

TEXAS HIGHER EDUCATION COORDINATING BOARD
COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

1200 EAST ANDERSON LANE, ROOM 1.170

AUSTIN, TEXAS

June 19, 2019

9:45 am

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

*CHAIR
Fred Farias III, O.D.*

*VICE CHAIR
Donna N. Williams*

*Ricky A. Raven
Stuart W. Stedman
Welcome W. Wilson, Jr.*

*Lauren C. McKenzie
Student Representative,
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 and Committee Chair's meeting overview
- II. Consideration of approval of the minutes for the March 20, 2019, Committee meeting
- III. Consideration of approval of the Consent Calendar
- IV. Public Testimony on Items Relating to the Committee on Academic and Workforce Success
- V. Matters relating to the Committee on Academic and Workforce Success
 - A. Report to the Committee on activities of the Joint Admissions Medical Program
 - B. Consideration of adopting the staff recommendation to the Committee relating to funding appropriated to the Joint Admissions Medical Program for Fiscal Years 2020-21
 - C. Report to the Committee on activities of the Family Practice Residency Advisory Committee, including the report on trustee funds distributed in Fiscal Year 2019
 - D. 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 2020
 - E. Report to the Committee on activities of Medical Education and Graduate Medical Education Programs
 - F. Report to the Committee on activities of the Undergraduate Education Advisory Committee
 - G. Report to the Committee on activities of the Lower-Division Academic Course Guide Manual Advisory Committee

Note: Highlighted items in gray are on the Consent Calendar

Committee on Academic and Workforce Success

- H. Consideration of adopting the staff recommendation to the Committee relating to the Report on the Autism Grant Program
- I. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:
 - TEXAS A&M UNIVERSITY/TEXAS A&M UNIVERSITY HEALTH SCIENCE CENTER
(1) Doctor of Philosophy (PhD) degree with a major in Pharmaceutical Sciences
 - THE UNIVERSITY OF TEXAS AT SAN ANTONIO
(2) Master of Science (MS) degree with a major in Biomedical Commercialization Technology
- J. Consideration of adopting the Certification Advisory Council and the Commissioner's recommendation to the Committee relating to a request from Burrell College of Osteopathic Medicine for an initial Certificate of Authority to grant degrees in Texas
- K. 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 January 2019 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")
- M. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:
 - (1) Apply Texas Advisory Committee
 - (2) Certification Advisory Council (CAC)
 - (3) Chemistry Field of Study Advisory Committee
 - (4) Communications Disorders Field of Study Advisory Committee
 - (5) Graduate Education Advisory Committee (GEAC)
 - (6) Hospitality Administration Field of Study Advisory Committee
 - (7) Learning Technology Advisory Committee (LTAC)
 - (8) Lower-Division Academic Course Guide Manual Advisory Committee (ACGM)
 - (9) Undergraduate Education Advisory Committee (UEAC)
- N. Consideration of adopting the staff recommendation to the Committee relating to the issuance of a Request for Applications for the:
 - (1) Autism Grant Program
 - (2) Emergency and Trauma Care Education Partnership Program
 - (3) Graduate Medical Education Expansion Program
 - (4) Graduate Medical Education Planning Grants Program
 - (5) Statewide Preceptorship Program
- O. Consideration of adopting the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee's recommendation to the Committee relating to changes in the ACGM
- P. Consideration of adopting the staff recommendation to the Committee relating to a contract award for the next generation classification and diagnostic assessment instrument used for the Texas Success Initiative

Note: Highlighted items in gray are on the Consent Calendar

- Q. Consideration of adopting the staff recommendation to the Committee relating to the allocation of funds for the Virtual Advising platform
- R. Consideration of adopting the staff recommendation to the Committee relating to the allocation of funds for the Advise TX College Advising Program
- S. Consideration of adopting the staff recommendation to the Committee relating to the allocation of funds for the Work-Study Mentorship Program

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U. Consideration of adopting the Computer Science/Information Technology Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Computer Science/Information Technology Field of Study

V. Consideration of adopting the Drama Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Drama Field of Study

W. Consideration of adopting the Fine Arts Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Fine Arts Field of Study

X. Consideration of adopting the Health & Wellness Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Health & Wellness Field of Study

Y. Consideration of adopting the Journalism Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Journalism Field of Study

Z. Proposed Rules:

(1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules Chapter 27, Subchapter MM, Sections 27.861 through 27.867 of Board rules concerning the establishment of the Media Studies Field of Study Advisory Committee

(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules Chapter 27, Subchapter NN, Sections 27.881 through 27.887 of Board rules concerning the establishment of the Advertising and Public Relations Field of Study Advisory Committee

(3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter F, Sections 27.203 and 27.204 concerning the duration and committee membership terms for the Engineering Technology Field of Study Advisory Committee

Committee on Academic and Workforce Success

- (4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules Chapter 27, Subchapter OO, Sections 27.901 through 27.907 of Board rules concerning the establishment of the Nutrition & Dietetics Field of Study Advisory Committee
- (5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 5, Subchapter A, Section 5.5 of Board rules concerning Uniform Admission Policy

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., 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 for the March 20, 2019, 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 20, 2019, 10:45 am***(or upon adjournment of the Committee on Affordability, Accountability and Planning meeting,
whichever occurs later)*

The Texas Higher Education Coordinating Board's *Committee on Academic and Workforce Success (CAWS)* convened at 10:45 a.m. on March 20, 2019, with the following committee members present: Fred Farias, Chair presiding; Donna Williams, Vice Chair; Welcome Wilson, Jr; Stuart W. Stedman; and Ricky Raven. Ex-Officio member(s) present: Michelle Q. Tran.

AGENDA ITEM	ACTION
I. Welcome and Committee Chair's meeting overview	Dr. Fred Farias called the meeting to order.
II. Consideration of approval of the minutes from the December 12, 2018, Committee meeting	On motion by Welcome Wilson Jr., seconded by Ricky Raven, the Committee approved this item.
III. Consideration of approval of the Consent Calendar	On motion by Donna Williams, seconded by Ricky Raven, the Committee approved this item.
IV. Public Testimony on Items Relating to the Committee on Academic and Workforce Success	There was no public testimony.
V. Matters relating to the Committee on Academic and Workforce Success	
A. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:	
UNIVERSITY OF HOUSTON (1) Doctor of Philosophy (PhD) degree with a major in Communication Sciences and Disorders	Dr. Stacey Silverman, Deputy Assistant Commissioner, provided a program overview. Dr. Sarah Larsen, Dr. Margaret Blake, and Dr. Ferenc Bunta spoke on behalf of the institution. On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee approved this item.
THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER (2) Doctor of Philosophy (PhD) degree with a major in Applied Clinical Research	Dr. Stacey Silverman, Deputy Assistant Commissioner provided a program overview. Dr. Scott A. Smith and Dr. Jon Williamson spoke on behalf of the institution. On motion by Dr. Stuart Stedman, seconded by Donna Williams, the Committee approved this item.

AGENDA ITEM	ACTION
<p>TEXAS A&M UNIVERSITY (3) Bachelor of Science (BS) degree with a major in Architectural Engineering</p>	<p>Dr. Stacey Silverman, Deputy Assistant Commissioner provided a program overview. Dr. Timothy Jacobs, Dr. David Claridge, Samantha Shields, and Dr. Morad Atif spoke on behalf of the institution. On motion by Welcome Wilson, Jr., seconded by Donna Williams, the Committee approved this item.</p>
<p>TEXAS A&M UNIVERSITY-KINGSVILLE (4) Bachelor of Science (BS) degree with a major in Industrial Engineering</p>	<p>Dr. Stacey Silverman, Deputy Assistant Commissioner, provided a program overview. Dr. Larry Peel, Dr. Lua Li, Dr. Kai Jin, Dr. Geore Rasmussen, and Dr. Afzel Noore spoke on behalf of the institution. On motion by Welcome Wilson, Jr., seconded by Donna Williams, the Committee approved this item.</p>
<p>THE UNIVERSITY OF TEXAS AT TYLER (5) Bachelor of Science (BS) degree with a major in Chemical Engineering</p>	<p>Dr. Stacey Silverman, Deputy Assistant Commissioner, provided a program overview. Dr. Amir Mirmiran, Dr. Javier Kypuros, and Dr. Michael McGinnis, spoke on behalf of the institution. On motion by Ricky Raven, seconded by Stuart Stedman, the Committee approved this item.</p>
<p>THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON (6) Bachelor of Science in Nursing (BSN) degree to Doctor of Nursing Practice (DNP) degree in Nurse Practitioner</p>	<p>Dr. Stacey Silverman, Deputy Assistant Commissioner, provided a program overview. Dr. Cathy Rozmus spoke on behalf of the institution. On motion by Ricky Raven, seconded by Donna Williams, the Committee approved this item.</p>
<p>TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER (7) Doctor of Occupational Therapy (OTD) degree with a major in Occupational Therapy</p>	<p>Dr. Stacey Silverman, Deputy Assistant Commissioner, provided a program overview. Dr. Steven Sawyer and Dr. Sandra Whisner spoke on behalf of the institution. On motion by Stuart Stedman, seconded by Ricky Raven, the Committee approved this item.</p>
<p>B. Consideration of adopting the Certification Advisory Council's recommendation to the Committee relating to a request from Medisend College of Biomedical Engineering Technology for a second Certificate of Authority to grant degrees in Texas</p>	<p>Dr. Stacey Silverman, Deputy Assistant Commissioner, provided an overview. On motion by Ricky Raven, seconded by Donna Williams, the Committee approved this item.</p>
<p>C. Consideration of adopting the staff recommendation to the Committee relating to the report on the Fiscal Year 2019 Annual Review of Low-Producing Programs</p>	<p>Dr. Stacey Silverman, Deputy Assistant Commissioner, provided an overview. On motion by Welcome Wilson, Jr., seconded by Ricky Raven, the Committee approved this item.</p>

AGENDA ITEM	ACTION
D. Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2019 Texas Higher Education Star Awards	Dr. Mary Smith, Assistant Deputy Commissioner, provided a presentation. On motion by Stuart Stedman, seconded by Donna Williams, the Committee approved this item.
E. Consideration of adopting the staff recommendation to the Committee relating to the approval of funding to develop online higher education professional development modules	Dr. Kristen Kramer, Deputy Assistant Commissioner, provided a presentation. On motion by Ricky Raven, seconded by Donna Williams, the Committee approved this item
F. Consideration of adopting the Communications Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Communications Field of Study	This item was on the Consent Calendar.
G. Consideration of adopting the History Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved History Field of Study	This item was on the Consent Calendar.
H. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the:	
(1) Apply Texas Advisory Committee	This item was on the Consent Calendar.
(2) Graduate Education Advisory Committee	This item was on the Consent Calendar.
(3) Learning Technology Advisory Committee	This item was on the Consent Calendar.
(4) Health Services Field of Study Advisory Committee	This item was on the Consent Calendar.
(5) Natural Resources Conservation and Research Field of Study Advisory	This item was on the Consent Calendar.
I. Proposed Rules	
(1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4,	Dr. Stacey Silverman, Deputy Assistant Commissioner, provided an overview. On motion by Welcome Wilson, Jr., seconded by

AGENDA ITEM	ACTION
Subchapter A, Section 4.8 of Board rules concerning expert witnesses	Stuart Stedman, the Committee approved this item.
(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter B, Sections 4.32 and 4.33 of Board rules concerning students enrolled at more than one institution, and the review schedules for Field of Study curricula	Dr. Stacey Silverman, Deputy Assistant Commissioner, provided an overview. On motion by Ricky Raven, seconded by Stuart Stedman, the Committee approved this item.
(3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter D, Sections 4.84 and 4.85 of Board rules concerning institutional agreements, and dual credit requirements	Dr. Stacey Silverman, Deputy Assistant Commissioner, provided an overview. On motion by Welcome Wilson, Jr., seconded by Ricky Raven, the Committee approved this item.
(4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter G, Sections 4.151-4.153, 4.155-4.158, and 4.160 of Board rules concerning Early College High Schools, and repeal of Sections 4.154, 4.159, and 4.161 of Board rules concerning Early College High Schools	Dr. Stacey Silverman, Deputy Assistant Commissioner, provided an overview. On motion by Donna Williams, seconded by Stuart Stedman, the Committee approved this item.
(5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed repeal of Chapter 27, Subchapter A, Sections 27.101 – 27.107 of Board rules concerning the Engineering Field of Study Advisory	This item was on the Consent Calendar.
(6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter B, Sections 27.123 and 27.124 of Board rules concerning the duration and committee membership terms for the Music Field of Study Advisory Committee	This item was on the Consent Calendar.
(7) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter C, Sections 27.143 and 27.144 of Board rules concerning the duration and	This item was on the Consent Calendar.

