepted	Enrolled	
White	16,222	69.3%	51.4%	
African American	2,056	52.5%	38.1%	
Hispanic	9,548	60.0%	40.7%	
Asian	4,232	72.9%	24.8%	
International	1,134	57.7%	16.7%	
Other	988	69.7%	42.2%	
Total	34,180	65.8%	43.1%	

Instruction		
Measure of Excellence		
Undergraduate Classes with < 20 Students		Fall 2016 %
Undergraduate Classes with > 50 Students		%
% of Teaching Faculty Tenured/Tenure-track *		70.8%
Student/Faculty Ratio *		23:1

* Fall 2015 Data

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Peer Group Average	Percent Increase	
2012	\$8,480	\$9,794	.0%	
2013	\$8,480	\$9,794	.0%	
2014	\$9,036	\$9,790	.0%	
2015	\$9,242	\$9,798	.1%	
2016	\$9,494	\$9,810	.1%	
2017	\$9,707	\$9,810	.0%	

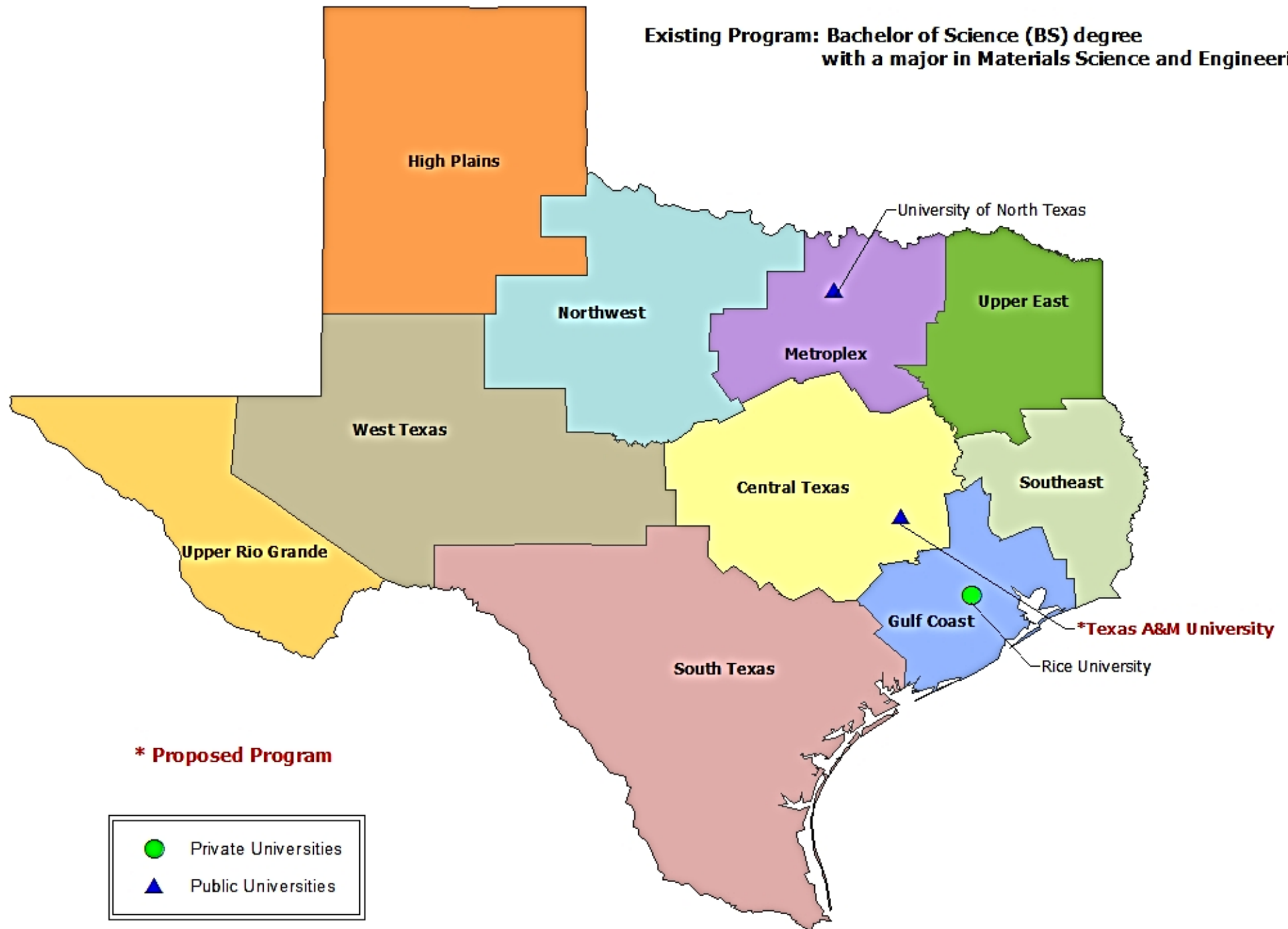
Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017		
Type of Cost	Average Amount	
Total Academic Cost	\$9,707	
On-campus Room & Board	\$10,368	
Books & Supplies	\$1,054	
Off-Campus Transportation & Personal Expenses	\$5,756	
Total Cost	\$26,885	

Rates of Tuition per SCH
Mandatory Fees

Financial Aid		
Enrolled in FY 2015		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	57%	\$8,947
Federal (Pell) Grants	22%	\$4,318
Federal Student Loans	33%	\$6,351

Funding		
Source	FY 2016 Amount	Pct of Total
Appropriated Funds	\$539,386,514	33.8%
Federal Funds	\$123,983,636	7.8%
Tuition & Fees	\$479,736,869	30.1%
Total Revenue	\$1,594,794,463	100.0%

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



Committee on Academic and Workforce Success

AGENDA ITEM V-K

Consideration of adopting the Certification Advisory Council's recommendation to the Committee relating to a request from Guidance College for an initial Certificate of Authority to grant degrees in Texas

RECOMMENDATION: Approval

Background Information:

Guidance College, formerly known as Al-Huda University, 1902 Baker Road, Houston, Texas 77094, seeks approval for a Certificate of Authority to award Master of Arts degrees in Islamic Education and Islamic Finance. The Islamic Education degree combines traditional teaching methodology and teaching methodology in Arabic, Quran, and Islamic studies. Graduates may work as teachers in Islamic and other private schools. The Islamic Finance degree combines general and Islamic finance, equipping students to work in an industry that the institution estimates as growing to more than a trillion dollars. Graduates may work as Islamic finance officers in banks, investments, mutual funds, and other related businesses, such as home and auto finance companies.

The applicant previously received a religious exemption to offer its Associate of Arts and Bachelor of Arts degrees in Islamic Studies. Since expanding to degrees that can prepare students for jobs outside a religious organization, Guidance College was required to apply for a Certificate of Authority. Guidance College's vision is to be "one of the most well-recognized universities in the United States that offers graduate and undergraduate degrees in specialized Islamic fields." The institution's mission is "excellence in disseminating authentic, relevant, and accessible Islamic knowledge in order to enhance the American Society."

Institutions operating under a Certificate of Authority must seek accreditation by an accrediting agency recognized by the Texas Higher Education Coordinating Board. Certificates of Authority are granted for two-year periods. Site visits are conducted for each renewal application. Institutions may be granted successive Certificates of Authority for a total of eight years. After eight years, an institution under a Certificate of Authority must have obtained accreditation from an accrediting agency recognized by the Coordinating Board. Guidance College intends to seek Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation.

An on-site evaluation was conducted at Guidance College on July 21-22, 2016. The Coordinating Board's Certification Advisory Council (CAC) reviewed the evaluation team's report and Guidance College's response to the evaluation report at its November 4, 2016 meeting. The CAC asked for additional information to ensure Guidance College met all the Standards of Operation. On April 25, 2017, the CAC reviewed a Supplemental Report from Guidance College providing documentation of its actions taken to meet all Standards of Operation. The CAC members recommended approval of Guidance College's application for its first Certificate of Authority.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-L

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

RECOMMENDATION: No action required

Background Information:

Pursuant to Coordinating Board Rules, Chapter 7, Subchapter A, Section 7.7(5), Closure of an Institution, the Texas Higher Education Coordinating Board (THECB) must be notified in writing at least 90 days prior to a planned closure date or immediately if an institution closes unexpectedly. If an institution closes or intends to close before all currently enrolled students have completed all requirements for graduation, a teach-out plan is required. The teach-out plan is subject to Board approval. The Board has given the Assistant Commissioner of Academic Quality and Workforce the authority to oversee this approval process.

DeVry University-Mesquite

DeVry Education Group consolidated the Mesquite campus, 3733 West Emporium Circle, Mesquite, TX 75150, into the Irving campus, 4800 Regent Blvd., Ste. 200, Irving, TX 75063. The campuses are 27 miles apart. The last classes at the Mesquite campus were September 3, 2016. Students were provided with transfer support from May through September 2016. At the time of consolidation, 86 students transferred to DeVry University's online modality or to the Irving campus. The institutional accreditor, Higher Learning Commission (HLC), was notified of the consolidation on March 23, 2017, and the THECB was notified on March 29, 2017. The final closure date will coincide with the Higher Learning Commission's approval of the consolidation and closure. The Mesquite campus' Certificate of Authorization will be cancelled upon notification that the campus has officially closed. Any physical student files from the Mesquite campus were transferred to the Irving campus. All student records are electronically imaged and may be accessed through a central DeVry University system at <http://my.devry.edu>.

For-Profit Institutions and Closures

At the request of the Board, the following information is provided regarding for-profit institutions and closures. This information excludes institutions receiving authorization for clinicals or internships.

- For-profit degree-granting institutions in Texas: 157 for-profit campus locations (2016)
- For-profit institution closures in Texas:
 - "Controlled closures" are planned and involve teach-outs of remaining students.
 - "Sudden closures" are not planned, but attempts are made to find teach-outs or transfer locations for students.

- 2012:
 - 2 controlled
 - 2 sudden closures (ATI Career Training Center campuses)
- 2013:
 - 17 controlled closures
- 2014:
 - 4 controlled closures
 - 7 sudden closures (Allied Health Careers; Capitol City Careers; Southwest Institute of Technology; Anamarc College campuses; Anthem College)
- 2015:
 - 21 controlled closures
- 2016:
 - 3 controlled closures
 - 12 sudden closures (ITT; Career Point College)
- 2017 to-date:
 - 5 sudden closures (Vantage College)
- New for-profit institution campus locations starting in Texas:
 - 2016:
 - No new Certificates of Authority were granted
 - 2 new Certificates of Authorization were granted
 - 2017 to-date:
 - 1 Certificate of Authority was granted and 1 Certificate of Authority is pending approval
 - 7 new Certificates of Authorization were granted
- Vista College in Amarillo is in teach-out. Education Futures Group owns Vista College.
 - Vista College has campuses in El Paso, Lubbock, Longview, Killeen, College Station, Beaumont, Richardson (Online division), and Amarillo (teach-out).
 - As of the last annual compliance reports, there were no negative issues associated with Vista College.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-M

Consideration of adopting the staff recommendation to the Committee relating to the January 2017 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, 2017. Institutions with names beginning with "P" through "Z" are required to submit their reports by July 15, 2017. 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 2017 reporting cycle.