AGENDA ITEM	ACTION
committee membership terms for the Nursing Field of Study Advisory Committee	
(8) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter D, Sections 27.163 and 27.164 of Board rules concerning the duration and committee membership terms for the Business Field of Study Advisory Committee	This item was on the Consent Calendar.
(9) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter E, Sections 27.183 and 27.184 of Board rules concerning the duration and committee membership terms for the Communications Field of Study Advisory	This item was on the Consent Calendar.
(10)Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter G, Sections 27.223 and 27.224 of Board rules concerning the duration and committee membership terms for the Mexican American Studies Field of Study Advisory Committee	This item was on the Consent Calendar.
(11)Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter H, Sections 27.243 and 27.244 of Board rules concerning the duration and committee membership terms for the Architecture Field of Study Advisory Committee	This item was on the Consent Calendar.
(12)Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter LL, Sections 27.841 – 27.847 of Board rules concerning the establishment of the Chemistry Field of Study Advisory Committee	This item was on the Consent Calendar.
VI. Adjournment	On motion by Ricky Raven, seconded by Donna Williams, the Committee adjourned at 12:23 pm.

Committee on Academic and Workforce Success

AGENDA ITEM III

Consideration of approval of the Consent Calendar

RECOMMENDATION: Approval

Background Information:

In order to ensure that meetings are efficient, and to save institutions time and travel costs to attend the Committee on Academic and Workforce Success meetings in Austin, the Committee has 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

- L. Consideration of adopting the staff recommendation to the Committee relating to the January 2019 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")
- M. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:
 - (1) Apply Texas Advisory Committee
 - (2) Certification Advisory Council (CAC)
 - (3) Chemistry Field of Study Advisory Committee
 - (4) Communications Disorders Field of Study Advisory Committee
 - (5) Graduate Education Advisory Committee (GEAC)
 - (6) Hospitality Administration Field of Study Advisory Committee
 - (7) Learning Technology Advisory Committee (LTAC)
 - (8) Lower-Division Academic Course Guide Manual Advisory Committee (ACGM)
 - (9) Undergraduate Education Advisory Committee (UEAC)
- N. Consideration of adopting the staff recommendation to the Committee relating to the issuance of a Request for Applications for the:
 - (1) Autism Grant Program
 - (2) Emergency and Trauma Care Education Partnership Program
 - (3) Graduate Medical Education Expansion Program
 - (4) Graduate Medical Education Planning Grants Program
 - (5) Statewide Preceptorship Program
- U. Consideration of adopting the Computer Science/Information Technology Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Computer Science/Information Technology Field of Study
- V. Consideration of adopting the Drama Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Drama Field of Study
- W. Consideration of adopting the Fine Arts Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-Approved Fine Arts Field of Study
- X. Consideration of adopting the Health and Wellness Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Health & Wellness Field of Study
- Y. Consideration of adopting the Journalism Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Journalism Field of Study

Z. Proposed Rules:

- (1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules Chapter 27, Subchapter MM, Sections 27.861 through 27.867 of Board rules concerning the establishment of the Media Studies Field of Study Advisory Committee
- (2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules Chapter 27, Subchapter NN, Sections 27.881 through 27.887 of Board rules concerning the establishment of the Advertising and Public Relations Field of Study Advisory Committee
- (3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter F, Sections 27.203 and 27.204 concerning the duration and committee membership terms for the Engineering Technology Field of Study Advisory Committee
- (4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules Chapter 27, Subchapter OO, Sections 27.901 through 27.907 of Board rules concerning the establishment of the Nutrition & Dietetics Field of Study Advisory Committee
- (5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 5, Subchapter A, Section 5.5 of Board rules concerning Uniform Admission Policy

Committee on Academic and Workforce Success

AGENDA ITEM IV

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

RECOMMENDATION: No action required

Background Information:

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

Committee on Academic and Workforce Success

AGENDA ITEM V-A

Report to the Committee on activities of the Joint Admissions Medical Program

RECOMMENDATION: No action required

Background Information:

The Joint Admission Medical Program (JAMP) was created by the 77th Texas Legislature in 2001. The Texas Higher Education 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, nearly 1,500 students have participated in the program. Currently, there are 489 students participating. In cohorts selected in 2003 through 2012, 461 participants have graduated from medical school. Of these, 66 percent (305) entered a medical residency training program in Texas and 64 percent (295) 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, curricular development, and extracurricular programming.

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-B

Consideration of adopting the staff recommendation to the Committee relating to funding appropriated to the Joint Admissions Medical Program for Fiscal Years 2020-21

RECOMMENDATION: Approval

Background Information:

The Joint Admission Medical Program (JAMP) was created by the 77th Texas Legislature in 2001. The Texas Higher Education Coordinating Board (THECB) 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 THECB 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 2018-19, JAMP received an appropriation of \$10,206,794, which was equal to the amount appropriated for the previous biennium. This funding level was maintained by the appropriation for the 2020-21 biennium. The Table presents the recent appropriation history of JAMP.

JAMP Recent Funding History by Biennium

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	\$10,206,794
2020 - 2021	\$10,206,794

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-C

Report to the Committee on activities of the Family Practice Residency Advisory Committee, including the report on trustee funds distributed in Fiscal Year 2019

RECOMMENDATION: No action required

Background Information:

The Family Practice Residency Advisory Committee (FPRAC) is charged with making funding recommendations to the Board of the Texas Higher Education Coordinating Board (THECB) for the Family Practice Residency Program (FPRP) and related support programs. The FPRAC and FPRP were established in 1977 by the 65th 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. Michael Ragain, M.D., serves as chair, and, Fred Onger, M.D., serves as vice chair of the committee.

The FPRAC met twice during Fiscal Year 2019 and considered the following items:

- At the 2019 April meeting, the committee reviewed and approved annual written reports and annual financial reports submitted by FPRP-funded programs; and
- At its recent May meeting, the committee considered the funding allocation for FPRP for Fiscal Year 2020 for recommendation to the Board of the THECB.

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

Michael Ragain, 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, 2021

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 2018 – June 2019

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

Vice Chair: Fred Onger, M.D.

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 3, 2019 (Summary notes are attached.)

May 29, 2019 (Summary notes are pending approval by the committee.)

Annual Costs Expended:

Travel: \$2,100 (estimated committee travel costs for one meeting)

Time Commitments:

Committee members: approximately 26 working days on two meetings;

Coordinating Board staff approximately 27 days to prepare materials and reports; coordinate meeting arrangements; and attend meetings.

Summary of Tasks Completed:

- The committee made funding recommendations for Fiscal Year 2020 for the FPRP to the Coordinating Board.
- The committee monitored Fiscal Year 2019 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 2020 (June 2019 CAWS meeting).

At the June/July CAWS and Board meetings, the Advisory Committee makes its recommendation relating to the distribution of the funds trustee to the Coordinating Board to support Family Practice Residency Programs for Fiscal Year 2020 and reports on trustee funds distributed in Fiscal Year 2019. (See Agenda Item V-D)

Family Practice Residency Program Advisory Committee
Advisory Committee Members
Fiscal Year 2019

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

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

Fred Onger, M.D., Vice Chair (22)
Family Medicine Program Director
Texas Tech Health Sciences Center
Texas Organization of Family Practice
Program Directors

Committee Members

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

Mark T. Nadeau, M.D., M.B.A. (22)
Family Medicine Program Director
University of Texas Health Science Center
at San Antonio
Texas Academy of Family Physicians

Jim Donovan, M.D. (19)
Chief Medical Officer and
Vice President, Medical Staff Affairs
St. David's Georgetown Hospital
Texas Hospital Association

Adrienne Pena-Garza (20)
Governor Appointee
Member of the Public

Todd Dorton (21)
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

Lewis E. Foxhall, M.D. (21)
Vice President, Health Policy
University of Texas M.D. Anderson Cancer Center
Texas Medical Association

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

Brett Johnson, M.D. (21)
Family Medicine Program Director
Methodist Health System/Methodist Charlton Medical
Center
Texas Academy of Family Physicians

Eric Warwick, M.D. (22)
Family Medicine Program Director
Baylor College of Medicine
Texas Organization of Family Practice
Program Directors

Alternate Member

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

*Reappointment has been requested

TEXAS HIGHER EDUCATION COORDINATING BOARD
Academic Quality and Workforce

Family Practice Residency Advisory Committee

April 3, 2019

Summary Notes

Members present: Michael Ragain, Vice Chair, Ruth Chambers, Jim Donovan (via phone), Lewis Foxhall (via phone), Brett Johnson, Mark Nadeau, Fred Onger, Adrienne Pena-Garza, Damon Schranz, Dana Sprute, Eric Warwick,

Members absent: Richard Young

Guests present: Tom Banning, Cindy Passmore

Coordinating Board staff: Suzanne Pickens, Cindy Fisher, Stacy Johnson, Jodie Lopez

1. Welcome and Introduction

Michael Ragain, Vice Chair of the Family Practice Residency Program (FPRP) Advisory Committee, convened the meeting at 3:04 pm. Members, staff, guests, and audience members introduced themselves.

→ *Informational item:* No action taken.

Per Dr. Ragain's request to wait until Dr. Foxhall joined the meeting, some of the agenda items were discussed out of order. They are summarized below in the order of discussion.

4. Consideration and Discussion of Annual Financial Reports

Dr. Onger presented highlights of the highly complex cost and revenue accounting for residency programs. He noted that reported funds and expenditures vary depending on a program's operating and management structure. Therefore, he advised that programs not use the information to compare to other programs, but instead use it to communicate with other programs on what they are doing differently.

Dr. Onger commended the programs for the financial governance they have shown and for utilizing available grant funding in a responsible manner. Coordinating Board Operational Grant funding approved by the FPRP for 2018 was \$6,236 per resident. Nine programs participated in the Rural Rotation Program, while only one program participated in the Public Health Rotation Program. He noted that some programs may not allow residents to do away rotations, as the program may lose money when the resident is away from the primary training site. Dr. Nadeau commented that institutions over their CMS cap might argue that they are losing money, but they are not.

There was considerable variability in patient revenue monies received from direct patient care. Dr. Onger explained that affiliation agreements may not allow financial reporting of resident revenue (show zero revenue in the report).

Three programs reported expenditures greater than revenue this year. These programs were contacted, and each program reported that its sponsoring institution or parent entity has a support mechanism in place to provide necessary operating funds.

Dr. Onger commented that programs should continue to demonstrate financial responsibility to taxpayers and exercise due diligence.

A motion to approve the Annual Financial Reports was made and seconded.

→ *Action item: The Advisory Committee unanimously approved the Annual Financial Reports.*

2. Consideration of the Selection of Chair and Vice Chair for Fiscal Year 2019

The floor was opened to nominations for Chair and Vice Chair for Fiscal Year 2019.

Chair Selection - Damon Schranz nominated Dr. Ragain for Chair. As no other nominations were made, Dr. Nadeau moved to close nominations.

→ *Action item: The Advisory Committee unanimously approved the selection of Dr. Michael Ragain as Chair.*

Vice Chair Selection - Dr. Nadeau nominated Dr. Onger for Vice Chair. As no other nominations were made, Dr. Nadeau moved to close nominations.

→ *Action item: The Advisory Committee unanimously approved the selection of Dr. Fred Onger as Vice Chair.*

3. Consideration of Summary Notes for April 11, 2018 Meeting

→ *Action item: The Advisory Committee unanimously approved the Summary Notes from the April 11, 2018 meeting.*

5. Consideration and Discussion of Annual Written Reports Submitted by Programs Summarizing Activities of the Previous Fiscal Year

Dr. Ragain noted that the data from the annual written reports is very rich and felt that program directors would benefit from a detailed review.

There was some variability in the number of positions available as approved by ACGME, but overall program positions remain stable.

Regarding program relationships to medical schools, Dr. Ragain stated that it seemed reporting across programs was not consistent in identifying the type of affiliation, making it difficult to interpret in a useful way and to determine funding of rotating third-year medical students.

Some programs reported utilizing diverse faculty, residents, or patient populations as tools to enhance recruitment of underrepresented populations. Other programs reported participating in residency fairs, JAMP, SNMA, and AHEC activities as well as FMIG presentations and attendance at AAFP national meetings. Dr. Nadeau inquired if there was a standard definition of underrepresented populations in the written report. Dr. Ragain responded that there was no standard definition, but it was a great idea. Suzanne Pickens suggested that the Coordinating Board staff could research the topic.

Programs are using a variety of approaches to improve medical care in underserved urban and rural areas of the state. Some programs require rural and public health rotations, and some have developed rural residency tracks. One program reported that rural community

residents are invited to resident meetings to help assist in recruitment efforts. Barriers to participation in underserved and rural medical care continue to include ACGME continuity clinic requirement, cost of living for away rotations, lack of interest from residents, and limits imposed by sponsoring institution due to financial concerns.

Many programs are using grant funding to support innovations in training, such as CPRIT grants to enhance procedural training. Some programs discussed the use of a discharge clinic to assist in coordination of care after hospitalization. Several programs mentioned being training sites for other healthcare disciplines such as mental and behavioral health and pharmacy. Dr. Ragain commented that these activities serve to help enhance the care of patients and result in multidisciplinary training opportunities.

Challenges faced by programs continue to include funding and resource needs. Program Directors report financial concerns as the most common challenge. Other challenges reported are:

- Difficulty recruiting and retaining faculty
- Medical schools seem to actively discourage entry of good students into family medicine
- Difficulty in caring for complex patient populations
- Balancing of education and service – with concerns about duty hours
- Meeting delivery requirement numbers and having small pediatric patient numbers
- Residents being employees of the hospital, which complicates issues with away rotations
- Opioid crisis

Programs suggested that the Advisory Committee can assist them by continuing to advocate for expansion, maintenance, and restoration of funding. There were concerns reported regarding the GME expansion grant not guaranteeing funding for all three years of training.

→ *After a motion for approval was made and seconded, the committee approved the reports.*

6. Legislative Update

Tom Banning, Texas Academy of Family Physicians (TAFP), reported that there is significantly more state revenue available for this session, 8.1% above baseline. State Leadership established three major priorities: public education, property tax reform, and Hurricane Harvey relief. House and Senate budgets propose to spend \$9B in public education. For GME Expansion Grants funding, there is approximately \$60 million additional revenue, compared to the 2018-19 biennium, to address the ratio of 1.1 GME Positions for each Medical School Graduate. For FPRP funding, the Coordinating Board Legislative Appropriations Request (LAR) included an additional \$2 million. TAFP requested \$10 million to return to historical trends. However, FPRP funding for 2020-2021 is currently maintained at the budget level. Nonetheless, when the House and Senate go into conference committee to finalize the General Appropriations Act, there may be other available monies based on budget projection revisions.

Funding for the Statewide Preceptorship Program is currently maintained at \$3 million. For the Physician Education Loan Repayment Program, there is a rider to restore funding that was cut in the last budget, and also a bill that would increase the amount that physicians eligible for the program could receive (\$160,000 to \$180,000 over a 4-year term).

A bill was introduced to create a Rural Training Track Grant Program to training of resident physicians in rural communities. Funding of \$1 million is associated with the bill in the current budget proposals.

Dr. Warwick asked for clarification whether GME Expansion Grant funding in the current budget proposals was only sufficient to maintain positions, or if the funding amount would allow for creation of new positions as well. Mr. Banning indicated that new positions could also be funded. Dr. Warwick also noted that the state's biennial funding structure does not align with residency program length of three years or more, and when programs commit to an expansion, they are exposed to the risk that program funding could be discontinued before a cohort of residents completes their training. Mr. Banning stated that constitutionally the legislature cannot appropriate funds outside of the biennium, but that they have created a [Permanent Fund for GME] fund. However, there is no guarantee that the legislature will not alter the appropriation in the future.

→ *Informational item: No action taken.*

7. Update on the Faculty Development Center

Cindy Passmore discussed the Graduate Certificate in Academic Medicine Fellowship, noting that in June 2019 there will be a total of 49 graduates since inception. She expects that enrollment could reach 14 fellows next year. She also reported that at the Chief Resident Leadership Conference this year, for the first time, there will be Program Directors and Coordinators. Ms. Passmore reminded the programs that the Faculty Development Center offers workshops/training sessions for faculty, preceptors, administrators, and residents.

→ *Informational item: No action taken.*

8. Update on the Physician Education Loan Repayment Program

Stacy Johnson reported that 1500 physicians have enrolled since inception of the program. Dr. Nadeau asked if it was easy for an applicant to see if his/her location is eligible. In the FAQs there is a link to the HRSA website, where an address for a HSPA can be checked. Dr. Onger asked about eligibility for physicians who come to residency programs to teach. Ms. Johnson indicated that if they are providing direct patient care to patients of their own (at least 20 hours/week) they will be considered eligible. She is still trying to get clarification if supervising residents qualifies as direct patient care. Dr. Sprute inquired if a certain HPSA score was necessary for eligibility. Ms. Johnson responded that HPSA scores are only important when an applicant needs to be ranked. Dr. Ragain asked if the program spends most of the funds. Ms. Johnson explained that funds are first allocated to eligible primary care physicians and then subspecialists are considered, so all funds are expended.

→ *Informational item: No action taken.*

9. Coordinating Board Update

Suzanne Pickens announced a small reallocation of additional funds to the FPRP programs based on the original formula used in Fall 2018. Under GME Expansion Grants, she reported that twelve grants totaling \$3.5 million were awarded in January 2019. Three of the twelve were Family Medicine programs. THECB staff is currently in process of verifying GME Expansion Grants positions for FY 2019 award payments. Appropriations for GME Expansion grant awards for the 20120-21 biennium are not final, but the proposed budgets for the House and Senate contain \$157.2 million, which would allow maintaining previously created

positions, as well as support for new programs. Ms. Pickens also noted that some GME Expansion programs now qualify for the FPRP funds. There were no new programs participating in FPRP last year. However, but this this will be an item for discussion on the agenda for the May 2019 meeting. Dr. Warwick asked what the legislature had done to help mitigate risk of discontinued appropriation for programs participating in the GME Expansion grant. Ms. Pickens explained that the legislature did create the Permanent Fund for GME in the 2015 session. THECB received approximately \$22 million from the permanent fund for this biennium.

→ *Informational item: No action taken.*

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

The next meeting is May 29th, 10:00 am – 12:00 pm. Dr. Goertz will be in attendance and will be recognized for his service.

Dr. Warwick suggested the following items for the next agenda:

- Financial report averages trended over the last 20 years
- Total number of funded positions over the last 20 years
- Discussion of programs that currently participate in both GME Expansion and FPRP

11. Adjournment

Dr. Ragain adjourned the meeting at 4:42 pm

Report on Distribution of Family Practice Residency Program Trusteed Funds

The Family Practice Residency Program (FPRP) was established in 1977 by the 65th 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.

In Fiscal Year (FY) 2019 the FPRP provided grants to Texas' 27 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 of the Texas Higher Education Coordinating Board at the July 2018 board meeting.

Table 1 presents the appropriation history of FPRP for the last five 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	\$ 10,000,000
2020 - 2021	\$ 10,000,000

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).

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	\$6,237	773
2019	\$6,438	749
2020 <i>(Estimated)</i>	\$5,853	819

(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 2019, funding of \$92,500 provided support for month-long experiences in a rural rotation for 37 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. Rural Rotation 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 an average of \$350,000 per year in funding support under the FPRP for FY 2003 through 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. An increase in FPRP appropriation for FYs 2016-17 allowed funding support of \$150,000 each year. This funding made it possible for the Center to expand its certificate program for residents and increase its faculty development and leadership offerings for family medicine residents and faculty. Following the FPRP state

appropriation reduction of 44 percent for the 2018-19 biennium, the allocation to the Center was reduced to \$100,000. The allocation to the Center to support its training activities in FY 2020 is maintained at \$100,000.

Committee on Academic and Workforce Success

AGENDA ITEM V-D

Consideration of adopting the Family Practice Residency Advisory Committee's recommendation to the Committee relating to the distribution of funds trusteeed to the Coordinating Board to support family practice residency programs for Fiscal Year 2020

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 Texas Higher Education Coordinating Board (THECB) provides trusteeed 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 of the THECB by the statutory 12-member Family Practice Residency Advisory Committee (FPRAC). To date, the FPRP has provided funding support for more than 10,000 family practice residents.

House Bill 1, 86th Texas Legislature, appropriated \$5 million per fiscal year for the 2020-21 biennium pending the Governor's approval on or before June 16, 2019. Following the FPRAC's recommendation for funding, staff estimates that the Fiscal Year (FY) 2020 funding would be awarded as follows:

Total Estimated Appropriation:	\$ 5,000,000
<i>Estimated</i> number of certified residents:	819
<i>Estimated</i> per-resident funding:	\$ 5,853
<i>Estimated</i> Operational Grant Total:	\$ 4,794,000
40 Rural Rotations at \$2,500:	\$ 100,000
3 Public Health Rotations at \$2,000:	\$ 6,000
Faculty Development Center:	\$ 100,000
Total Allocation of Funds:	\$ 5,000,000

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

Committee on Academic Workforce and Success

AGENDA ITEM V-E

Report to the Committee on activities of Medical Education and Graduate Medical Education Programs

RECOMMENDATION: No action required

Background Information:

The Texas Higher Education 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 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 and continued these efforts with an appropriation of \$53 million. The 85th Texas Legislature increased funding to \$97.1 million to continue support for the program in the 2018-19 biennium. The 86th Texas Legislature, pending the Governor's approval on or before June 16, 2019, appropriated \$157.2 million for the 2020-21 biennium to further increase the number of first-year residency positions and to maintain the previously created positions.