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

**January 2017 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” are 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 is not asked to submit an annual report because the information is deemed up-to-date. Following are the statuses of all institutions under the January 15, 2017 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:

- | | |
|--|---|
| • American College of Acupuncture/Orient Medicine | • Embry-Riddle Aeronautical University - Houston |
| • AOMA Graduate School of Integrative Medicine | • Galen College of Nursing - San Antonio |
| • Arlington Baptist College - Arlington | • Graduate Institute of Applied Linguistics |
| • Asher College - Dallas | • Interactive College of Technology - Hillcroft Houston |
| • Auguste Escoffier School of Culinary Arts | • Interactive College of Technology - North Houston |
| • Bakke Graduate University | • Interactive College of Technology - Pasadena |
| • Baptist University of the Americas - San Antonio | • International Business College - El Paso (East) |
| • Belhaven University - Houston (Bethel Church) | • International Business College - El Paso (West) |
| • Belhaven University - Houston (Park Row) | • Johns Hopkins University - Dallas |
| • Carrington College - Mesquite | • MIAT College of Technology |
| • Case Western Reserve University - Houston | • National American University - Allen |
| • Center for Advanced Legal Studies - Houston | • National American University - Austin |

- | | |
|--|--|
| <ul style="list-style-type: none"> Chamberlain College of Nursing - Irving | <ul style="list-style-type: none"> National American University - Austin South |
| <ul style="list-style-type: none"> Chamberlain College of Nursing - Pearland | <ul style="list-style-type: none"> National American University - Austin Roueche Graduate Center |
| <ul style="list-style-type: none"> Columbia College, Eastfield College - Mesquite | <ul style="list-style-type: none"> National American University - Georgetown |
| <ul style="list-style-type: none"> Commonwealth Institute of Funeral Service - Houston | <ul style="list-style-type: none"> National American University - Houston |
| <ul style="list-style-type: none"> Criswell College - Dallas | <ul style="list-style-type: none"> National American University - Houston Lone Star College - University Park |
| <ul style="list-style-type: none"> Culinary Institute of America - Houston ISD | <ul style="list-style-type: none"> National American University - Lewisville |
| <ul style="list-style-type: none"> Culinary Institute of America - San Antonio | <ul style="list-style-type: none"> National American University - Mesquite |
| <ul style="list-style-type: none"> Dallas Christian College | <ul style="list-style-type: none"> National American University - Richardson |
| <ul style="list-style-type: none"> Dallas Institute of Funeral Service | <ul style="list-style-type: none"> Northwood University - Cedar Hill |
| <ul style="list-style-type: none"> Embry-Riddle Aeronautical University - Fort Worth (Alliance) | |

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

- | | |
|--|--|
| <ul style="list-style-type: none"> New Mexico State University - Dona Ana Community College | <ul style="list-style-type: none"> Marietta College |
| <ul style="list-style-type: none"> Allegany College of Maryland | <ul style="list-style-type: none"> National University |
| <ul style="list-style-type: none"> California Southern University | <ul style="list-style-type: none"> New Mexico State University - Carlsbad |
| <ul style="list-style-type: none"> Chamberlain College of Nursing | <ul style="list-style-type: none"> 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:

- | | |
|--|---|
| <ul style="list-style-type: none"> Brightwood College - Beaumont | <ul style="list-style-type: none"> Fortis Institute - Houston |
| <ul style="list-style-type: none"> Concorde Career College - Dallas | <ul style="list-style-type: none"> KD Conservatory College of Film and Dramatic Arts |

<ul style="list-style-type: none"> • Concorde Career College - San Antonio 	<ul style="list-style-type: none"> • Le Cordon Bleu College of Culinary Arts - Austin
<ul style="list-style-type: none"> • Cornell University - Dallas 	<ul style="list-style-type: none"> • Lincoln College of Technology - Grand Prairie
<ul style="list-style-type: none"> • Cornell University - Houston 	<ul style="list-style-type: none"> • MediaTech Institute - Dallas
<ul style="list-style-type: none"> • Culinary Institute Lenotre-Houston 	<ul style="list-style-type: none"> • National Graduate School of Quality Management - Alamo Colleges - San Antonio
<ul style="list-style-type: none"> • Dallas Institute of Funeral Service 	<ul style="list-style-type: none"> • National Graduate School of Quality Management - AMEDD Center & School - San Antonio
<ul style="list-style-type: none"> • Dallas Nursing Institute 	<ul style="list-style-type: none"> • National Graduate School of Quality Management - Northeast Baptist Hospital San Antonio
<ul style="list-style-type: none"> • Fortis College - Grand Prairie 	<ul style="list-style-type: none"> • North American University
<ul style="list-style-type: none"> • Fortis College - Houston South 	

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

<ul style="list-style-type: none"> • Boston University 	<ul style="list-style-type: none"> • King's College
<ul style="list-style-type: none"> • California State University - Northridge 	<ul style="list-style-type: none"> • New Mexico State University - Dona Ana Community College
<ul style="list-style-type: none"> • Galen College of Nursing - Louisville, KY 	<ul style="list-style-type: none"> • Northcentral University

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

Institutions with a physical campus in Texas:

None

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

<ul style="list-style-type: none"> • California Lutheran University 	<ul style="list-style-type: none"> • Lorain County Community College
<ul style="list-style-type: none"> • Campbell University 	<ul style="list-style-type: none"> • Louisiana College

- Florida Gulf Coast University
- Kendall College

- Mohave Community College - Lake Havasu City Campus
- Neumann University

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

- Appalachian State University
- Bloomsburg University of Pennsylvania
- California University of Pennsylvania
- Catholic University of America
- Chatham University
- Culinary Institute of America - Hyde Park, NY
- Duke University
- Duquesne University
- Edinboro University of Pennsylvania
- Frontier Nursing University
- Independence University

- Lake Erie College of Osteopathic Medicine - Florida
- Lake Erie College of Osteopathic Medicine - Erie, PA
- Lock Haven University
- Marietta College
- Marywood University
- McNeese State University
- Messiah College
- Misericordia University
- Nazareth College of Rochester
- Northern Kentucky University
- Oakland University

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 concerns

Institutions with a physical campus in Texas:

Institution	Comments
<ul style="list-style-type: none"> • American Intercontinental University - Houston 	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with administrative capability

<ul style="list-style-type: none"> Argosy University - Dallas 	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with financial responsibility
<ul style="list-style-type: none"> Baptist Health System School of Health Profs-SA 	Required Letter of Credit as a result of U.S. Department of Education concerns with Tenet Healthcare Corporation's financial responsibility
<ul style="list-style-type: none"> Chamberlain College of Nursing - Houston 	Conditional status with the Texas Board of Nursing which requires conditions/requirements.
<ul style="list-style-type: none"> Concorde Career College - Grand Prairie 	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with financial responsibility
<ul style="list-style-type: none"> Hallmark University - San Antonio 	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with financial responsibility
<ul style="list-style-type: none"> Hallmark University, College of Aeronautics 	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with financial responsibility
<ul style="list-style-type: none"> Houston Graduate School of Theology 	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with financial responsibility
<ul style="list-style-type: none"> Houston International College Cardiotech Ultrasound School 	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with financial responsibility
<ul style="list-style-type: none"> Messenger College 	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with financial responsibility

Institutions Accredited by Accrediting Council for Independent Colleges and Schools (ACICS)	Comments
<ul style="list-style-type: none"> Brightwood College - Arlington 	Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> Brightwood College - Brownsville 	Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> Brightwood College - Corpus Christi 	Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement

<ul style="list-style-type: none"> Brightwood College - Dallas 	Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> Brightwood College - El Paso 	Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> Brightwood College - Fort Worth 	Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> Brightwood College - Friendswood 	Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> Brightwood College - Houston North 	Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> Brightwood College - Laredo 	Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> Brightwood College - McAllen 	Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> Brightwood College - San Antonio (Ingram) 	Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> Brightwood College - San Antonio (San Pedro) 	Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> Brown Mackie College - Dallas/Fort Worth 	Teach-out status, continued show cause directive, and Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement

<ul style="list-style-type: none"> Brown Mackie College - San Antonio 	Teach-out status, continued show cause directive, and Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> Everest College - Arlington (Mid-Cities) 	Quarterly Financial Reporting status and Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> Everest College - Fort Worth South 	Quarterly Financial Reporting status and Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> Golf Academy of America - Dallas 	Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> International College of Health Sciences 	Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> Le Cordon Bleu College of Culinary Arts - Austin 	Teach-out status, Heightened Cash Monitoring 1 status, and Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> Le Cordon Bleu College of Culinary Arts - Dallas 	Teach-out status, Heightened Cash Monitoring 1 status, and Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement
<ul style="list-style-type: none"> North American University 	Accreditor (ACICS) loss of recognition and subsequent U.S. Department of Education Provisional Participation Agreement

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

None

Committee on Academic and Workforce Success

AGENDA ITEM V-N

Consideration of adopting the staff recommendation to the Committee relating to the Report on the Fiscal Year 2017 Annual Report of Low-Producing Programs

RECOMMENDATION: Approval

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.

Coordinating Board staff is recommending closure or consolidation of all programs that are identified as low-producing for three years in a row in Fiscal Year 2016. If a governing board does not accept the recommendation, then the university system (or the institution, where a system does not exist) must identify the programs recommended for consolidation or closure on its next Legislative Appropriations Request. In those situations, a system or institution also needs to develop a plan for the degree program to achieve the minimum standard for the degree awarded, or if the standard is not attainable, the institution needs to provide a rationale describing the merits of continuing the degree program.

Texas Administrative Code (TAC) Chapter 4, Subchapter R, Rules 4.285 through 4.290 provide 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:

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

New degree programs are exempt from the low-producing review for the first five years of operation. Master's degree programs that lead directly to a doctoral degree are exempt. 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. Second major graduates are counted.

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). The list of low-producing degree programs is available on the agency's website at www.theccb.state.tx.us/LPP.

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

Fiscal Year 2017 Report

The Fiscal Year (FY) 2017 low-producing degree program report includes graduates from 2010 through 2016 and excludes all programs that are exempt or received a continuing temporary exemption in previous years' reviews. The overall number of programs reviewed was about 5,200 and 195 were identified as low-producing. Of the 195 programs that were identified as low-producing in this year's report, 120 programs have been low-producing for three or more consecutive years. This is an increase from recent years, when 54 programs were reported to be low-producing for three or more consecutive years in the 2016 report and 17 programs were reported in the 2015 report.

The increase was expected, as most programs on the list had received a "temporary exemption" from low-producing program (LPP) review, which they had received prior to the statute change, in 2013. With the statute change the Coordinating Board lost its authority to close programs and therefore ceased granting temporary exemptions from review status. A smaller number of additional programs will end their temporary exemption status next year.

Of the 178 programs that were identified as low-producing in the 2016 review, 26 are no longer low-producing, and 12 were closed or consolidated by the institutions. Of the 54 programs that were low-producing for three consecutive years in the 2016 review, 38 are also on this year's list. Additionally this year, 82 programs are identified for the first time as low-producing for three years in a row. The total number of programs low-producing for three consecutive years is now 120.

LPP Action	AY 2014 Review	AY 2015 Review	AY 2016 Review	AY 2017 Review
Review of three 5-year periods	AY 07-13	AY 08-14	AY 09-15	AY 10-16
Total LPP	64	181	178	195
LPP three years in a row	0	17	54	120
Sufficient graduates the following year to not be LPP	14	37	26	NA
Closed or consolidated the following year	5	11	12	NA
Recommended for close-out	0	2	0	120

Last year, Coordinating Board staff communicated with the 54 LPP programs and determined not to recommend their closure or consolidation. The reasons were varied: the programs had either been recently retained, reinstated or restructured, after the change in statute and rules regarding LPP programs following the 2013 legislative session, or the programs awaited action by their institution, saw increasing enrollments, had a past reporting error or were specialty programs, deserving special consideration.

This year, Coordinating Board staff is recommending closure or consolidation of all programs that are identified as low-producing for three years in a row.

Coordinating Board staff is recommending closure or consolidation so that the institutions can discuss and decide on appropriate action together with their governing boards, as intended by statute, during the year prior to the 2018 Legislative Appropriation Request.