In 2015 and 2017, 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 86th Texas Legislature, pending the Governor's approval on or before June 16, 2019, maintained funding of \$3 million for Fiscal Years (FY) 2020-21.

A report with 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 Medical Education and Graduate Medical Education Programs Trusteed Funds

Beginning in 2013, the Texas Legislature provided support for the Graduate Medical Education (GME) expansion efforts through the establishment of several grant programs. In 2017, the programs were consolidated into the GME Expansion Program.

Funding for the Statewide Preceptorship Programs was reinstated in 2015, after receiving no funding for Fiscal Years (FY) 2012 through 2015. However, it was funded consecutively in FY 1996 through 2011.

In 2019, the GME Expansion Program received an appropriation of \$152.7 million and the Statewide Preceptorship Program received an appropriation of \$3 million. Table 1 shows the appropriation by program for the four most recent biennia.

Table 1. Medical and Graduate Medical Education Expansion Programs Appropriations 2014-21

Graduate Medical Education Expansion Programs	FY 14 – FY 15	FY 16 – FY 17	FY 18 – FY 19	FY 20 – FY 21
Planning Grants	\$1,875,000	\$3,500,000	\$500,000	\$500,000
Unfilled Position Grants	\$7,375,000	-	-	-
Grants for New and Expanded Programs		-	-	-
Resident Physician Expansion Program	\$5,000,000	-	-	-
GME Expansion Consolidated	-	\$49,500,000	\$96,550,000	\$156,700,000
Total Graduate Medical Education Expansion	\$14,250,000	\$53,000,000	\$97,050,000	\$157,200,000
Medical Education Programs	FY 14 - FY 15	FY 16 - FY 17	FY 18 - FY 19	FY 20 - FY 21
Statewide Preceptorship Programs	\$0	\$3,000,000	\$3,000,000	\$3,000,000

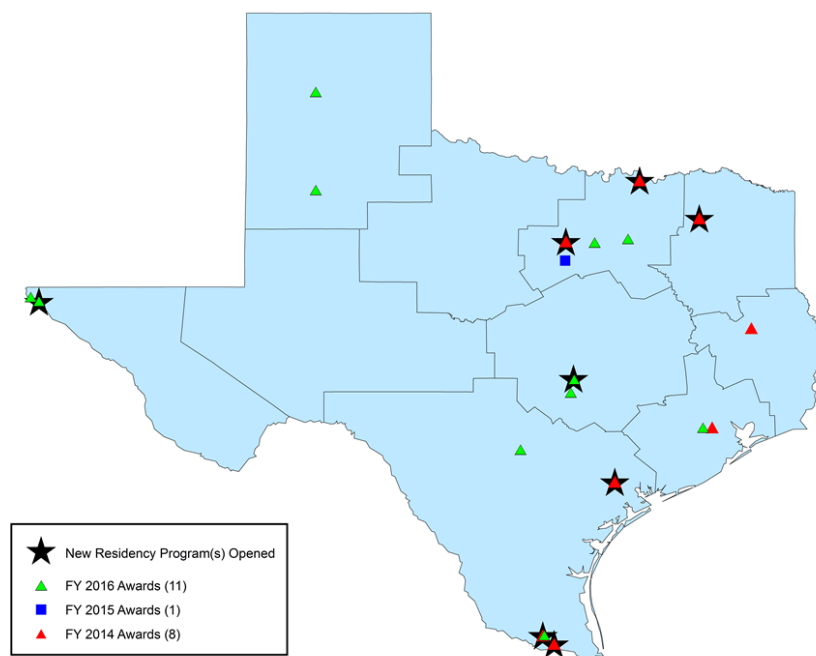
Graduate Medical Education Programs

(a) GME Planning Grants

The program supports the planning and development of new GME programs. For the 2014-15 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).

In 2015, the Texas Legislature expanded program eligibility and encouraged partnerships for the program in the 2016-17 biennium. An appropriation of \$3,500,000 allowed for the funding of 11 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. As a result of these Planning Grants, three programs, one family medicine and two internal medicine, began accepting residents in July 2018. An additional three programs have received accreditation and are scheduled to begin operation July 2019. Many of the selected award recipients are 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 grants.

Figure 1. (GME Planning Grants)



(b) 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 positions supported, beginning in 2014 through 2017. In FY 2014-15, 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 – 2019

	FY 14 – FY 15		FY 16 – FY 17		FY 18 – FY 19*	
	Positions Awarded	Funding Awarded	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	1311	\$98,325,000
Total Graduate Medical Education Expansion	206	\$12,790,000	680	\$48,950,000	1311	\$98,325,000

**Awards are pending verification that GME programs have filled awarded positions for the academic year starting July 2019.*

Medical Education Programs

(a) Statewide Preceptorship Programs

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 Texas Higher Education 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, served as a model for the development of the programs in internal medicine and pediatrics.

Because no appropriation was provided in FYs 2012 through 2015, no awards were provided in these years. However, the Texas Legislature provided an appropriation for each biennium 2016-17 and 2018-19 of \$3 million to fund awards of \$1 million to each preceptorship program.

After four years of reduced or no operation, the programs nonetheless achieved good outcomes. For the Internal Medicine Program, FYs 2016 through 2018 represented the highest student participation in the five most recently funded years. For the Pediatric Program, FYs 2017 and 2018 represented the highest student participation in the seven most recently funded years. For the Family Medicine Program, FY 2018 represented the highest student participation in the seven most recently funded years. Medical school student participants in FYs 2008 through 2018 are shown in Table 3 below.

Table 3. Statewide Preceptorship Programs

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
FY 2017	80	187	152
FY 2018	143	117	144

Committee on Academic Workforce and Success

AGENDA ITEM V-F

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, *60x307X*. The UEAC uses Texas Higher Education Coordinating Board (THECB) data and the expertise of its membership to create policy recommendations for staff and the Board.

The UEAC held three meetings during the past fiscal year on September 21, 2018, January 11, 2019, and April 26, 2019. The UEAC continued discussion from the previous year concerning the Texas Core Curriculum (TCC). The UEAC was instrumental in creating the TCC, implemented in fall 2014. During the previous year, UEAC reviewed the components of the TCC with an emphasis on the transferability of general education courses and the function of the TCC's Component Area Option (CAO).

The UEAC made a recommendation to restructure the CAO of the TCC through a change of Texas Administration Code (TAC) and a recommendation not to change TAC with respect to upper-division courses. The UEAC gathered a list of arguments for and against a reduction of the required 42 semester credit hours (SCH) for the TCC, through an elimination of the CAO with six SCH. A reduction of the required SCH would require legislative action.

A TAC change would require the THECB to engage in negotiated rulemaking during the coming year. The UEAC will continue to monitor and advise on the TCC, also in response to possible legislative changes during the 86th Legislative Session.

Dr. Julie Penley, Associate Vice President for Instruction and Student Success at El Paso Community College; Dr. Richard Miller, Professor and Chair, Department of Psychology and Sociology at Texas A&M University-Kingsville; and Dr. Daniel Brown, Dean of University College, Texas State University, serve and served as co-chairs of the UEAC during FY 2019. Dr. Brown will provide a brief summary of committee activities and be available to answer questions.

UNDERGRADUATE EDUCATION ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2021

Committee Purpose:

The UEAC provides advice and recommendations to the staff and 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 instructional programs; and
- responds to and make recommendations to the Coordinating Board on legislative policy changes regarding undergraduate education in Texas.

Report Period: June 2017 through June 2018

Co-Chair: Daniel Brown, PhD, Texas State University

Co-Chair: Julie Penley, PhD, El Paso Community College

Co-Chair (June through March): Richard Miller, PhD, Texas A&M University-Kingsville

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. List of member is attached.

Committee Meeting Dates: September 21, 2018 (meeting notes attached), January 11, 2019 (meeting notes attached) and April 26, 2019 (meeting notes pending approval by the committee)

Annual Costs Expended

Travel: \$18,200 estimated committee travel costs for three meetings.

Time Commitments:

Committee Members: 116 working days for three Committee meetings.

Coordinating Board Staff: 31 working days.

Summary of Tasks Completed and Current Recommendations to the Board:

- UEAC provided wording for negotiated rulemaking regarding the Component Area Option of the Texas Core Curriculum: the rule change would address special interests of institutions to fulfill foundational education needs of their students.
- UEAC recommended not to change THECB rules with respect to upper-division courses in the Texas Core Curriculum.
- UEAC gathered a list of arguments for and against a reduction of the required 42 Semester Credit Hours for the Texas Core Curriculum, through an elimination of the Component Area Option with six SCH. A reduction of the required Semester Credit Hours would require legislative action.

Undergraduate Education Advisory Committee Members Academic Year 2019

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

Co-Chairs

Daniel Brown, Ph.D. (20)
Dean, University College
Texas State University

Julie Penley, Ph.D. (19)
Vice President, Research, Accreditation
& Planning
El Paso Community College

Members: Public Community Colleges

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

Frank Graves, Ed.D. (21)
Dean of Workforce and Public
Service
McLennan Community College

Homer Guevara, Jr., Ed.D. (20)
Professor
Northwest Vista College

Heather Hicks (21)
Accreditation Liaison
Cisco College

Elva LeBlanc, Ph.D. (20)
Executive Vice Chancellor and
Provost
Tarrant County College

Kristin Spizzirri (20)
Associate Vice President of
Academic Affairs
Trinity Valley Community
College

Monica Villarreal, Ph.D. (20)
General Academics and
Education Statewide Director
Texas State Technical College

Kevin A. Wood (21)
Chemistry Instructor
North Central Texas College

Billie Anderson (19)
Director for Curriculum
Development
Tyler Junior College

Members: Public Universities

Lawrence Abraham, Ed.D. (21)
Professor and Associate Dean
The University of Texas at
Austin

Stefanie Borst, Ph.D. (21)
Associate Academic Dean
Texas Tech University

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

Marilyn Kaplan, Ph.D. (19)
Clinical Professor and Associate
Dean for Undergraduate
Education
The University of Texas at
Dallas

Teri Longacre, Ph.D. (20)
Vice Provost and Dean
University of Houston

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

John Quintanilla, Ph.D. (20)
Associate Dean for
Undergraduate Studies
University of North Texas

Christal Seahorn, Ph.D. (21)
Assistant Professor
University of Houston-Clear
Lake

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

Members: Independent Colleges & Universities

Elizabeth Howard (20)
Director, Eunice and James L.
West Library
Texas Wesleyan University

Randi L. Tanglen, Ph.D. (19)
Associate Professor of English
and Program Director, Johnson
Center
Austin College

Members: Public Health-Related Institutions

José Rojas, Ph.D. (20)
Associate Professor and Chair
University of Texas Medical
Branch

Non-Voting Student Member

Hope N. Cory (20)
Student
The University of Texas at
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Texas Higher Education Coordinating
Board
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TEXAS HIGHER EDUCATION COORDINATING BOARD
Academic Quality and Workforce

Undergraduate Education Advisory Committee

September 21, 2018

Summary Notes

Members present: Larry Abraham, Stefanie Borst, Daniel Brown, Edward Byerly, Hope Cory, Elizabeth Garcia, Frank Graves, Homer Guevara, Heather Hicks, Elizabeth Howard, Marilyn Kaplan, Teri Longacre, Richard Miller (Co-Chair), Julie Penley (Co-Chair), John Quintanilla, José Rojas, Christal Seahorn (via phone), Kristin Spizzirri (via phone), Janet Tareilo, Monica Villarreal, Kevin Wood

Members absent: Janna Chancey, Elva LeBlanc

Visitors: Rissa McGuire (Council of Public University Presidents and Chancellors), Jennifer Morgan (UT-Austin)

Coordinating Board staff: Reinold Cornelius, Assistant Director, Allen Michie, Program Director, Rex Peebles, Assistant Commissioner, Melinda Valdez, Program Director

1. Call to Order and Welcome

The meeting was called to order by Co-Chair Julie Penley at 10 a.m., followed by member introductions.