Following the Board's consideration of this recommendation, Coordinating Board staff will inform the governing boards of institutions with programs that have been low-producing for three years in a row of the Board's recommendation to close or consolidate the programs.

If a governing board does not accept the recommendation, then the university system (or the institution, where a system does not exist) must identify the programs recommended for consolidation or closure on its next Legislative Appropriations Request. In those situations, a system or institution also needs to develop a plan for the degree program to achieve the minimum standard for the degree awarded, or if the standard is not attainable, the institution needs to provide a rationale describing the merits of continuing the degree program.

There are 75 programs in this year's LPP list which were LPP during Academic Year 2016, but which were not LPP for three years in a row. Twenty-seven of those programs may become LPP for three consecutive years in Academic Year 2017, if they again are LPP during the current academic year. The following table shows the 2017 programs that were low-producing for three years in a row, by institution and system.

List of Low Producing Programs Three Years in a Row				Review Year		
				AY 15	AY 16	AY 17
Academic Year 2017 Review						
Institution	Program			Graduates Over Five Year Periods		
Non-System - CTC						
Austin Community College	ENGINEERING-RELATED TECHNOLOGIES	AAS	22	17	21	
College of the Mainland	EMERGENCY MEDICAL TECHNOLOGY/TECHNICIAN (EMT PARAMEDIC)	AAS	18	8	10	
Hill College	HEATING, AIR CONDITIONING, VENTILATION AND REFRIGERATION MAINTENANCE TECHNOLOGY/TECHNICIAN	AAS	15	2	0	
	HEAVY/INDUSTRIAL EQUIPMENT MAINTENANCE TECHNOLOGIES	AAS	16	14	11	
Lee College	CRIMINAL JUSTICE & CORRECTIONS	AAS	19	19	24	
North Central Texas College	PRECISION METAL WORKING	AAS	0	0	11	
Northeast Texas Community College	AGRICULTURAL BUSINESS AND MANAGEMENT	AAS	16	18	17	
Texarkana College	MARKETING	AAS	2	1	0	
Texas Southmost College	MARKETING	AAS	23	24	23	
Wharton County Junior College	GRAPHIC COMMUNICATIONS	AAS	0	5	7	
Alamo Community College District						
Alamo Community College District - Palo Alto College	ELECTROMECHANICAL AND INSTRUMENTATION AND MAINTENANCE TECHNOLOGIES/TECHNICIAN	AAS	22	9	4	
Texas State Technical College System						
Texas State Technical College-Waco	BUILDING/CONSTRUCTION FINISHING, MANAGEMENT, AND INSPECTION	AAS	0	0	1	
Lone Star College System						
Lone Star College-Montgomery	COMPUTER AND INFORMATION SCIENCES, GENERAL	AAS	22	22	22	

List of Low Producing Programs Three Years in a Row			Review Year		
Academic Year 2017 Review (continued)			AY 15	AY 16	AY 17
Non-System - UNIVERSITIES					
Midwestern State University	COUNSELING (SCHOOL)	MED	10	7	3
	TRAINING AND DEVELOPMENT	MA	8	13	14
	READING EDUCATION	MED	6	8	8
Stephen F. Austin State University	AGRICULTURAL ENGINEERING TECHNOLOGY	BSAG	23	23	24
	AGRICULTURAL DEVELOPMENT-PRODUCTION	BSAG	16	19	23
	POULTRY SCIENCE	BSAG	17	16	13
	FORESTRY	PHD	7	7	9
	FOREST MANAGEMENT	BSF	24	23	19
	SCHOOL MATHEMATICS TEACHING	MS	0	4	5
	CHEMISTRY	BS	14	15	20
	ECONOMICS	BA	14	14	12
	ART HISTORY	BA	15	14	11
Texas Southern University	SPANISH	BA	19	19	22
	CHEMISTRY	MS	9	12	14
	ART	BA	22	22	21
	HISTORY	BA	19	13	19
Texas Woman's University	MATHEMATICS-MATHEMATICS TEACHING	MS	8	8	12
	MEDICAL TECHNOLOGY	BS	8	9	6
Texas A&M University System					
Prairie View A&M University	CLINICAL ADOLESCENT PSYCHOLOGY	PHD	8	8	9
Tarleton State University	ENVIRONMENTAL SCIENCE	MS	10	11	10
	COMPUTER SCIENCE	BS	16	20	23
	ENGINEERING PHYSICS	BS	16	17	19
Texas A&M International University	READING	MS	10	8	9
	CHEMISTRY	BS	11	13	17
Texas A&M University	HORTICULTURE	MAGR	11	10	8
	PHILOSOPHY	PHD	8	9	9
	APPLIED PHYSICS	PHD	4	7	9
	RECREATION AND RESOURCES DEVELOPMENT	MRRD	1	2	2

List of Low Producing Programs Three Years in a Row			Review Year		
			AY 15	AY 16	AY 17
Academic Year 2017 Review (continued)					
Texas A&M University & Texas A&M University System Health Science Center	EPIDEMIOLOGY AND ENVIRONMENTAL HEALTH	DRPH	5	7	9
	HEALTH PROMOTION AND COMMUNITY HEALTH SCIENCES	DRPH	6	6	9
Texas A&M University-Kingsville	SPECIAL EDUCATION	MED	10	11	14
	MUSIC EDUCATION	MM	10	6	4
	ACCOUNTING	MPACC	9	3	0
	INTERNATIONAL BUSINESS MANAGEMENT	BBA	17	11	6
Texas A&M University- Texarkana	ENGLISH	MA	10	11	10
West Texas A&M University	BIOTECHNOLOGY	BS	14	13	10
	MATHEMATICS	MS	14	12	12
	DANCE	BFA	17	19	24
	ART	BA BS	20	19	20
	STUDIO ART	MFA	11	9	10
Texas State University System					
Lamar State College-Port Arthur	MENTAL AND SOCIAL HEALTH SERVICES AND ALLIED PROFESSIONS	AAS	9	7	8
	ACCOUNTING AND RELATED SERVICES	AAS	0	12	14
Lamar University	ENVIRONMENTAL STUDIES	MS	12	11	10
	GENERAL BUSINESS-ADVERTISING	BBA	6	10	12
	GENERAL BUSINESS-RETAIL MERCHANDISING	BBA	8	3	1
	HISTORY	MA	6	7	8
Sam Houston State University	FAMILY AND CONSUMER SCIENCES	MS	6	6	9
	FOOD SERVICE MANAGEMENT	BA BS	20	18	20
	COMPOSITE SCIENCE	BS	3	3	0
Sul Ross State University	COMPUTER SCIENCE	BS	5	6	9
	INDUSTRIAL TECHNOLOGY	BS	9	9	7
	SPANISH	BA	13	10	10
	THEATRE	BFA	12	12	14
	LIBERAL ARTS	MA	8	11	11
	MATHEMATICS	BS	14	15	17

List of Low Producing Programs Three Years in a Row			Review Year		
			AY 15	AY 16	AY 17
Academic Year 2017 Review (continued)					
Sul Ross State University (continued)	CHEMISTRY	BS	1	2	2
	GEOLOGY	MS	12	9	10
	PSYCHOLOGY	MA	3	2	1
	SOCIAL SCIENCE	BA	7	5	6
	POLITICAL SCIENCE	BA	10	9	9
	POLITICAL SCIENCE	MA	7	4	2
	ART	BFA	16	15	11
	ART	MA	5	5	5
	MUSIC	BM	13	12	11
Sul Ross State University Rio Grande College	READING SPECIALIST	MED	6	7	5
	SPANISH	BA	23	20	24
	SOCIAL SCIENCE	BA	22	21	20
Texas State University	HISTORY	MED	9	10	9
	APPLIED MATHEMATICS	MS	2	3	4
	MATERIALS PHYSICS	MS	4	3	4
Texas Tech University System					
Texas Tech University	LAND USE PLANNING, MANAGEMENT, AND DESIGN	PHD	3	4	5
	MICROBIOLOGY	MS	13	13	11
	ZOOLOGY	MS	4	5	5
Texas Tech University Health Sciences Center	COMMUNICATION SCIENCES AND DISORDERS	PHD	6	7	7
The University of Texas System					
The University of Texas at Austin	ARCHITECTURAL HISTORY	MA	8	8	7
	LATIN AMERICAN STUDIES	PHD	4	4	4
	GERMAN, SCANDINAVIAN, AND DUTCH STUDIES	BA	3	3	4
	ITALIAN	BA	23	24	23
	ISLAMIC STUDIES	BA	12	15	10
	JEWISH STUDIES	BA	8	9	7
	APPLIED PHYSICS	MSAP	2	2	1
	DANCE	MFA	3	3	4
	MUSIC-COMPOSITION	BM	8	9	9
	JAZZ COMPOSITION	BM	15	13	17
	JAZZ PERFORMANCE				
	CLINICAL NURSE SPECIALIST	MSN	0	0	0

List of Low Producing Programs Three Years in a Row			Review Year		
			AY 15	AY 16	AY 17
Academic Year 2017 Review (continued)					
The University of Texas at Dallas	SOFTWARE ENGINEERING	PHD	7	6	6
	BIOINFORMATICS AND COMPUTATIONAL BIOLOGY	MS	10	9	8
	COMMUNICATION SCIENCES AND DISORDERS	PHD	7	2	3
The University of Texas at El Paso	CHICANO STUDIES	BA	18	20	22
	EDUCATION	MA MED	14	11	7
	GEOPHYSICS	BS	7	8	7
The University of Texas at San Antonio	BUSINESS-BUSINESS ECONOMICS	MBA	3	4	4
	BUSINESS ADMINISTRATION-INFORMATION TECHNOLOGY	PHD	7	8	7
The University of Texas at Tyler	ECONOMICS	BA BS	21	19	23
The University of Texas Health Science Center at Houston	ENVIRONMENTAL SCIENCE	PHD	8	9	8
The University of Texas Health Science Center at San Antonio	IMMUNOLOGY AND INFECTION	MS	0	2	2
The University of Texas Medical Branch at Galveston	HUMAN PATHOPHYSIOLOGY AND TRANSLATIONAL MEDICINE	PHD	5	3	4
	MEDICAL SCIENCE RESEARCH	MMS	11	9	10
The University of Texas of the Permian Basin	INFORMATION SYSTEMS	BS	19	21	19
	LEADERSHIP STUDIES	BA	18	17	12
The University of Texas Southwestern Medical Center	BIOMEDICAL ENGINEERING	PHD	7	7	7
University of Houston System					
University of Houston	ENGINEERING MANAGEMENT	MS	14	10	6
	ENGLISH-APPLIED ENGLISH LINGUISTICS	MA	0	0	0
University of Houston-Clear Lake	WOMEN'S STUDIES	BA	9	12	9
University of Houston-Downtown	HUMANITIES	BA	0	0	0
University of North Texas System					
University of North Texas	NUCLEAR ENGINEERING TECHNOLOGY	BSET	4	2	0
	BEHAVIORAL SCIENCE	PHD	8	6	8

Committee on Academic and Workforce Success

AGENDA ITEM V-O

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

RECOMMENDATION: Approval

Background Information:

The Architecture 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 Architecture degree program into which a student transfers. Students completing an Architecture 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 Architecture Field of Study Curriculum.

Recommendation of the 2017 Architecture Field of Study Advisory Committee

1. The committee recommends adoption of the 2017 Field of Study curriculum. The Field of Study Curriculum for Architecture shall consist of 36 lower-division semester credit hours that are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. *Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued.* Courses are intended to fulfill all or part of various National Architectural Accrediting Board (NAAB) Student Performance Criteria as specified in the *Lower-Division Academic Course Guide Manual*. The Table below shows the curriculum the committee proposes for Coordinating Board approval.

Proposed 2017 Architecture Field of Study Curriculum

Course Rubric and Number	Course Title	SCH
ARCH 1311	Introduction to Architecture	3
ARCH 1301	Architectural History I	3
ARCH 1302	Architectural History II	3
ARCH 1303	Architectural Design I	3
ARCH 1304	Architectural Design II	3
ARCH XXXX	Architectural Design III (Course number to be assigned by TCCNS)	6

Course Rubric and Number	Course Title	SCH
ARCH XXXX	Architectural Design IV (Course number to be assigned by TCCNS)	6
ARCH 1307	Architectural Graphics I	3
ARCH 1308	Architectural Graphics II	3
ARCH 2312	Architectural Technology	3
	Total SCHs:	36

2. The committee makes three additional recommendations related to the General Education Core curriculum that best transfer into most architecture degree programs:
 - a. ENGL 1301 Composition I
 - b. MATH 2312 Pre-calculus I
 - c. PHYS 1401 or PHYS 1301 and PHYS 1101 College Physics
3. The committee adopted an advisory statement that transferring students who have successfully completed the Field of Study Curriculum for Architecture may be subject to satisfying competency and proficiency requirements equivalent to those standards applied to students native at the receiving institution.
4. The committee advised that courses selected for inclusion in the Field of Study Curriculum for Architecture are those considered common to lower-division study for most architecture degrees. Completion of the Field of Study Curriculum for Architecture shall not prevent a receiving institution from requiring additional lower-division courses needed for specific baccalaureate degree programs. Receiving institutions may require transfer students to take additional degree-specific, lower-division courses that are *not* included in the field of study curriculum.
5. The committee also recommends that the Field of Study Curriculum for Architecture should serve as the basis for structuring the associate degree. Each two-year college determines which courses from its approved general education core curriculum, along with the Field of Study Curriculum for Architecture, constitute a 60-semester-credit-hour transfer block. Students shall complete the remaining general education core curriculum in effect at the receiving institution.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-P

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

RECOMMENDATION: Approval

Background Information:

The Engineering 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 Engineering degree program into which a student transfers. Students completing an Engineering 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 Engineering Field of Study Curriculum. The committee developed four disciplinary Field of Study Curricula: Chemical Engineering, Civil Engineering, Electrical Engineering, and Mechanical Engineering. Tables 1-4 list the lower-division courses recommended for inclusion in the four disciplinary curricula.

Recommendations of the 2017 Engineering Field of Study Advisory Committee

1. The committee recommends adoption of the 2017 Field of Study Curricula for Chemical, Civil, Electrical, and Mechanical Engineering.
 - a. The Field of Study Curriculum for Chemical Engineering shall consist of 35 lower-division semester credit hours of fully transferable and applicable lower-division academic courses. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. *Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued.* Table 1 shows the Chemical Engineering curriculum the committee proposes for Coordinating Board approval.

Table 1: Proposed 2017 Chemical Engineering Field of Study Curriculum

Course Rubric and Number	Course Title	SCH
MATH 2413	Calculus I	4
MATH 2414	Calculus II	4
MATH 2415	Calculus III	4
CHEM 1412 (or CHEM 1312/1112)	Chemistry II	4
CHEM 2423 (or CHEM 2323/2123)	Organic Chemistry I	4
CHEM 2425 (or CHEM 2325/2125)	Organic Chemistry II	4
PHYS 2425 (or PHYS 2325/2125)	University Physics I	4
PHYS 2426 (or PHYS 2326/2126)	University Physics II	4
ENGR 2333	Elementary Chemical Engineering	3
	Total SCHs:	35

- b. The Field of Study Curriculum for Civil Engineering shall consist of 39 lower-division semester credit hours of fully transferable and applicable lower-division academic courses. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. *Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued.* Table 2 shows the Civil Engineering curriculum the committee proposes for Coordinating Board approval.

Table 2: Proposed 2017 Civil Engineering Field of Study Curriculum

Course Rubric and Number	Course Title	SCH
MATH 2413	Calculus I	4
MATH 2414	Calculus II	4
MATH 2415	Calculus III	4
MATH 2320	Differential Equations	3
CHEM 14xx (or CHEM 13xx/11xx)	General Chemistry for Engineering Majors*	4
PHYS 2425 (or PHYS 2325/2125)	University Physics I	4
PHYS 2426 (or PHYS 2326/2126)	University Physics II	4
ENGR 1304	Engineering Graphics	3
ENGR 2301	Engineering Mechanics: Statics	3
ENGR 2302	Engineering Mechanics: Dynamics	3
ENGR 2332	Mechanics of Materials*	3
	Total SCHs:	39

- c. The Field of Study Curriculum for Electrical Engineering shall consist of 30-31 lower-division semester credit hours of fully transferable and applicable lower-division academic courses. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. *Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued.* Table 3 shows the Electrical Engineering curriculum the committee proposes for Coordinating Board approval.

Table 3: Proposed 2017 Electrical Engineering Field of Study Curriculum

Course Rubric and Number	Course Title	SCH
MATH 2413	Calculus I	4
MATH 2414	Calculus II	4
MATH 2415	Calculus III	4
MATH 2320	Differential Equations	3
PHYS 2425 (or PHYS 2325/2125)	University Physics I	4
PHYS 2426 (or PHYS 2326/2126)	University Physics II	4
COSC 1320 or 1420	C Programming	3 or 4
ENGR 2405 (or ENGR 2306/2106)	Electrical Circuits 1	4
	Total SCHS:	30-31

- d. The Field of Study Curriculum for Mechanical Engineering shall consist of 36 lower-division semester credit hours of fully transferable and applicable lower-division academic courses. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. *Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued.* Table 4 shows the Mechanical Engineering curriculum the committee proposes for Coordinating Board approval.

Table 4: Proposed 2017 Mechanical Engineering Field of Study Curriculum

Course Rubric and Number	Course Title	SCH
MATH 2413	Calculus I	4
MATH 2414	Calculus II	4
MATH 2415	Calculus III	4
CHEM 14xx (or CHEM 13xx/11xx)	General Chemistry for Engineering Majors*	4
PHYS 2425 (or PHYS 2325/2125)	University Physics I	4
PHYS 2426 (or PHYS 2326/2126)	University Physics II	4

Course Rubric and Number	Course Title	SCH
ENGR 2301	Engineering Mechanics: Statics	3
ENGR 2302	Engineering Mechanics: Dynamics	3
ENGR 2305	Electrical Circuits I	3
ENGR 2332	Mechanics of Materials*	3
	Total SCHs:	36

2. The approved Field of Study Curricula shall be implemented by institutions no later than fall 2018.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-Q

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

RECOMMENDATION: Approval

Background Information:

The Music 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 Music degree program into which a student transfers. Students completing a Music 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 Music Field of Study Curriculum.

Recommendation of the 2017 Music Field of Study Advisory Committee

The Field of Study Curriculum for Music is the set of lower-division courses that must be applied to the bachelor's degree with a major in Music. The Field of Study Curriculum for Music should be followed by community and technical colleges to structure a transfer curriculum in music.

The Field of Study Curriculum for Music shall consist of 31 lower-division semester credit hours that are fully applicable to a bachelor's degree with a major in Music. The entire block of courses shall be applied to a bachelor's degree with a major in Music or on a course-by-course basis.

Proposed 2017 Music Field of Study Curriculum

Category	SCH in Category	Course Number	Course Title	SCH/ course
Ensembles	4	MUEN 11XX MUEN 12XX MUEN 21XX MUEN 22XX	Instrumental Ensembles and/or Vocal Ensembles	1-2
Applied Study	8	MUAP 11XX MUAP 12XX MUAP 13XX MUAP 21XX MUAP 22XX MUAP 23XX	Applied Music	1-3

Category	SCH in Category	Course Number	Course Title	SCH/ course
Music Theory	12	MUSI 1311	Music Theory I	3
		MUSI 1312	Music Theory II	3
		MUSI 2311	Music Theory III	3
		MUSI 2312	Music Theory IV	3
Aural Skills	4	MUSI 1116	Sight Singing & Ear Training I	1
		MUSI 1117	Sight Singing & Ear Training II	1
		MUSI 2116	Sight Singing & Ear Training III	1
		MUSI 2117	Sight Singing & Ear Training IV	1
Music Literature	3	MUSI 1307	Music Literature	3
			Total SCHs:	31

Students who first enrolled in courses in the Music Field of Study Curriculum prior to the adoption of the 2017 revisions should not be required to repeat content or unnecessarily accumulate semester credit hours. Students should be transitioned to the revised Field of Study Curriculum, with their previously completed Field of Study courses applied to the revised Field of Study requirements under the same terms as those that apply to a student who transfers from one institution to another. The student shall then complete the remaining requirements under the current Field of Study Curriculum.

Keyboard (Piano) Proficiency

Keyboard (piano) proficiency is a requirement for most baccalaureate degrees in music. Instruction in keyboard skills is generally offered in the first two years of undergraduate study. Therefore, it is strongly recommended that community college degree plans include courses in group piano or applied piano lessons even though they are not part of the Field of Study Curriculum for Music. Keyboard proficiency courses approved for transfer are courses in group piano or applied piano lessons that concentrate specifically on the development of skills for passing keyboard proficiency examinations. Keyboard courses that concentrate primarily on performance literature are not considered keyboard proficiency courses. *Completion of courses leading to keyboard proficiency does not necessarily satisfy the requirement at a receiving institution.*

Competency, Proficiency, and Diagnostic Assessment

Transferring students who have completed the Field of Study Curriculum for Music must satisfy competency and proficiency requirements of the receiving institution. Diagnostic assessment of transfer students is permissible only if the receiving institution routinely conducts diagnostic assessment of its native students at the same point in the program of study. Should a transferring student fail to demonstrate proficiency, the student may be encouraged, but not required, to retake relevant courses to gain proficiency.

Courses in Addition to the Field of Study Curriculum for Music

Completion of the Field of Study Curriculum for Music shall not prevent a receiving institution from requiring additional lower-division courses needed for specialized programs of a bachelor's degree with a major in Music. Courses selected for inclusion in the Field of Study

Curriculum for Music are those considered common to lower-division study for most music degrees. Receiving institutions may require transfer students in specialized programs (e.g., jazz studies, performance, composition, music therapy, etc.) to take additional degree-specific, lower-division courses that are *not* included in the Field of Study Curriculum. For example, course work in vocal diction is not included in the Field of Study Curriculum for Music but may transfer by agreement between institutions.

General Education Core Curriculum Courses

The Field of Study Curriculum for Music should serve as the basis for structuring the associate degree. Each two-year college determines which courses from its approved general education core curriculum, along with the Field of Study Curriculum for Music, constitute a 60-semester-credit-hour transfer block. Students shall complete the remaining general education core curriculum in effect at the receiving institution.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-R

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

RECOMMENDATION: Approval

Background Information:

The Nursing 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 baccalaureate degree nursing program into which a student transfers. Students completing a Nursing 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 Nursing Field of Study Curriculum.

Recommendation of the 2017 Nursing Field of Study Advisory Committee

The Field of Study Curriculum for Nursing shall consist of the following semester credit hours (SCH) of fully transferable and applicable lower-division academic courses, for a total of 34 SCH. The approved Field of Study Curricula shall be implemented by institutions no later than fall 2018.