2. Orientation for the Work of the UEAC

Coordinating Board staff provided an overview on how the UEAC operates, including logistics, proceedings, and committee operations.

3. Election of Committee Co-Chairs

Following Dr. Penley's explanation of the options for electing committee co-chairs, the committee agreed to keep terms of co-chairs staggered, if possible, and elect each new co-chair half a year before a new chair would take over. Members wished to maintain tradition that one co-chair would come from a two-year institution and the other from a four-year institution. Members wished to keep the current co-chairs, elected September 2017, for the current meeting, in keeping with a traditional two-year term.

After Dr. Miller, the co-chair representing four-year institutions, explained his intention to conclude his time as co-chair, Larry Abraham motioned to elect Dr. Miller's replacement as chair from a four-year institution for the April 2019 meeting, Daniel Brown seconded, and all members agreed. An amendment to the motion by Dr. Miller included the provision that the Committee would elect the co-chair from a two-year institution next April, for a turn starting in September. Dr. Miller then nominated Dr. Brown for co-chair starting April 2019, Edward Byerly seconded, and, after discussion, Dr. Brown accepted.

The UEAC members unanimously voted to 1) elect each new co-chair half a year prior to beginning their new term; 2) remain with selecting one co-chair from a two-year institution, and one co-chair from a four-year institution; 3) elect Daniel Brown as the four-year institution co-chair representative, for an April 2019 beginning term, and 4) elect the two-year co-chair representative at the April 2019 meeting, for a September 2019 beginning term.

4. Consideration of Summary Notes From the April 20, 2018 Meeting

José Rojas made a motion to accept the summary notes from the 2018 April meeting, seconded by Elizabeth Howard, with a unanimous vote to accept.

5. Consideration of Potential Changes to The Texas Core Curriculum (TCC)

Reinold Cornelius explained Committee work starting with UEAC workgroup ideas (February 2018) for changes to the TCC. One idea pertained to the structure of the Component Area Option (CAO), in response to the problem of how certain courses, such as introductory language courses, do or do not align with the TCC. In April the Committee recommended to allow such courses in Option B of the CAO, if an institution defines one or more special interest areas. This change would also allow up to six Semester Credit Hours (SCH) in Option B, making it possible for students to take a course sequence of special interest area courses. Courses that can be approved in a Foundational Component Area (FCA) would still be appropriate for Option A of the CAO.

Dr. Cornelius reported on the idea favored by some institutions to reduce the SCH requirement for the TCC from 42 to 36 SCH, through the elimination of the CAO. He asked for input and thoughts about this idea.

The other idea from the workgroup meeting was in reference to the general education requirement for the TCC, which implies the question of what course levels are permitted in the TCC. The workgroup suggested allowing only lower-division courses into the FCAs, but to continue allowing upper-division courses in the CAO. Coordinating Board staff's response was to change the policy by not allowing upper division courses in either the FCAs or the CAO.

At the April meeting UEAC members asked for a list of upper-division courses approved in the TCC. Staff provided the list, and included a list of lower-division courses approved at four-year institutions that have a Texas Common Course Numbering System (TCCNS) equivalency, and a list of courses that do not have a TCCNS equivalency.

In April, UEAC members also asked staff to seek advice from the Coordinating Board's legal counsel on how to interpret the statute. Counsel explained that Texas Education Code (TEC) clearly tied TCC courses to the Texas Common Course Numbering System (TCCNS), which was referred to as common course numbering system (TEC 61.822). Counsel also referred to TEC 61.832, which requires four-year institutions to declare TCCNS equivalencies. Institutions do so in their course inventories. TCCNS equivalencies are tied to the Academic Course Guide Manual (ACGM), which is the list of courses approved by the ACGM Committee.

After the staff introduction of the topics of discussion, members deliberated in-depth about benefits and disadvantages of reducing the TCC from 42 SCH to 36 SCH, if the Component Area Option were eliminated. The Committee decided scheduling a separate meeting dedicated to this issue in January of 2019, based on timing for the upcoming legislative session. Prior to the next meeting, staff will summarize the discussion of the TCC and proposed changes raised at the last meeting.

The Committee discussed the issue of upper-division courses in the TCC. Staff made a new recommendation that would allow only ACGM courses in the Texas Core Curriculum, based on Counsel's clarification.

Dr. Abraham asked if there are data to show that the presence of lower-division courses without TCCNS alignment, and/or upper-division courses in the TCC, impede student transferability or cause excess hours. Dr. Abraham said his institution's set-up was not to impede any students bringing courses in through transfer. Native freshmen have flexibility through upper-division courses, but upper-division courses do not affect transferability. It is not required that upper-division courses are to be taken in the core. Upper-division courses are an opportunity to take a special course, maybe with a smaller class size, delivered by distinguished faculty, or if taken in a student's junior or senior year. He said that prescriptive majors may require junior or senior students to take core courses in their senior year, because the major required all the courses during freshman and sophomore years; those students should not be forced to take a lower-division course. He added that his institution requires 54 SCH of upper-division courses and students could decrease time to degree by taking them in fulfillment of the TCC as well. Several members agreed with some or all of these points.

The Committee discussed information from the raised issue of honors courses by Drs. Brown and Quintanilla. Honors courses could be specifically designed to address all requirements of the TCC, but they would be precluded from receiving an equivalency in the TCCNS.

Dr. Penley asked how to align the language of rules and statute without doing harm to students.

Dr. Kaplan suggested creating language for courses with a TCCNS number to be required in the TCC, but an institution would be allowed to have other courses as well. This would allow transfer, but also the option for additional courses.

Dr. Abraham stated that an alternative legal interpretation for the sentence "the core curriculum shall be consistent with the common course numbering system approved by the board" was that any course at an institution mapped to the course numbering system must be publicly identified. He noted that not all courses in the TCCNS were in the TCC.

Rex Peebles, PhD, Assistant Commissioner of Academic Quality and Workforce, addressed the Committee by saying that transfer students may be required to take extra courses compared with native students, who can "double dip," if they have completed core courses by taking specific core courses required by the major. That is the concern about upper-division courses. The issue is not only transfer, but also what applies. He pointed out that legislators imply applicability when referring to transfer.

Dr. Peebles said that honors courses could be recognized as equivalent to TCCNS courses, even if the prefix and number are different. The course would have to fulfill the state requirement and the honors program requirement. Drs. Quintanilla and Brown did not agree that there is a TCCNS equivalent to an honors course. They may have a different level requirement. Dr. Quintanilla argued that a transfer student with credit for the TCCNS course, declared equivalent to an honors course, could demand honors credit. Dr. Peebles

said it should be possible to show in the TCCNS that equivalency is for core credit but not honors credit.

Dr. Miller asked about the “exemption” that may be granted by the Board in TEC 61.832 (d). Dr. Peebles clarified this would be an exemption to the requirement of listing equivalencies.

Dr. Abraham argued there are other specially constructed lower-division courses, not unlike honors courses, that are not mapped to the TCCNS. Dr. Peebles said it is a question of whether statute is met or should be changed.

Dr. Abraham said his institution did not require “double dipping” (of core courses and program courses) for completion of a program’s credit requirements.

Dr. Longacre ask if there is evidence that upper-division core courses contribute to extra credit hours for transfer students. Dr. Brown said one could not conflate hours completed for the core with hours presented by transfer students at matriculation.

Dr. Abraham moved to accept the current Coordinating Board rule with regard to the general education requirement for the TCC, Texas Administrative Code Section 4.28 (a) (2), seconded by Dr. Quintanilla. Dr. Brown said he favored the motion, because as currently written, honors courses are not excluded. The motion carried in favor by 17 members, except for abstentions by Drs. Byerly, Kaplan, and Villarreal.

6. Update and Discussion on Coordinating Board Initiatives

Dr. Cornelius provided a brief update on applied baccalaureate degree program requests from public junior colleges. He explained that the Texas Education Code (TEC) specifies that community college baccalaureate offerings may only be in the fields of applied sciences, applied technology and nursing. Dr. Cornelius stated how the applied baccalaureate degree programs are designed to be responsive to employer demand, and provide the opportunity for students to remain current in their fields or to advance to management positions in their careers. The program requirements and review for approval was also explained. Eight community colleges in the state have one or more degrees of this type, for a total of 15 degrees, and four new applications are currently pending. There was a question whether applied baccalaureate degrees required the full core curriculum. [Staff note: yes, 42 SCH of core curriculum is required for all baccalaureate degrees, TEC 61.821- 61.832).]

Allen Michie, PhD, briefed the committee on Fields of Study (FOS) initiative. Dr. Michie explained that FOS ensure a student can transfer a completed FOS curriculum that will be substituted for the receiving institution’s lower-division requirements and for which the student will receive academic credit toward the degree program. The FOS, if completed, is the complete lower-division requirement for the transfer student. The FOS was initiated by the legislature in response to the student debt crisis, to aid in reducing time to degree and thus reducing the cost of a degree. Dr. Michie said the Coordinating Board is on schedule with a target of 25 FOS curricula to be completed by the start of the 86th Legislature in January 2019. He encouraged institution leadership to regularly nominate faculty of all ranks to serve on FOS committees.

Dr. Abraham asked, with reference to additional cost, if time to degree and courses taken could be shown with completed semester credit hours (SCH), not attempted hours. Yes, and Dr. Peebles said completed hours would be 6 to 12 hours less than attempted hours.

Dr. Brown cast doubt on the projected cost saving through the FOS, since "hidden prerequisites," such as mathematics courses leading up to Calculus I for engineering, are not addressed by the FOS.

The Committee discussed the issue of lower-division FOS courses that are taught at the upper-division at the receiving institution.

Dr. Abraham asked if the state is doing a disservice to students with regard to some aspects of the FOS design, when the FOS does not include lower-division courses required of native students and crucial for the success in upper-division courses. Examples: Business Calculus I in the business FOS or Organic Chemistry II for biology. Dr. Peebles asked why 4-year institution representatives would let this happen and acknowledged that early on FOS advisory committees may not have understood the statutory requirement, and that the Coordinating Board is looking for increased clarity to facilitate student success.

Dr. Brown stated the workload challenge of manually identifying individual FOS courses on incoming transcripts. Dr. Peebles agreed and said that Coordinating Board staff have been discussing the issue with TACRAO.

Dr. Cornelius gave an update on the planned Coordinating Board's Liaisons Meetings for community, state and technical college liaisons (October 22 and 23, 2018) and for university and health related institution liaisons (summer 2019).

7. Consideration of Future Work and Meeting Dates

Members were reminded that the spring 2019 meeting is planned for April 26, 2019 and the fall 2019 meeting is planned for September 20, 2019.

Dr. Brown suggested future work should include a report about dual credit education in Texas, due for final release in December 2018. Dr. Cornelius agreed it could be considered for the spring 2019 agenda.

8. Adjournment

The meeting was adjourned at 2:00 p.m.