Proposed 2017 Nursing Field of Study Curriculum

Course Rubric and Number	Course Title	SCH
BIOL 2421 or 2420	Microbiology for Science Majors (lecture + lab) or Microbiology for Non-Science Majors (lecture + lab)	4
Any 4 SCH ACGM course including lab	Chemistry with lab	4
BIOL 1322/HECO 1322	Nutrition & Diet Therapy	3
BIOL 2401	Anatomy and Physiology I (lecture + lab) and	4
BIOL 2402	Anatomy and Physiology II (lecture + lab)	4
PSYC 2301	General Psychology*	3
PSYC 2314	Lifespan Growth & Development*	3
MATH 1342	Elementary Statistical Methods	3
ENGL 1301	Composition I	3
ENGL 1302 or ENGL 2311	Composition II or Technical and Business Writing	3
	Total SCHs:	34

*One of these courses may satisfy core curriculum requirements.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-S (1)

Consideration of adopting the staff recommendation to the Committee relating to the issuance of a Request for Applications for the Emergency and Trauma Care Education Partnership Program

RECOMMENDATION: Approval

Background Information:

In 2011, the 82nd Texas Legislature established the Emergency and Trauma Care Education Partnership Program (ETEP) and directed the Coordinating Board to administer the program. For the 2016-2017 biennium, program funding of \$4.5 million was available to provide grant awards for partnerships. Funding is appropriated to the Coordinating Board from the General Revenue-Dedicated Account No. 5111, *Designated Trauma Facility and Emergency Medical Services Account*. The Department of State Health Services manages the account, and the Coordinating Board receives the funds through an Interagency Agreement. Similar funding is anticipated for the program for the 2018-2019 biennium.

ETEP provides grant awards that support partnerships between hospitals and graduate medical education programs that increase the number of emergency medicine and trauma care physician residents and fellows. The program provides similar support for partnerships between hospitals and graduate nursing programs to increase the education and training experiences in emergency and trauma care for registered nurses pursuing a graduate degree or certificate.

ETEP partnerships awardees must certify an increase in the number of physicians and/or nursing students in the participating graduate education programs. ETEP partnerships are required to make use of the existing expertise and facilities of the hospitals and education programs. For the 2016-2017 biennium, 16 graduate medical education programs and 1 graduate nursing program received awards to support 105 residency positions, 32 fellowship positions, and 88 graduate nursing students.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-S (2)

Consideration of adopting the staff recommendation to the Committee relating to the issuance of a Request for Applications for the Graduate Medical Education Expansion Program

RECOMMENDATION: Approval

Background Information:

In 2013, the 83rd Texas Legislature created several new programs to support the expansion of graduate medical education (GME), with the intent to increase the number of first-year GME positions in the state. In 2015, the 84th Texas Legislature consolidated these programs under the Graduate Medical Education Expansion Program.

Senate Bill 1, 85th Texas Legislature, provides an appropriation of \$97.1 million for the 2018-19 biennium, including \$500,000 designated for the Planning and Partnership Program. Coordinating Board staff request approval to issue an RFA for the Graduate Medical Education Expansion Program.

Program awards provide support for nationally accredited residency programs to increase the number of first-year residency positions through the expansion of an existing GME program or establishment of a new GME program. In Fiscal Years 2014 and 2015, the Coordinating Board awarded \$12.8 million to support a total of 206 residency positions. In Fiscal Years 2016 and 2017, the Coordinating Board awarded \$49.3 million to fund 684 residency positions. Approximately 75 percent of the awarded funding supported positions in primary care specialties.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-S (3)

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Graduate Medical Education Planning and Partnership Grants Program

RECOMMENDATION: Approval

Background Information:

The 83rd Texas Legislature, Regular Session, created the Planning Grant program to support graduate medical education (GME), with the intent to establish new medical residency programs and increase the number of first-year GME residency positions in the state. The 84th Texas Legislature, Regular Session, clarified and expanded program eligibility to include hospitals, medical schools, and community-based, ambulatory patient care centers that seek to develop new GME programs with first-year residency positions in the state, regardless of whether the applicant currently offers or has previously offered a GME program.

Senate Bill 1, 85th Texas Legislature, appropriated \$250,000 per fiscal year for the 2018 - 2019 biennium. Grant awards provide, through a competitive process, one-time awards of \$250,000 to assist eligible entities in planning the development and establishment of new GME programs that will have first-year residency positions.

In Fiscal Years 2014 and 2015, the Coordinating Board awarded Planning Grants totaling \$1,350,000 to nine applicants. As a result of these initial Planning Grants, 10 new residency programs received national accreditation and matriculated their first residents. In Fiscal Years 2016 and 2017, an appropriation of \$3,500,000 funded 13 one-time awards of \$250,000 each, to hospitals, medical schools, and community-based healthcare centers. Many of the selected award recipients are located in medically underserved areas of the state.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-S (4)

Consideration of adopting the staff recommendation to the Committee relating to the issuance of a Request for Applications for the Statewide Preceptorship Program

RECOMMENDATION: Approval

Background Information:

The Texas Statewide Preceptorship Programs in Family Medicine, Internal Medicine, and Pediatrics support student preparation and education efforts at the medical school level. Senate Bill 1, 85th Texas Legislature, appropriated \$1.5 million per fiscal year for the 2018 - 2019 biennium. The 84th Texas Legislature provided an appropriation of \$3 million to fund awards for the 2016 – 2017 biennium. No appropriation was provided in fiscal years 2012 through 2015. The preceptorship program in family medicine was established in 1978.

The programs provide support to Texas medical students to encourage them to choose primary care careers by offering an on-site experience in one of three primary care specialties: family medicine, general internal medicine, or general pediatrics. The guiding premise of the preceptorship experience is that early exposure in a primary care medical specialty may positively influence future career decisions and practice patterns. Medical students typically participate in the preceptorship programs during the summer between their first and second year of medical school. The students work in practicing physicians' offices and experience the daily life and work of primary care physicians.

The Coordinating Board contracts with three non-profit organizations – the Texas Academy of Family Physicians, the Texas Chapter of the American College of Physicians, and the Texas Pediatric Society – to administer and manage the programs in family medicine, internal medicine, and pediatrics, respectively. In 1995, the family medicine program served as a model for the development of the programs in internal medicine and pediatrics.

During the years when no state funding was available, the Texas Academy of Family Physicians took over operation of the family practice preceptorship program and the Texas Chapter of the American College of Physicians continued operation of the general internal medicine program. However, both programs served considerably fewer students during that time period.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-S (5)

Consideration of adopting the staff recommendation to the Committee relating to the issuance of Request for Applications for Developmental Education Program (House Bill 2223, 85th Texas Legislature, Regular Session)

Total Project Costs:	Up to \$2,250,000
Source of Funds:	Strategy: Developmental Education
Authority:	General Appropriations Act, Senate Bill 1, Article III, Section 33 85th Texas Legislature

Recommendation: Approval

Texas Higher Education Coordinating Board (THECB) staff is seeking approval to issue a Request for Applications (RFA) or other competitive process to fund awards across the 2018-2019 biennium under Rider 33, Developmental Education, General Appropriations Act, 85th Texas Legislature, with additional issuances of RFAs or other competitive process as needed to fully expend funding. Previously awarded programs may be eligible for additional funding based on the results of evaluation.

Background Information:

According to the General Appropriations Act, Senate Bill 1, Article III, Section 33, 85th Texas Legislature, funds are provided to Texas public institutions of higher education "to scale effective interventions such as non-course competency based remediation, corequisite models, emporium models, and modular offerings." Given the focus on corequisite models for underprepared students during the 85th Texas Legislature (*House Bill 2223, Regular Session*), the RFA will support institutions' efforts to scale and enhance corequisite models. These models accelerate underprepared students to and through freshman-level college coursework leading to successful completion of certificate and degree programs, and transfer to four-year institutions in support of *60x30TX*. Finally, awarded colleges create program sustainability plans to ensure that effective instructional and student support elements are maintained after the grant period is complete.

Any balance of funds as of August 31, 2018 are carried over and available for the same purposes through FY 2019.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-T (1)

Consideration of adopting the staff recommendation to the Committee relating to the allocation of funds for the Advise TX College Advising Program

Total Project Cost: up to \$4,000,000
Source of Funds: Strategy B.1.17., Advise TX
Authority: General Appropriations Act, Senate Bill 1, Article III, Section 49
85th Texas Legislature

RECOMMENDATION: Approval

Texas Higher Education Coordinating (THECB) staff request approval to contract with Texas A&M University, The University of Texas at Austin, Texas Christian University, and Trinity University to implement the Advise TX program.

Program implementation is based on a Memorandum of Understanding (MOU) between the THECB, College For All Texans (CFAT) Foundation, and the College Advising Corps (CAC). Under the MOU, the THECB agrees to collaborate with CFAT and CAC on program implementation, fundraising, awareness, programmatic improvements, and program evaluation. CAC is an innovative near-peer college access program that aims to increase the number of low-income, first-generation college, and other underrepresented students who enter and complete higher education.

The current Advise TX program budget, funded through the THECB and its program partners, is \$5.1 million, which supports up to 120 high schools. With new funding appropriated by the 85th Texas Legislature, the THECB will continue to fund the four Advise TX institutions. Any additional funds needed to support services will be contributed by CAC and the participating school districts.

During the 84th Session, the Texas Legislature approved \$4 million over the biennium to support the program. The Coordinating Board approved the first year of funding in July 2015.

Background Information:

The program is a priority program of the current Texas higher education plan, *60x30TX*. Advise TX College Advising Corps (Advise TX CAC) has the primary goal of raising the rates of college enrollment and completion among low-income and first-generation college students. The premise of Advise TX is that many qualified students are deterred from pursuing higher education by non-academic barriers, including lack of information about college admissions and

financial aid. Advise TX CAC had previously been sponsored by the THECB through the federal College Access Challenge Grant (CACG) and private entities, foundations, and businesses, including the CFAT Foundation and CAC.

The program was started by the THECB in 2010 at The University of Texas at Austin (UT-Austin) Institute for Public School Initiatives (IPSI) when it placed 15 recent graduates of UT-Austin into service. Over the past few years, with grant funds from the THECB, the program expanded up to a total of 120 advisers with as many as five university chapter partners. Each chapter recruits, hires, and trains its own graduates to serve as advisers in selected partner high schools.

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

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

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

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

Committee on Academic and Workforce Success

AGENDA ITEM V-T (2)

Consideration of adopting the staff recommendation to the Committee relating to the allocation of funds for the Work-Study Mentorship Program

Total Project Cost: \$5,000,000 (\$2.5 million for each year of the FY 2018-2019 biennium)
Source of Funds: Strategy C.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 allocate \$2,500,000 of FY 2018 and \$2,500,000 of FY 2019 funds to eligible institutions of higher education for the purpose of implementing or continuing the Work-Study Mentorship Program.

Background Information:

The Work-Study Mentorship Program provides funding to institutions to employ eligible college students to mentor, tutor, and/or advise students at participating institutions of higher education or school districts. The primary goal of the program is to improve student access, success, and completion in higher education. During the 2016-2017 biennium, forty-one (41) eligible Texas public and private institutions are receiving funding for their Work-Study Mentorship Program. During Fiscal Year 2016, these institutions employed over 600 students who provided services to over 25,000 students and parents.

Requested funds for the FY2018-2019 biennium will be used to continue the efforts of the Work-Study Mentorship Program in meeting the goals of the 60x30TX plan. All eligible institutions will have an opportunity to participate in the program. The award period for the contracts will be September 1, 2017, through August 31, 2019.

Upon approval, funding allocations will be determined based on the number of eligible institutions and each institution's number of eligible Work-Study Mentorship recipients. All funds will be expended each year of the biennium.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-U (1)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 1, Subchapter G, Section 1.131; Subchapter H, Section 1.138; Subchapter I, Section 1.145; Subchapter N, Section 1.181; Subchapter O, Section 1.188; Subchapter P, Section 1.195; and Subchapter R, Section 1.209 of Board rules concerning the advisory committees and their abolishment date

RECOMMENDATION: Approval

Background Information:

In compliance with Chapter 2110, Government Code, regarding advisory committees, Coordinating Board staff requests approval to authorize the continuation of its active advisory committees listed below:

- Apply Texas Advisory Committee
- Certification Advisory Council
- Family Practice Residency Advisory Committee
- Graduate Education Advisory Committee
- Learning Technology Advisory Committee
- Lower-Division Academic Course Guide Manual Advisory Committee
- Undergraduate Education Advisory Committee

Staff have reviewed the purpose and necessity of the Board's advisory committees and request that the committees that are scheduled to be abolished on October 31, 2017 be extended four more years. The new abolishment date would be October 31, 2021.

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

Date approved by the Commissioner for publication in the *Texas Register*: April 19, 2017

Date Published in the *Texas Register*: May 5, 2017

The 30-day comment period with the *Texas Register* ends on: June 5, 2017

No comments were received.

Chapter 1, Agency Administration
Subchapter G, Apply Texas Advisory Committee

- 1.128 Authority and Specific Purposes of the Apply Texas Advisory Committee
- 1.129 Definitions
- 1.130 Committee Membership and Officers
- 1.131 Duration
- 1.132 Meetings
- 1.133 Tasks Assigned to the Committee
- 1.134 Report to the Board

1.128 – 1.130 No Changes.

1.131 Duration

The committee shall be abolished no later than October 31, 2021 [2017] in accordance with the Texas Government Code, Chapter 2110. It may be reestablished by the Board.

1.132 – 1.134 No Changes.

Chapter 1, Agency Administration
Subchapter H, Certification Advisory Council

- 1.135 Authority and Specific Purposes of the Certification Advisory Council
- 1.136 Definitions
- 1.137 Council Membership and Officers
- 1.138 Duration
- 1.139 Meetings
- 1.140 Tasks Assigned to the Council
- 1.141 Report to the Board; Evaluation of Council Costs and Effectiveness

1.135 – 1.137 No Changes.

1.138 Duration

The council shall be abolished no later than October 31, 2021 [2017], in accordance with Texas Government Code, Chapter 2110, unless it is reestablished by the Board.

1.139 – 1.141 No Changes

Chapter 1, Agency Administration
Subchapter I, Family Practice Residency Advisory Committee

- 1.142 Authority and Specific Purposes of the Family Practice Residency Advisory Committee
- 1.143 Definitions
- 1.144 Committee Membership and Officers
- 1.145 Duration
- 1.146 Meetings
- 1.147 Tasks Assigned to the Committee
- 1.148 Report to the Board; Evaluation of Committee Costs and Effectiveness
- 1.142 – 1.144 No Changes.

1.145 Duration

The committee shall be abolished no later than October 31, 2021 [2017], in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

1.146 – 1.148 No Changes.

Chapter 1, Agency Administration
Subchapter N, Graduate Education Advisory Committee

- 1.178 Authority and Specific Purposes of the Graduate Education Advisory Committee
- 1.179 Definitions
- 1.180 Committee Membership and Officers
- 1.181 Duration
- 1.182 Meetings
- 1.183 Tasks Assigned to the Committee
- 1.184 Report to the Board; Evaluation of Committee Costs and Effectiveness

1.178 – 1.80 No Changes.

1.181 Duration

The committee shall be abolished no later than October 31, 2021 [2017], in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

1.182 – 1.184 No Changes.

Chapter 1, Agency Administration
Subchapter O, Learning Technology Advisory Committee

- 1.185 Authority and Specific Purposes of the Learning Technology Advisory Committee
- 1.186 Definitions
- 1.187 Committee Membership and Officers
- 1.188 Duration
- 1.189 Meetings
- 1.190 Tasks Assigned to the Committee
- 1.191 Report to the Board; Evaluation of Committee Costs and Effectiveness

1.185 – 1.187 No Changes.

1.188 Duration

The committee shall be abolished no later than October 31, 2021 [2017] in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

1.189 – 1.191 No Changes.

Chapter 1, Agency Administration
Subchapter P, Lower-Division Academic Course Guide Manual Advisory Committee

- 1.192 Authority and Specific Purposes of the Lower-Division Academic Course Guide Manual Advisory Committee
- 1.193 Definitions
- 1.194 Committee Membership and Officers
- 1.195 Duration
- 1.196 Meetings
- 1.197 Tasks Assigned to the Committee
- 1.198 Report to the Board, Evaluation of Committee Costs and Effectiveness

1.192 – 1.194 No Changes.

1.195 Duration

The committee shall be abolished no later than October 31, 2021 [2017], in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

1.196 – 1.198 No Changes.

Chapter 1, Agency Administration
Subchapter R, Undergraduate Education Advisory Committee

- 1.206 Authority and Specific Purposes of the Undergraduate Education Advisory Committee
- 1.207 Definitions
- 1.208 Committee Membership and Officers
- 1.209 Duration
- 1.210 Meetings
- 1.211 Tasks Assigned to the Committee
- 1.212 Report to the Board; Evaluation of Committee Costs and Effectiveness

1.206 – 1.208 No Changes.

1.209 Duration

The committee shall be abolished no later than October 31, 2021 [2017], in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

1.210 – 1.212 No Changes.

Committee on Academic and Workforce Success

AGENDA ITEM V-U (2)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 1, Subchapter Q, Sections 1.201, 1.202, 1.204, and 1.205 of Board rules concerning the Community and Technical College Leadership Council

RECOMMENDATION: Approval

Background Information:

The intent of the amendment is to continue this advisory committee four more years and to allow additional flexibility concerning the membership of the council. The committee provides the Commissioner and the Board with advice and recommendations on issues relevant to community, technical, and state colleges.

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

Date approved by the Commissioner for publication in the *Texas Register*: April 24, 2017

Date Published in the *Texas Register*: May 5, 2017

The 30-day comment period with the *Texas Register* ends on: June 5, 2017

No comments were received.

Chapter 1, Agency Administration
Chapter Q, Community and Technical College Leadership Council

- 1.199 Authority and Specific Purposes of the Community and Technical College Leadership Council
- 1.200 Definitions
- 1.201 Council Membership and Officers
- 1.202 Duration
- 1.203 Meetings
- 1.204 Tasks Assigned to the Council
- 1.205 Report to the Board, Evaluation of Council Costs and Effectiveness

1.199 – 1.200 No Changes.

1.201 Council Membership and Officers

(a) Membership shall consist of presidents, chancellors and governing board members of public junior, technical, and state colleges. ~~[Half of the membership]~~ ~~[(c) At [at] least 6, but not more than 12 (y)]~~ ~~of the members~~ shall consist of presidents or chancellors of public junior, technical, and state colleges, and ~~[the other half]~~ ~~[(c)at least 6, but not more than 12 (y)]~~ shall consist of members of the boards of regents or trustees of public junior, technical, and state colleges.

(b) The Community College Association of Texas Trustees (CCATT), or its successor, will nominate trustees of public community colleges to serve on the Council. At least one trustee will be selected by CCATT from each of the Very Large, Large and Small Public Junior College classification groups as defined in the Community College Accountability System. At least two of the trustees will be selected from the Medium accountability group. The trustees so selected will be recommended to the Board for appointment to the Council by Board staff.

~~[(c) At least one trustee will be selected by Board staff and recommended to the Board for appointment from the nominations submitted by the chairs of the board of regents for public technical institutes.]~~

~~(c)~~ ~~[(d)]~~ The Texas Association of Community Colleges (TACC), or its successor, will nominate chancellors or presidents to serve on the Council. TACC will select at least one Council member from each of the public junior college accountability groups, except Medium, which will have at least two Council members. The chancellors or presidents so selected will be recommended to the Board for appointment to the Council by Board staff.

~~(d)~~ ~~[(e)]~~ The chancellors of public technical ~~institutes~~ ~~[institute campuses]~~ may nominate themselves or a system president. At least ~~two~~ ~~[one]~~ Council ~~members~~ ~~[member]~~ will be selected from these nominations by Board staff and recommended to the Board for appointment.

~~(e)~~ ~~[(f)]~~ A college or college district may not have more than one trustee, regent, chancellor or president serve on the Council at one time.

~~(f)~~ [(g)] When a Council member's term ends, nominations for the replacement member will only be accepted from the colleges in the same accountability group the leaving member represented. Small replaces Small, trustee replaces trustee, and so forth. Nominations to replace members whose terms have expired will be held yearly.

~~(g)~~ [(h)] Interested persons, such as members of the Texas Association of Community Colleges, the Community College Association of Texas Trustees, and legislative and governmental relations staff will be regularly advised of Council meetings.

~~(h)~~ [(i)] The number of Council members shall not exceed twenty-four (24).

~~(i)~~ [(j)] Members of the Council shall select the chair and vice-chair who will each serve two-year terms. The vice-chair shall succeed as the presiding chair every two years.

~~(j)~~ [(k)] Members shall serve for three-year staggered terms except an individual who serves first as vice-chair and then chair. That individual shall serve a maximum of four years.

~~[(l)] If a member drew a one-year or two-year term in June 2013, then that member is hereby reappointed to the committee for a term to expire June 1, 2017.]~~

1.202 Duration

The Council shall be abolished no later than October 31, ~~2021~~ [2017] in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

1.203 No Changes.

1.204 Tasks Assigned to the Council

Tasks assigned to the Council include:

(1) Build collaborative relationships that will allow the state to leverage and scale the positive results of improvement initiatives and partnerships at public community, technical, and state colleges;

(2) In collaboration with the Board's Undergraduate Education Advisory Committee and presidents and trustees of public junior, technical, or state colleges, identify areas to reinforce the distinctive mission of community, technical and state colleges and develop policy recommendations to ensure seamless student progress through the educational pipeline linking with the K-12 system, adult education and four-year institutions;

(3) Beginning in 2016, provide guidance for how community college districts develop targets to meet statewide goals set by the next higher education plan ~~60X30TX~~ [post-Closing the Gaps by 2015];

(4) Review the legislative agenda of the Texas Association of Community Colleges and the Community College Association of Texas Trustees and provide legislative recommendations to the Board.

1.205 Report to the Board, Evaluation of Council Costs and Effectiveness

~~[The Council shall report recommendations to the Board twice per year.]~~ The Council shall ~~[also]~~ report Council activities to the Board at least annually to allow the Board to properly evaluate the Council's work, usefulness, and the costs related to the Council's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Committee on Academic and Workforce Success

AGENDA ITEM V-U (3)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter C, Section 4.57 of Board rules concerning the Texas Success Initiative

RECOMMENDATION: Approval

Background Information:

A validity study was conducted by The College Board to help determine whether the current Texas Success Initiative (TSI) Assessment college readiness benchmarks are predictive of students' successful completion of the entry-level college credit course in the related content area. The intent of this amendment is to inform public institutions of higher education of a change based on study results and analysis to the rule governing the Success Initiative (Texas Education Code, Section 51.3062) in serving underprepared students in meeting completion goals of *60x30TX*. The Texas Higher Education Coordinating Board proposes amendments to Chapter 4, Subchapter C, Section 4.57, concerning the Texas Success Initiative (TSI) to incorporate into existing rules changes that address the college readiness benchmark for the writing section of the TSI Assessment.