TEXAS HIGHER EDUCATION COORDINATING BOARD
Academic Quality and Workforce

Undergraduate Education Advisory Committee

January 11, 2019

Summary Notes

Members present: Larry Abraham, Billie Anderson, Stefanie Borst, Daniel Brown, Edward Byerly, Hope Cory, Elizabeth Garcia, Frank Graves, Homer Guevara, Heather Hicks, Elizabeth Howard, Marilyn Kaplan, Elva LeBlanc, Teri Longacre, Richard Miller (Co-Chair), Julie Penley (Co-Chair), John Quintanilla (via phone), José Rojas (via phone), Christal Seahorn, Randi Tanglen, Janet Tareilo, Monica Villarreal, Kevin Wood

Members absent: Kristin Spizzirri

Visitors: Rissa McGuire (Council of Public University Presidents and Chancellors), Jennifer Morgan (UT-Austin), Chelsea Heidbrink for John Quintanilla (UNT), Adran LeBlanc (BCM), Edward Torralva (SAC)

Coordinating Board staff: Reinold Cornelius, Assistant Director, Raymund Paredes, Commissioner, Rex Peebles, Assistant Commissioner, Stacey Silverman, Deputy Assistant Commissioner, and Melinda Valdez, Program Director

1. Call to Order and Welcome

The meeting was called to order by Co-Chair Richard Miller at 10 a.m., followed by member introductions.

2. Consideration of Summary Notes from the September 21, 2018 Meeting

Dr. Cornelius explained two edits to the notes, based on members' feedback after the draft had been emailed. Elva LeBlanc moved to accept the notes, seconded by Kevin Wood. All members voted in favor.

3. Discussion and Consideration of Making a Recommendation to the Board Regarding the Number of Semester Credit Hours Required for the Completion of the Texas Core Curriculum

Dr. Cornelius explained that the special meeting was in a response to a request by the Committee during its September 21, 2018 meeting, in which the Committee asked to further discuss the implications of reducing the Texas Core Curriculum (TCC) via a statute change, from 42 Semester Credit Hours (SCH) to 36 SCH. The reduction would be through the elimination of the Component Area Option (CAO).

Dr. Cornelius suggested to proceed with two work groups: one would discuss the pros and the other would discuss the cons of reducing the SCH. Members self-selected between the two groups. After discussion the workgroups reported their findings to the whole Committee. From the discussion of the two groups, staff prepared a summary of each workgroup. The Committee discussed and edited the draft summary. The resulting summary was meant to inform each member's institutions, Texas Higher Education

Coordinating Board (THEC) staff, and Commissioner. The information could also add value to legislators' deliberations.

Participation on either workgroup was voluntary and members were not identified. The number of members was roughly equal for each group. It was clarified that the "pro work group" would identify reasons for changing the TCC from 42 to 36 SCH by removing the six SCH Component Area Option (CAO), and the "con work group" would identify reasons for not changing the SCH requirement of the TCC. The two groups worked separately for approximately 90 minutes.

Pro Work Group

Dr. Abraham shared the main points established in the "pro work group" with the full Committee. He highlighted issues related to transfer students moving between two- and four-year institutions. The result of removing the CAO (6 SCH) would be 1) fewer semester credit hours (SCH) upon graduation from a four-year institutions, 2) a lower cost in earning their degree, and 3) a positive impact on the goals of the *60x30TX* strategic plan. The "pro work group" summarized the reasoning:

1. Removing the CAO is important for transfer students as it would result in fewer SCH upon graduation, and lower student costs.
2. What happens to the six SCH of the CAO?
 - a. Removing the CAO would benefit students by allowing them to take credits that are not prescribed by the TCC, but related to a field that the student wants to pursue.
 - b. It saves cost if the students decide they do not want to pursue a certain field.
 - c. Students would have the double benefit of exploring their interest(s) while taking different courses.
3. For those students who do not change their minds, it allows a better chance for a shorter time to degree.
 - a. Perhaps each institution of higher education (IHE) can keep their interest in general education (e.g., language, capstone, or research exposure) as an institution requirement. The TCC requirement would be 36 SCH, while 6 SCH would be designated by the IHEs.
 - b. Field of Study (FOS) students would be able to take more courses and that could benefit them if they transfer.
 - c. If students have 6 SCH for flexibility to take any course not prescribed by the CAO, they could count it toward their minor.
4. IHEs need to ensure the 6 SCH qualify for federal financial aid.
5. In relation to debt concerns, there is diverse range of courses in the CAO among different IHEs. Many transfer students take a CAO course at one IHE that will not count toward a degree at their transferring IHE.

Con Work Group

Dr. Byerly shared that the main points established in the “con work group” with the full Committee. The issues revolved around how removing six hours from the TCC and the CAO would undermine the original intended spirit of the TCC. He cited the TCC design as providing a broad, valuable general education for higher education students. At 42 SCH, the TCC provides students the opportunity to take a wide range of classes in the CAO. Keeping the hours in the TCC would also have a positive impact on the goals of the *60x30TX* strategic plan. The “con work group” summarized the reasoning:

1. A reduction of the number of SCH through the elimination of the CAO is undermining the spirit of the TCC, which is the idea of a broad-based general education. The function of the TCC and the CAO are to:
 - a. give students basic citizenship skills (versus a shift toward major courses or upper division courses,
 - b. let students experience a diverse student surroundings (versus a more homogenous setting given by the major’s peer group),
 - c. allow students to have a higher earning potential, if they graduate with the necessary soft skills.
2. Institution have advising and finance systems, including pathways, in support of students. Alterations to the navigational systems that are in place may be costly.
3. A reduction in SCH affects students’ cost and debt load. It would “force” students to transfer to four-year institutions earlier, since two-year institutions may not be able to offer the courses required instead of CAO courses.
 - a. Community Colleges likely would see a reduction in courses offered, e.g., if courses required are not dual enrollment courses. (Example: World Geography would likely fall away as viable choice.)
 - b. The average debt load for native students is \$31k. The average debt load for transfer students is \$29k. (The credit hour cost at the two-year school is lower than at the four-year school.)
 - c. The cost of text books is lower at the lower division.
 - d. CAO may absorb “hidden pre-requisites.”
4. The larger SCH requirement supports student persistence and retention. Broad general education courses help develop confidence and a sense of attachment and belonging to the institution.
 - a. The diversity of courses in the CAO may be high, but institution utilize courses for the CAO that support persistence and completion.
5. “Going into” the major too early can lead to excess hours if the student interest is misplaced since premature.

The Committee discussed the pro and con positions agreeing on word and sentence changes reflected in these notes. The established reasoning was approved by the Committee without establishing a favor for either position.

4. Lunch

5. Consideration of Future Work and Meeting Dates

The next UEAC meeting was scheduled for April 26, 2019. It was noted that April 26 is the day of an SBEC meeting, and two members would be affected. The meeting day, having already been moved once due to a holiday weekend, was kept. Members were reminded that voting for the community college co-chair would be executed at the spring meeting. The fall 2019 meeting is scheduled for September 20.

6. Adjournment

The committee meeting adjourned at 1:57 p.m.

Discussion of Making a Recommendation to the Board Regarding the Number of Semester Credit Hours Required for the Completion of the Texas Core Curriculum

Undergraduate Education Advisory Committee
January 11, 2019

The Undergraduate Education Advisory Committee (UEAC) drafted points for and against a reduction of Semester Credit Hours (SCH), through a possible elimination of the Component Area Option (CAO) of the Texas Core Curriculum (TCC). The CAO requires six SCH of the total 42 SCH for the TCC. The elimination of the CAO could reduce the required number of SCH to 36 SCH. This would require a revision to the statute, Texas Education Code Section Chapter 61, Subchapter S, Section 61.822 (b), which sets the TCC at 42 SCH:

(b) Each institution of higher education shall adopt a core curriculum of no less than 42 semester credit hours, including specific courses comprising the curriculum. The core curriculum shall be consistent with the common course numbering system approved by the board and with the statement, recommendations, and rules issued by the board. An institution may have a core curriculum of other than 42 semester credit hours only if approved by the board.

UEAC emphasized that arguments made for and against a possible reduction in SCH speak positively to the goals of the strategic plan of higher education, *60x30TX*.

Arguments for the reduction in Semester Credit Hours (SCH) of the Texas Core Curriculum (TCC)

1. Removing the CAO is important for transfer students. Removing the CAO could result in fewer SCH upon graduation, and it could lower student costs.
2. What happens to the six SCH of the CAO?
 - Removing the CAO would benefit students by allowing them to take credits that are not prescribed by the TCC, but related to a field that the student wants to pursue.
 - Field of Study (FOS) students would be able to take more courses and that could benefit them if they transfer.
 - Students would have an added benefit of exploring their interest(s) while taking different courses.
 - If students have 6 SCH for flexibility to take any course not prescribed by the CAO, it might count toward a minor.
 - Institutions could keep their interest in general education (e.g., language, capstone, or research exposure) as an institution requirement. The TCC requirement would be 36 SCH, while 6 SCH would be designated by the IHEs.
 - The additional 6 SCH outside the TCC should serve as a degree requirement or for elective credit on the degree plan in order to qualify for federal financial aid.
3. Students who do or do not change majors.
 - For students who do not change major, a reduction in hours required for the TCC may improve their time to degree.

- Students that decide on a change in major early, as outcome of a flexible course choice, may save costs.
4. Courses in the CAO differ by institution. Transfer students may increase their debt if they take a CAO course that will not count toward their degree at the receiving institution.

Arguments against the reduction in Semester Credit Hours (SCH) of the Texas Core Curriculum (TCC)

1. A reduction of the number of SCH through the elimination of the CAO undermines the spirit of the TCC, which is the promotion of a broad-based general education. The function of the TCC and the CAO are to:
 - give students basic citizenship skills (versus a shift toward major courses or upper division courses),
 - let students interact with a more diverse group of students (versus a more homogenous group in the major's peer group),
 - allow students to have a higher earning potential, if they graduate with the necessary soft skills.
2. Institutions have advising and finance systems, including pathways, in place to support students. Alterations to either or both system could be costly.
3. A reduction in SCH affects students' costs and debt loads. It would "force" students to transfer to four-year institutions earlier, since two-year institutions may not be able to offer the courses required instead of CAO courses.
 - Community Colleges likely would see a reduction in courses offered, e.g., if courses required are not dual enrollment courses. An example: World Geography would likely fall away as viable choice.
 - The average debt load for native students is \$31 thousand. The average debt load for transfer students is \$29 thousand. The SCH cost at two-year institutions is lower than at four-year institutions.
 - The cost of text books may be lower at the lower division.
 - CAO may absorb "hidden pre-requisites," because four-year institutions could require those, and they may not be in the degree plan.
4. The larger SCH requirement supports student persistence and retention.
 - Broad general education courses help students develop confidence and a sense of attachment and belonging to the institution.
 - The array of courses in the CAO may vary, but institutions utilize courses for the CAO that support persistence and completion.
5. "Going into" the major too early can lead to excess hours if the student's interest is misplaced or premature and the student decides to change their major.

Committee on Academic Workforce and Success

AGENDA ITEM V-G

Report to the Committee on activities of the Lower-Division Academic Course Guide Manual (ACGM) 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 provide recommendations to the Board of the Texas Higher Education Coordinating Board (THECB) 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 2019. At the fall meeting, the committee reviewed new courses, changes to existing course descriptions, and the addition of learning outcomes for courses in the disciplines of Business, Psychology, and Social Work that are part of the Field of Study Curricula for those disciplines. These changes were recommended by faculty workgroups as part of the ACGM Learning Outcomes Project. Other items of discussion were pre-requisites for certain courses and course rubric designations.