Specifically, the amendment to Section 4.57(a)(3) changes the TSI Assessment college readiness benchmark for writing to be a placement score of at least 340 and an essay score of at least a 4. A second way to demonstrate college readiness in writing is with a placement score of less than 340 and an Adult Basic Education (ABE) Diagnostic score of 4-6 and an essay score of at least 5. The current benchmark score of at least 363 with an essay of 4 is eliminated. TSI Assessment college readiness benchmarks for mathematics and reading remain unchanged. The amendment also provides for an effective date of the institution's first class day of fall 2017.

The public comment period will end June 26. This item will be presented to the Committee as a supplemental item, with comments from the public and responses from the agency.

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

Date approved by the Commissioner for publication in the *Texas Register*: May 15, 2017

Date published in the *Texas Register*: May 26, 2017

The 30-day comment period with the *Texas Register* ended on: June 26, 2017

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 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

4.51-4.56 No change.

4.57. College Ready Standards.

- (a) Effective the institution's first class day of fall 2017, the [The] following minimum passing standards (also known as "cut scores") for reading, mathematics, and writing on the TSI Assessment shall be used by an institution to determine a student's readiness to enroll in entry-level freshman coursework:

(1)-(2) No change.

(3) Writing

(A) a placement score of at least 340 [350], and an essay score of at least 4 [5];
or

(B) a placement score of less than 340 and an ABE Diagnostic level of at least 4 and an essay score of at least 5. [a placement score of at least 363, and an essay score of 4; or]

~~[(C) a placement score of less than 350, and an ABE Diagnostic level of at least 4, and an essay score of at least 5.]~~

(b) No change.

- (c) An institution shall not require higher or lower college readiness standards on any or all portions of the TSI Assessment to determine a student's readiness to enroll in entry-level freshman coursework ~~[course]~~.
- (d) For a student with an existing plan for academic success as required in Section 4.58, the institution must revise the plan as needed to align with the college readiness standards as defined in subsection (a) of this section. ~~[TSI Assessment results are valid for five (5) years from date of testing.]~~
- (e) TSI Assessment results are valid for five (5) years from date of testing.

4.58-4.62 No change.

Committee of Academic and Workforce Success

AGENDA ITEM V-U (4)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter L, Sections 27.321 – 27.327 of Board rules concerning the establishment of the Multi and Interdisciplinary Studies Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code, regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Multi and Interdisciplinary Studies Field of Study Advisory Committee (MuINs FOS Committee). The MuINs FOS Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Multi and Interdisciplinary Studies degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Multi and Interdisciplinary Studies degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the MuINs FOS Curriculum as determined by the Board.

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

Date approved by the Commissioner for publication in the *Texas Register*: April 19, 2017.

Date Published in the *Texas Register*: May 5, 2017.

The 30-day comment period with the *Texas Register* ends on: June 5, 2017

No comments were received.

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER L. MULTI AND INTERDISCIPLINARY STUDIES FIELD OF STUDY ADVISORY
COMMITTEE

- 27.321 Authority and Specific Purposes of the Multi and Interdisciplinary Studies Field of Study Advisory Committee
- 27.322 Definitions
- 27.323 Committee Membership and Officers
- 27.324 Duration
- 27.325 Meetings
- 27.326 Tasks Assigned to the Committee
- 27.327 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.321 Authority and Specific Purposes of the Multi and Interdisciplinary Studies Field of Study Advisory Committee.

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

(b) Purpose. The Multi and Interdisciplinary Studies Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the multi and interdisciplinary studies Field of Study curricula.

27.322 Definitions.

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

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.323 Committee Membership and Officers.

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

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

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

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

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

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

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

27.324 Duration.

The Committee shall be abolished no later than July 31, 2021, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.325 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

27.326 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Multi and Interdisciplinary Studies Field of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Multi and Interdisciplinary Field of Study Curricula; and

(3) Any other issues related to the Multi and Interdisciplinary Studies Field of Study Curricula as determined by the Board.

27.327 Report to the Board; Evaluation of Committee Costs and Effectiveness.

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

Committee of Academic and Workforce Success

AGENDA ITEM V-U (5)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter M, Sections 27.341 – 27.347 of Board rules concerning the establishment of the General Psychology Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code, regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the General Psychology Field of Study Advisory Committee (General Psychology FOS Committee). The General Psychology FOS Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the General Psychology degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate General Psychology degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the General Psychology FOS Curriculum as determined by the Board.

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

Date approved by the Commissioner for publication in the *Texas Register*: April 19, 2017.

Date Published in the *Texas Register*: May 5, 2017.

The 30-day comment period with the *Texas Register* ends on: June 5, 2017

No comments were received.

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER M. GENERAL PSYCHOLOGY FIELD OF STUDY ADVISORY COMMITTEE

- 27.341 Authority and Specific Purposes of the General Psychology Field of Study Advisory Committee
- 27.342 Definitions
- 27.343 Committee Membership and Officers
- 27.344 Duration
- 27.345 Meetings
- 27.346 Tasks Assigned to the Committee
- 27.347 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.341 Authority and Specific Purposes of the General Psychology Field of Study Advisory Committee.

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

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

27.342 Definitions.

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

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.343 Committee Membership and Officers.

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

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

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

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

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

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

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

27.344 Duration.

The Committee shall be abolished no later than July 31, 2021, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.345 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

27.346 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

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

27.347 Report to the Board; Evaluation of Committee Costs and Effectiveness.

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

Committee of Academic and Workforce Success

AGENDA ITEM V-U (6)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter N, Sections 27.361 – 27.367 of Board rules concerning the establishment of the Biology Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code, regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Biology Field of Study Advisory Committee (Biology FOS Committee). The Biology FOS Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Biology degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Biology degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Biology FOS Curriculum as determined by the Board.

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

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No comments were received.

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER N. BIOLOGY FIELD OF STUDY ADVISORY COMMITTEE

- 27.361 Authority and Specific Purposes of the Biology Field of Study Advisory Committee
- 27.362 Definitions
- 27.363 Committee Membership and Officers
- 27.364 Duration
- 27.365 Meetings
- 27.366 Tasks Assigned to the Committee
- 27.367 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.361 Authority and Specific Purposes of the Biology Field of Study Advisory Committee.

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

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

27.362 Definitions.

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

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.363 Committee Membership and Officers.

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

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

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

consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

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

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

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

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

27.364 Duration.

The Committee shall be abolished no later than July 31, 2021, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.365 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

27.366 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

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

27.367 Report to the Board; Evaluation of Committee Costs and Effectiveness.

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

Committee of Academic and Workforce Success

AGENDA ITEM V-U (7)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter O, Sections 27.381 – 27.387 of Board rules concerning the establishment of the Accounting Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code, regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Accounting Field of Study Advisory Committee (Accounting FOS Committee). The Accounting FOS Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Accounting degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Accounting degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Accounting FOS Curriculum as determined by the Board.

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

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No comments were received.

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER O. ACCOUNTING FIELD OF STUDY ADVISORY COMMITTEE

- 27.381 Authority and Specific Purposes of the Accounting Field of Study Advisory Committee
- 27.382 Definitions
- 27.383 Committee Membership and Officers
- 27.384 Duration
- 27.385 Meetings
- 27.386 Tasks Assigned to the Committee
- 27.387 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.381 Authority and Specific Purposes of the Accounting Field of Study Advisory Committee.

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

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

27.382 Definitions.

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

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.383 Committee Membership and Officers.

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

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

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

consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

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

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

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

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

27.384 Duration.

The Committee shall be abolished no later than July 31, 2021, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.385 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

27.386 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

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

27.387 Report to the Board; Evaluation of Committee Costs and Effectiveness.

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

Committee of Academic and Workforce Success

AGENDA ITEM V-U (8)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter P, Sections 27.401 – 27.407 of Board rules concerning the establishment of the Kinesiology and Exercise Science Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code, regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Kinesiology and Exercise Science Field of Study Advisory Committee (Kinesiology and Exercise Science FOS Committee). The Kinesiology and Exercise Science FOS Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Kinesiology and Exercise Science degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Kinesiology and Exercise Science degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Kinesiology and Exercise Science FOS Curriculum as determined by the Board.

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

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No comments were received.

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER P. KINESIOLOGY AND EXERCISE SCIENCE FIELD OF STUDY ADVISORY
COMMITTEE

27.401 Authority and Specific Purposes of the Kinesiology and Exercise Science Field of Study Advisory Committee
27.402 Definitions
27.403 Committee Membership and Officers
27.404 Duration
27.405 Meetings
27.406 Tasks Assigned to the Committee
27.407 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.401 Authority and Specific Purposes of the Kinesiology and Exercise Science Field of Study Advisory Committee.

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

(b) Purpose. The Kinesiology and Exercise Science Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the kinesiology and exercise science field of study curricula.

27.402 Definitions.

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

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.403 Committee Membership and Officers.

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

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

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

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

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

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

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

27.404 Duration.

The Committee shall be abolished no later than July 31, 2021, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.405 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

27.406 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Kinesiology and Exercise Science Field of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Kinesiology and Exercise Science Field of Study Curricula; and

(3) Any other issues related to the Kinesiology and Exercise Science Field of Study Curricula as determined by the Board.

27.407 Report to the Board; Evaluation of Committee Costs and Effectiveness.

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

Committee of Academic and Workforce Success

AGENDA ITEM V-U (9)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter Q, Sections 27.421 – 27.427 of Board rules concerning the establishment of the Dance Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code, regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Dance Field of Study Advisory Committee (Dance FOS Committee). The Dance FOS Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Dance degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Dance degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Dance FOS Curriculum as determined by the Board.

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

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No comments were received.

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER Q. DANCE FIELD OF STUDY ADVISORY COMMITTEE

- 27.421 Authority and Specific Purposes of the Dance Field of Study Advisory Committee
- 27.422 Definitions
- 27.423 Committee Membership and Officers
- 27.424 Duration
- 27.425 Meetings
- 27.426 Tasks Assigned to the Committee
- 27.427 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.421 Authority and Specific Purposes of the Dance Field of Study Advisory Committee.

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

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

27.422 Definitions.

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

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.423 Committee Membership and Officers.

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

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

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

consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

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

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

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

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

27.424 Duration.

The Committee shall be abolished no later than July 31, 2021, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.425 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

27.426 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

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

27.427 Report to the Board; Evaluation of Committee Costs and Effectiveness.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-V (1)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Apply Texas Advisory Committee

RECOMMENDATION: Approval

Background Information:

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

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

Members serve three-year staggered terms, with 12 members rotating off the committee each year. In compliance with the rotation schedule, the appointment of up to 12 new members is needed. Recommendations for membership positions were selected from institutions' nominations, considering the type of institution, geographic location, as well as gender composition and college admission experience.

ATAC New Member Nominees:

Kevin Davis, Associate Director of Admissions, Stephen F. Austin State University. Mr. Davis has five years of experience in admissions and recruitment and has served as a volunteer Workflow Business Analyst with the institution concurrently for seven years. He previously served on the ATAC from 2012-14.

Chryssa Delgado, Director of Admissions, Texas A&M University – San Antonio. Ms. Delgado holds a BA in Political Science and a MPA from St. Mary's University and is working on an EdD from The University of Texas at San Antonio. She has ten years of experience in admissions.

Dana Fields, Assistant Registrar, Houston Community College System. Ms. Fields holds an AA from Houston Community College System, a BA in Business Administration and English from the University of St. Thomas, and a MEd in Educational Administration from Prairie View A&M University. She has 17 years of experience in registration and two years of experience in enrollment services.

Deborah Gilchrist, Director of Undergraduate Admissions, The University of Texas Rio Grande Valley. Ms. Gilchrist holds a BBA from Texas A&I University (now Texas A&M University – Kingsville) and a MBA from The University of Texas – Pan American (now University of Texas Rio Grande Valley). She has over eleven years of experience in admissions and student services.