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 550 courses and recommended 35 courses for deletion, with a two-year review period for appeals.

Dr. Norma Perez, Vice Chancellor of Instructional Services and Chief Academic Officer at Houston Community College, and Dr. Paul Bernazzani, Interim Associate Dean of Arts and Sciences at Lamar University, serve as co-chairs for the ACGM Advisory Committee. Dr. Perez and Dr. Bernazzani 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, 2021

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

Report Period: June 2018 through May 2019

Co-Chair, Four-Year Institution: Paul Bernazzani, Ph.D.

Co-Chair, Two-Year Institution: Norma Perez, 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:

December 4, 2018 (Minutes attached)

May 7, 2019 (Minutes pending approval by the committee)

Annual Costs Expended

Travel: \$5,754 (estimated committee travel costs for two meetings)

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 the revision of course descriptions and addition of student learning outcomes for courses in the disciplines of Business, Psychology, and Social Work that are part of the Field of Study Curricula.
- At its spring meeting, the committee reviewed enrollment reports prepared by staff for 550 courses to identify underutilized or obsolete courses. Thirty-five courses were scheduled for deletion with a two-year teach-out, comment, and appeal period.

Current Recommendations to the Board

At the June/July CAWS and Board meetings the Advisory Committee makes the following recommendations (see Agenda Item V-N):

- Approve the changes to the ACGM for the revision of course descriptions and addition of learning outcomes for courses in the disciplines of Business, Psychology, and Social Work that are part of the Field of Study Curricula.
- Approve the removal of courses from the ACGM that have been under review for two to four years and scheduled for deletion by the ACGM Advisory Committee at their March 24, 2014 and November 17, 2016 meetings. Courses removed from the ACGM are no longer eligible for state funding.

Academic Course Guide Manual

Advisory Committee Members

Academic Year 2019

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

Co-Chairs

Paul Bernazzani, Ph.D. (20)
Interim Associate Dean and Professor,
Arts and Sciences
Lamar University

Norma Perez, Ph.D. (19)
Vice Chancellor of Instructional
Services and Chief Academic Officer
Houston Community College

Members: Public Community Colleges

Brent Cowell (20)
Director, Division of Fine Arts
Temple College

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

Robert Rizer, Ed.D. (19)
President
Clarendon College

Samuel Echevarria-Cruz, Ph.D. (21)
Dean of Liberal Arts, Social and
Behavioral Sciences
Austin Community College

Rahime-Malik Howard (20)
Professor and Program
Coordinator Sociology
Dallas County Community
College District

Joshua Villalobos (21)
Campus Dean, Instructional
Programs, Mission Del Paso
Campus, El Paso Community
College District

Jonda Halcomb, Ph.D. (21)
Dean of the Division of Arts and
Sciences
Del Mar College

Amber Kelly (19)
Dean of General Studies
Howard College

Members: Public Universities

Needha Boutté-Queen, Ph.D. (21)
Department Chair and Professor
of Social Work
Texas Southern University

Elizabeth Erhart, Ph.D. (20)
Department Chair of
Anthropology
Texas State University

Mark Hartlaub, Ph.D. (20)
Dean, College of Liberal Arts
Texas A&M University-Corpus
Christi

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

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

Lisa Lacher, Ph.D. (21)
Assistant Professor
Informational Technology
University of Houston-Clear
Lake

Ashley Purgason, Ph.D. (20)
Associate Provost for Student
Success
The University of Texas at
Arlington

Tammy Wyatt, Ph.D. (19)
Associate Dean, University
College
The University of Texas at
San Antonio

Ex-Officio Member

John Spencer
Database Coordinator
Texas Common Course
Numbering System

Coordinating Board Staff

Rebecca Leslie
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James Goeman, Ph.D.
Assistant Director, Graduate Education
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TEXAS HIGHER EDUCATION COORDINATING BOARD
Academic Quality and Workforce

Academic Course Guide Manual Advisory Committee

December 4, 2018

Summary Notes (Approved)

Members present: Norma Perez (Co-Chair), Paul Bernazzani, Brent Colwell, Samuel Echevarria-Cruz, Ricky Dobbs, Elizabeth Erhart, Juan Garcia, Jonda Halcomb, Mark Hartlaub, Rahime-Malik Howard, Catherine Howard (phone-in), Amber Kelly, Lisa Lacher, and John Spencer, TCCNS Administrator, ex-officio.

Members absent: Joshua Villalobos, Needha Boutté-Queen, Ashley Purgason, and Tammy Wyatt.

Non-voting proxy: Cary D. Wintz (attending on behalf of Needha Boutté-Queen).

Coordinating Board staff: Rebecca Leslie, Program Director; James Goeman, Assistant Director; Suzanne Morales-Vale, Director of Adult and Developmental Education, and Rex Peebles, Assistant Commissioner.

1. Call to order and welcome

The meeting was called to order at 10:30 a.m. by Co-Chair Norma Perez. She introduced members and welcomed those new to the committee.

2. Election of Co-chair representing a public university

Co-chair Perez asked if there was a volunteer from the membership representing a university and explained briefly about the duties of the co-chairs. There was some discussion about the qualifications including experience on the committee. Paul Bernazzani expressed willingness to serve. Without other nominations, a vote was taken and Paul Bernazzani was elected co-chair.

3. Consideration of Minutes from the April 30, 2018 Meeting

Co-Chair Perez asked the committee to review the minutes. After a motion was made and seconded, the committee voted unanimously to approve the minutes.

4. Discussion of Coordinating Board rules and the committee responsibility for review of Field of Study and Voluntary Transfer Compact courses

Co-Chair Perez refer the committee to their information packet for rules and statutes related to field of study (FOS) and voluntary transfer compact (VTC). She read Rule 9.71 (c) (4) which states "Courses in a Board-approved field of study curriculum as outlined under §4.32 of this title (relating to Field of Study Curricula), or a statewide transfer compact shall automatically be added to the ACGM." Rebecca Leslie was recognized to give background information about the discussion item. There are differences in the two types of courses. Those in a field of study will be referred to a FOS committee if the ACGM committee recommends a review based on low enrollments and institutions infrequently offering the course. The VTC courses are not described in statute and the ACGM committee may schedule the VTC courses for deletion.

5. Discussion and Consideration of the recommendation to schedule ENGR 2334 Chemical Engineering Thermodynamics I for deletion

Co-chair Perez introduced the agenda item. At the April 30, 2018 meeting the workgroup for science, technology, engineering and mathematics (STEM) recommended that ENGR 2334 Chemical Engineering Thermodynamics I be scheduled for deletion. Action on the recommendation was postponed pending clarification of rules regarding courses that are part of a VTC. With that clarification made, discussion was opened on the recommendation. Data was provided on the course and its frequency of offerings statewide. Jonda Halcomb spoke against the recommendation and indicated that two year schools are just starting the chemical engineering programs and that the VTC shows that the course was acceptable at universities. Jonda also said that the restriction of chemical engineering courses in the ACGM is limiting to two year schools. Rebecca was recognized to provide an explanation of the data provided. There are only nine universities with chemical engineering programs with two of those relatively new without graduate numbers. UT and TAMU are the largest programs. TAMU admits more transfer students than UT, however University of Houston while it does not produce as many graduates as UT and TAMU, is the largest transfer university in the state. Of the nine institutions with a chemical engineering degree, five offer the courses at the sophomore level. The other four institutions offer Thermodynamics as a junior level course. Jonda mentioned growth of industry in the south Texas area as an indication of demand for the degree. Brent Colwell commented that since the course is offered at the sophomore level at some institution, then the course should remain in the ACGM for transferability and to keep students from having to take the course at the junior level. Co-chair Perez reminded the committee that the course was not included in the FOS for engineering. James Goeman was recognized and provided the caution that a course not in the FOS does not have the guarantee of applicability to a bachelor's degree. John Spencer asked if the FOS was generic and clarification was made that the FOS has tracks for different degrees. Paul Bernazzani mentioned that thermodynamic is a degree requirement is in Chemical and Civil Engineering degree programs and asked if another thermodynamics course is in the FOS. Rebecca added university course inventories do have thermodynamic under different course rubrics in the different areas of engineering, but that enrollments and level at which the courses are taught was not researched. Samuel Echevarria-Cruz pointed out that online with the Tuning Project the compacts indicate that there are no universities that have agree to participate with the compact for Chemical Engineering. Samuel also asked what reason was given in the FOS committee for not including the course. Co-chair Perez asked if the committee wanted more information before a call for a vote. Further discussion and action what discontinued until the THECB staff involved with the Engineering FOS could be consulted.

Mindy Nobles joined the committee to provide information about the FOS for Engineering. Co-chair Perez asked Mindy to shed light on the reasons why ENGR 2334 Chemical Engineering Thermodynamics I was not included in the FOS. Mindy indicated that the subcommittee for Chemical Engineering did recommend the course to be included in the Chemical Engineering Track, however the full FOS committee did not approve the inclusion of the course. A faculty member from The University of Texas at Austin objected to ENGR 2334 because it is upper-division and the ACGM description and learning outcomes did not have sufficient content to match the upper-division course. Later a motion was made to accept the recommended chemical engineering track with the omission of ENGR 2334. The motion passed and there were no objections to the omission.

The discussion of ENGR 2334 resumed in the afternoon with information about the comment period provided by Mindy. James Goeman reported that Mindy found that five universities made comments about the Chemical Engineering program track and that none were related to the absence of ENGR 2334. Jonda Halcomb related that in the discussions to leave the course out of the FOS it was generally understood among other institutions that they could continue to offer thermodynamics and it would be accepted by a number of institutions. Jonda asked why it was a bad thing to keep the course in the ACGM if it benefits the student and transfer agreements exist. Co-chair Perez pointed out that there was a concern because the course was deemed to be under-utilized at the last meeting. Vote was delayed to determine whether or not its inclusion in a VTC gave it special protections. The course would not be deactivated for two years if voted to be scheduled for deletion. Rebecca gave the criteria used to judge underutilization based on rules. A course must be considered for deletion if three or fewer community colleges offer the course. Additionally, for a course to be included in the ACGM five community colleges must offer the course and five universities have to indicate that the course is accepted and applied to a degree. The handout for the committee indicated the number of community colleges that offered the course and the statewide enrollments were:

FY 2014 two colleges offered it with combined enrollment of 61 students.

FY 2015 two colleges offered it with a combined enrollment of 61 students.

FY 2016 two colleges offered it with a combined enrollment of 65 students.

FY 2017 three colleges offered it with a combined enrollment of 71 students.

Jonda said that she thought the need for chemical engineering is growing. Rex Peebles joined the discussion and said that the FOS will be reviewed every five years if not sooner if needed. He also said that a recent proposal for a chemical engineering was not able to establish a workforce need for the program. Jonda clarified that she was speaking of the industrial growth in the Coastal Bend area and could review workforce need in that area. Co-chair Perez called for a motion to delete the course. There was a motion but not a second. Without a second the motion died. The course will not be scheduled for deletion. Rebecca said that the course along with all active courses will be reviewed in the spring. Jonda asked if Dr. Peebles would return with more information and he indicated he would.