Cary Rose, Division Director for Student and Enrollment Services, Temple College. Ms. Rose holds a BS in Management from Park University, a MS in Human Resources from Troy State University, and is working on an EdD in Education Leadership with a Management Specialization at Capella University. She has 19 years of experience in higher education with 12 years of experience in admissions and enrollment services.

Angie Taylor, Director of Admissions & Recruitment, Sam Houston State University. Ms. Taylor holds a BBA in Information and Operations Management from Texas A&M University – College Station and a MEd in Instructional Leadership from Sam Houston State University. She has one year of experience in admissions and recruitment and an additional six years of experience in leadership initiatives.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-V (2)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Academic Course Guide Manual Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting member appointments for the Academic Course Guide Manual Advisory Committee. The *Lower-Division Academic Course Guide Manual* (ACGM) is the official list of the general academic courses that may be offered by Texas public community and technical colleges for state funding and are fully transferable to public higher education institutions. In accordance with Coordinating Board Rules, Chapter 1, Subchapter P, Rule 1.192, the ACGM Advisory Committee provides the Board with advice and recommendations regarding new disciplines of study, developments within existing disciplines represented by courses in the manual, vertical and horizontal alignment of courses within disciplines, and obsolesces of disciplines of study and courses.

The ACGM Advisory Committee is composed of public higher education faculty, academic administrators, and enrollment management personnel equally representing community/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 two new members from community and technical colleges and four new members from universities are 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.

Nominees' current position and highest degree awarded:

Paul Bernazzani, Interim Associate Dean and Professor in the College of Arts and Sciences, Lamar University

PhD in Biophysics, Université du Québec à Trois-Rivières

Brent Colwell, Director of the Division of Fine Arts, Temple College
MS in Arts and Letters, Southern Oregon University

Elizabeth Erhart, Chair of the Department of Anthropology, Texas State University
PhD in Anthropology, The University of Texas at Austin

Mark Hartlaub, Interim Dean, College of Liberal Arts, Texas A&M University-Corpus Christi
PhD in Psychology, University at Albany, State University of New York

Rahime-Malik Howard, Professor and Program Coordinator of Sociology, El Centro College,
Dallas County Community College District
MA in Sociology, American University

Ashley Purgason, Assistant Vice President for Strategic Initiatives and Assistant Professor of
Practice, The University of Texas at Arlington
PhD in Population Health Sciences, The University of Texas Medical Branch

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

Committee on Academic and Workforce Success

AGENDA ITEM V-V (3)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Certification Advisory Council

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting member appointments for the Certification Advisory Council. 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 2017. Appointment of one member from a private/exempt institution in Texas and two members from public institutions in Texas will maintain the public and exempt/private composition of the council.

Nominees' current position and highest degree awarded:

Melissa Armentor, Vice President for Student and Academic Success, Lamar Institute of Technology

MS in Radiologic Sciences, Midwestern State University

Robert Rhodes, Provost, Abilene Christian University

PhD in School Psychology, University of Northern Colorado

Joyce Williams, Associate Vice-Chancellor of Workforce and Community Initiatives, Dallas County Community College District

MS in Education-Counseling & Guidance, Delta State University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-V (4)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Community and Technical College Leadership Council

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting member appointments for the Community and Technical College Leadership Council (CTCLC). In accordance with Texas Administrative Code, Title 19, Chapter 1, Subchapter Q, Section 1.199, the CTCLC serves to provide the Commissioner and the Board with advice and recommendations on issues relevant to community, technical, and state colleges.

The committee consists of 15 members with experience in the administration or stewardship of community, technical, or state colleges. Members represent the chief executive officers of Texas community colleges (6 members), trustees of public community colleges (7 members), the chancellor of the Texas State Technical College System (1 member), and a president from the one of the two-year colleges of the Texas State College System. 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 times per year or as needed.

Eight of the CTCLC members' terms expire in July 2017 and three of the appointments are new. Replacement nominations were submitted by the Texas Association of Community Colleges and Community College Association of Texas Trustees, giving consideration to type of institution, geographic location, and ethnic and gender composition.

Nominees' current position and highest degree awarded:

New appointments:

Lonnie Howard, President, Lamar Institute of Technology
PhD in Educational Administration, The University of Texas at Austin

Ricardo Solis, President, Laredo Community College
PhD in Higher Education Administration, The University of Texas at Austin

Brenda Kay, President, Kilgore College
EdD in Applied Technology, Training and Development, University of North Texas

Cheryl Sparks, President, Howard College
EdD, Higher Education Administration, Texas Tech University

Ron Walker, Board of Trustee, Victoria College
Juris Doctorate, University of Texas School of Law

Mark Williams, Board of Trustee, Austin Community College
BBA in Accounting, The University of Texas at Austin

Reappointments for a second term:

Mike Reeser, Chancellor of the Texas State Technical College System
MBA in Business, The University of Texas at Arlington

Anita Shackelford, Board of Trustees, Southwest Texas Junior College
Attended The University of Texas at Austin

K. Paul Holt, Board of Trustees, McLennan Community College
Graduate studies in Sociology, Baylor University

Charles (Rex) Weaver, Board of Trustees, Central Texas College
Masters in Strategic Studies, US Army War College

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

Committee on Academic and Workforce Success

AGENDA ITEM V-V (5)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Graduate Education Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting member appointments for the Graduate Education Advisory Committee (GEAC). In accordance with Texas Administrative Code, Title 19, Chapter 1, Subchapter N, Section 1.178, GEAC advises agency staff and Board members on procedures, issues, and long-range planning relating to graduate education. GEAC is currently working on a strategic plan which will emphasize the contributions that graduate education can make toward 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 committee meets quarterly. Five members' terms expire in August 2017. The appointments of the recommended five 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.

Nominees' current position and highest degree awarded:

William Harn, Dean of Graduate Studies, Lamar University
PhD in Communication Disorders and Sciences, Southern Illinois University-Carbondale

Bruce Jones, Vice Provost for Academic Programs & Interim Vice Provost and Dean of the Graduate School, University of Houston
PhD in Political Science, Columbia University

Kathryn Matthew, Interim Associate Vice President for Academic Affairs, University of Houston-Clear Lake
EdD in Curriculum and Instruction, University of Houston

Joseph Oppong, Associate Dean of Research and Professional Development, University of North Texas
PhD in Geography, University Alberta

Meharvan "Sonny" Singh, Dean of the Graduate School of Biomedical Sciences, University of North Texas Health Science Center
PhD in Neuropharmacology/Neuroendocrinology, University of Florida

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

Committee on Academic and Workforce Success

AGENDA ITEM V-V (6)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Learning Technology Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting member appointments for the Learning Technology Advisory Committee (LTAC). In accordance with Texas Administrative Code, Title 19, Chapter 1, Subchapter O, Section 1.185, 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 (10 members), public community colleges (10 members), health-related institutions (2 members), independent institutions (1 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.

Eight of the LTAC members' terms expire in August 2017. Replacement members were selected from institutions' nominations, giving consideration to type of institution, geographic location, and ethnic and gender composition.

Nominees' current position and highest degree awarded:

Lynda Murphy, Director of Teaching & Learning, Texas Woman's University
EdD in Higher Education Administration, University of North Texas

Pamela Morgan, Director of Center for Distance, Continuing, and Professional Education, Midwestern State University
PhD in Training & Development and Human Improvement, University of North Texas

Vicki Freeman, Chair of the Department of Clinical Laboratory Sciences in the School of Health Professions at The University of Texas Medical Branch at Galveston
PhD in Community and Human Resources, University of Nebraska Lincoln

Dena Coots, Director of Distance Education, Alvin Community College
MS in Instructional Technology, University of Houston-Clear Lake

Mark Garcia, Dean of Strategic Initiatives, Collin College
MS degree in Cell and Molecular Biology, University of Pennsylvania

Wendi Prater, Associate Vice Chancellor of Lone Star College Online
PhD in Educational Administration, Community College Leadership, The University of Texas at Austin

Kelvin Bentley, Vice President of Academic Affairs for the Tarrant County College Connect Campus
PhD in Clinical Psychology, University of Delaware

Ken Craver, Director of Distance Education, Tyler Junior College
MS in Computer Science, Stephen F. Austin State University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-V (7)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Undergraduate Education Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting member appointments for the Undergraduate Education Advisory Committee (UEAC). 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*. In accordance with Coordinating Board rules Chapter 1, Subchapter R, Rules 1.206 to 1.212, UEAC advises the Board on matters regarding undergraduate education in Texas.

The UEAC consists of 24 members with experience in undergraduate academic affairs of higher education. Members represent Texas public universities (8 to 10 members), public community colleges (8 to 10 members), health-related institutions (1 to 3 members), independent institutions (1 to 3 members), and there is also one non-voting student representative. The members are appointed for three-year staggered terms. The committee meets twice a year or as needed.

There are nine vacancies on UEAC. Seven member terms will expire on August 31, 2017 and there are two replacements for member resignations, which will expire in 2018 and 2019. Nominations for vacancy and resignation 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.

Nominees' current position and highest degree awarded:

Dann Brown, Dean of University College, Texas State University
PhD in Plant Pathology, Oklahoma State University

Homer Guevara, Jr. Professor of Economics and Government, Northwest Vista College
EdD in Educational Leadership, Baylor University

Elizabeth Howard, Director of the Eunice & James L. West Library, Texas Wesleyan University
MS in Library Science, University of North Texas

Elva LeBlanc, Executive Vice Chancellor/Provost, Tarrant County College District
PhD in Early Childhood Education and Administration, University of North Texas

Terri Longacre, Vice Provost and Dean of Undergraduate Student Success, University of Houston
PhD in Organizational Behavior and Management, University of Houston

John Quintanilla, Associate Dean for Undergraduate Studies, University of North Texas
PhD in Civil Engineering and Operations Research, Princeton University

José Rojas, Associate Professor and Chair of the Department of Respiratory Care, The University of Texas Medical Branch
PhD in Physiology, Texas Tech University Health Sciences Center

Kristin Spizzirri, Associate Vice President of Academic Affairs, Trinity Valley Community College
MS in Mathematics, Texas A&M University-Commerce

Monica Villarreal, General Academics and Education Statewide Division Director, Texas State Technical College-Harlingen
MA in Communication, The University of Texas-Pan American

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

Committee on Academic and Workforce Success

AGENDA ITEM V-W

Report to the Committee on the results of the Validity Study for the Texas Success Initiative Assessment

RECOMMENDATION: No action required

The College Board, along with Texas Higher Education Coordinating Board (THECB) staff, will discuss the validity study for the Texas Success Initiative (TSI) Assessment. The discussion will include study methodology and the resulting recommendations.

Background Information:

After a year-long development process by staff with The College Board, the TSI Assessment was launched in fall 2013 at Texas public institutions of higher education to address House Bill 1244 (83rd Texas Legislature, Regular Session). The bill required that one statewide assessment and one set of standards be used for determining the readiness of entering undergraduate students to enroll in freshman-level academic coursework, as per Section 51.3062 of the Texas Education Code. When the TSI Assessment was launched, the accompanying rules included a set of phase-in scores reflecting The College Board's then estimates of student performance. Since the launch of the TSI Assessment, The College Board and THECB staff have collected sufficient data to assess previous estimates and to determine the validity of the assessment itself.

The THECB staff recommended that the phase-in language be removed from Board rules, and the Board approved this request at its April 2017 meeting. Staff from The College Board and Coordinating Board are ready to discuss the study's findings and resulting recommendations.

Jerel Booker, Assistant Commissioner for College Readiness and Success, and Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, will present this item and be available to answer questions.