6. Reports on research and discussion of a rubric change for SPCH courses

Co-chair Perez introduced the item for discussion reminding the committee of its responsibility for overseeing the courses in the ACGM, however unlike most individual course review, there is not a process in place to approve a rubric change. Dallas County Community College District made a request to change a rubric, but without a process defined, Co-chair Perez said no vote would be taken by the committee today. The agenda item was for discussion only. Co-chair noted that lacking in the submission from the institution was a statement from the Texas Speech Communication Association (TSCA), although the organization is mentioned in the request information. John Spencer was recognized to report on an informal survey done through the TACRAO (Texas Association of College Registrars and Admission Officers) list serve. John indicated that the responses were fewer than he wished. The twenty survey responses, along with other comments in discussions at TACRAO, indicated that the change from the SPCH rubric was perceived as unnecessary and would require operational changes to schedules, catalogs, and systems. Registrars also called John to express their concerns with any such change. Co-chair Perez

asked John to send the survey to academic contacts for TCCNS as well as the student contacts for the system. Rebecca was asked to solicit information from the TSCA. Lisa Lacher asked if a cost benefit analysis was considered or possible. Co-chair Perez indicated that most likely cost would be associated with staff time. James Goeman pointed out that the benefits of a change are speculative and that there is no way to certify the benefits before the change is made. The cost of change is probably determinable, but because the cost amount may vary by institution and so many institutions would have to be involved, asking institutions to determine the cost is an undue burden. Co-chair Perez pointed to data in the information packet for committee members showing the rubrics used at universities. Rebecca explained that among universities there is not a consensus rubric for speech courses. While many do use COMM, in the common numbering system a problem arises because there are overlaps in numbers between the areas of communication and speech if all speech courses were to be changed to the COMM rubric. Community colleges all use SPCH now but universities use different rubrics. James reiterated the challenge of cross-listing in the two areas: SPCH and COMM. Co-chair Perez asked if there were additional discussion or questions. There was a question about speech courses in core curriculum and how speech courses are used by institutions. Samuel Echevarria-Cruz noted that the most compelling argument for change included with the information from Dallas County Community College District (DCCCD) was the mention of a trend merging field, however they list only three examples (3 out of 38 universities). Samuel went on to state that there seems to be two distinct disciplines with their own nomenclature that are thriving separately. He questioned the benefit of a change when considering the cost. Rebecca said she did follow-up with Dallas County Community College about the merging departments but they were not able to respond within the time available. This could be researched and the question may be posed to them again. Rahime-Malik Howard asked if the request was about a prefix change or a title change. He noted that information submitted in the request referred to the "fear of public speaking." A change in the rubric would not change the class. John Spencer shared that courses may have college readiness designations used as prerequisites and that this may differ one institution to another. He said that DCCCD requires reading and writing readiness for enrollment in Speech courses in the core, however, Tarrant County College does not. Students transfer back and forth and after successfully completing the course at Tarrant return to DCCCD to be declared college ready in reading and writing. John thought that a title change may make the course less threatening, but there needs to be a discussion about what is required to take the course. Rahime remarked that the college readiness standards at DCCCD were understandable since students must be able to read speeches and to prepare in writing speech to be made. Co-chair Perez asked for any other discussion. James stated that the question to come before the committee will be to consider the cost versus whatever possible academic benefits. Rebecca summarized the items for further discussion on the possible rubric change: responses to a survey by TCCNS to academic and student contacts, speech in core curriculum, merged discipline departments at institutions, and a statement from TSCA.

7. Discussion and consideration of changes to ACCT 2301/2401 Principles of Financial Accounting in regard to the prerequisite of TSI standing

Co-chair Perez recognized Suzanne Morales-Vale to explain the agenda item. Suzanne received an inquiry/comment from the field about the only two references to TSI in course descriptions of the ACGM. In the context of the co-requisite model for developmental education generally any reference to TSI sends a message that the course can be employed

in a co-requisite model to establish college readiness. In this case completion of ACCT 2301/2401 could be mistakenly interpreted to mean the student is college ready in mathematics. Given the context of the co-requisite model and the use of the term of TSI, she did not feel that it was necessary to mention TSI college readiness. Co-chair Perez asked the membership for any questions. Paul Bernazzani pointed out that if the prerequisite of meeting TSI in mathematics was removed, the course would in effect be subject to enrollment of students with little or no preparation in mathematics since MATH 1324 is only a recommended prerequisite. Rebecca Leslie said that the concern Paul described was also a concern discussed among staff. The accounting course and the math course (MATH 1324) are both part of the Field of Study (FOS) for business and the prerequisites were placed on the course during the Tuning process. The idea of a "recommended" prerequisite is problematic and does not provide clarity to institutions. The staff thought that the FOS committee should be consulted and polled about the issue of placing a different prerequisite instead of keeping the "recommended" prerequisite. Co-chair Perez called for a motion to remove the prerequisite of TSI met in mathematics. A motion was made and seconded. The motion passed. The other issue of the recommended prerequisite of MATH 1324 would be taken up again after the FOS Advisory Committee provides feedback.

8. Discussion and consideration of changes to Math Mathematics for Business and Social Sciences in regard to the prerequisite of TSI standing

Co-chair Perez recognized, Suzanne Morales-Vale to explain the agenda item. Suzanne said that, for the sake of consistency, no other entry level course and particularly among mathematics courses has a TSI prerequisite since this requirement is a given. The course is listed in TSI rules among the first entry college level courses for mathematics. Co-chair Perez called for a motion to remove the prerequisite of TSI met in mathematics. A motion was made and seconded. The motion passed.

9. Report on Learning Outcomes Project

Co-chair Perez recognized Rebecca Leslie to report. The 2018 Learning Outcomes Project focused on courses that are part of new or revised FOS: Business, Psychology, and Social Work. The business and the social work workgroups have completed their work. The psychology workgroup continues to deliberate on changes based on comments received. New courses approved as part of a FOS and to be added to the ACGM in the spring edition were:

BUSI 2305 Business Statistics

PSYC 2320 Abnormal Psychology (still in process)

PSYC 2330 Biological Psychology (still in process)

Existing courses in the FOS that were revised are:

BCIS 1305/1405 Business Computer Applications

PSYC 2319 Social Psychology (still in process)

PSYC 2317 Statistical Methods in Psychology (still in process)

SOCW 2361 Introduction to Social Work

SOCW 2361 Introduction to Social Work

SOCW 2362 Social Welfare: Legislation, Programs, and Services

SOCW 2389 Academic Cooperative

10. Staff updates on Coordinating Board activities

Co-chair Perez recognized Rebecca Leslie to report. The handout provided to the committee listed the nineteen completed FOS and the fourteen FOS still in deliberation by advisory committees. Allen Michie is the contact for coordination of the FOS advisory committees and provided the information. Rebecca asked ACGM committee members to encourage their colleagues and institutions to participate in the processes for the FOS development. The process for FOS development is long and difficult with rules adoption, committee selection, meetings, and comment periods involved. Rex Peebles made remarks about the challenges of receiving enough nominations from public universities and stressed the importance of institutional participation. He said that the institutions are being asked to do something they never have, and they also should consider making adjustments to their own curriculum. The FOS advisory committees will be asked to return after the comment period unless there is an overwhelming endorsement of FOS curriculum in the comments from the field. Co-chair Perez reiterate the importance of participation. John Spencer asked that a column be added to the chart in the handout provided to the committee to provide the date of review. Some discussion followed about transcribing the FOS courses. Rex indicated that there will be collaboration with TACRAO (Texas Association of College Registrars and Admission Officers). Co-chair Perez asked that the effective date be added to the handout chart for each FOS. Rex said that the implementation date will be a year to a year and a half after board approval to provide ample time for faculty and institutional preparation. Rebecca said this was particularly important for the Learning Outcomes Project if new or revised courses are needed for the FOS. Lisa Lacher asked if this information was available online. It is available under Institutional Resources selecting the link to Transfer Resources.

Co-chair Perez asked Rex to provide update of other activities of the THECB. He said the legislative session was approaching and the agency will be busy with bill analysis. The Academic, Workforce, and Quality Division analyzed over 400 bills last session. Issues of interest to the legislature that may impact the ACGM Advisory Committee are transfer, excess hours, core curriculum, and FOS. The legislature is also expected to consider dual credit and its funding, student debt, and performance funding for institutions.

Other activities mentioned were the release of several reports:

Dual-Credit Education Programs in Texas (American Institutes for Research)

Texas General Academic Institutions Increasing Successful Community College Transfer Report 2018

Study on Best Practices in Credit Transfer

Rebecca added that the Transfer Report provides information on the TCCNS is used by public universities with break-out by institutions including number of TCCNS courses in core and in majors as compared to non common courses.

11. Discussion of future work and meeting dates

Co-Chair Perez indicated that the spring meeting will May 7, 2019 and encouraged the members to be responsive to reminders. The spring meeting will include the review of courses and their enrollments. The committee will also return to the discussion of the speech rubric. There is also the possibility of a request for new courses. Members were instructed to return the travel expense form about to Rebecca before leaving.

12. Adjournment

With no other business before the committee, the meeting was adjourned.

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 established and provided funding for the Autism Grant Program (AGP). In 2017, the 85th Texas Legislature continued its support for the program and directed the Texas Higher Education Coordinating Board (THECB) to award grants to existing autism research centers at Texas public, independent, and health-related institutions of higher education through the General Appropriation Act, Article III, Riders 68 and 50, respectively. The program provides competitively awarded grants to support Autism Spectrum Disorder (ASD) research and expand treatments for children with ASD. Projects are funded in three award categories: 1) Parent-directed Treatment Methods; 2) board-certified Behavior Analyst Training for teachers/paraprofessionals; and 3) research, development, and evaluation of Innovative Autism Treatment Models.

The THECB staff also gathers data on the projects and submits an annual report on the effectiveness of each project, 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 is 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 annual 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 and Workforce Success

AGENDA ITEM V-I (1)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas A&M University/Texas A&M University Health Science Center for a Doctor of Philosophy (PhD) degree with a major in Pharmaceutical Sciences

RECOMMENDATION: Approval, beginning spring 2020

Rationale:

Texas A&M University (TAMU) and Texas A&M University Health Science Center (TAMU/HSC) are proposing a Doctor of Philosophy (PhD) degree in pharmaceutical sciences. The proposed program would require 60 semester credit hours (SCH) beyond a master's degree and 90 SCH beyond a bachelor's degree beginning in fall 2019. The proposed program would be offered face-to-face and electronic-to-group through the Irma Lerma Rangel College of Pharmacy (RCOP) located in Kingsville and offered to students in the College Station location. Students and faculty in both locations would connect through video conferencing. The curriculum plan estimates four years to complete the degree.

The proposed program would distinguish itself from other pharmaceutical sciences programs by offering graduate training and education based on the U.S. Food and Drug Administration's (FDA) recommendations for transforming the way medical products are developed, evaluated, and manufactured. Students would design and conduct research, have hands-on experience at research centers and laboratories, and complete a dissertation.

Workforce projections for pharmaceutical science-related positions include biochemistry, biological science, medical science, and microbiology roles in addition to drug research and development. Projected average annual openings are 23,400 nationally and 990 in Texas, indicating growth nationally and in Texas above the national average in most industries.

Proposed costs include reallocation of personnel resources and a significant commitment to graduate assistantships. Estimated new costs are \$5,056,590 and reallocated costs are \$7,857,186 for the first five years. The proposed program would be supported by \$2.1 million in grant. Ten assistantships per cohort would offer students a \$25,000 stipend plus tuition, guaranteed for up to four years.

There are currently five doctoral programs in pharmaceutical sciences or related fields in Texas.

Recommendation:

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

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

Completion Measures		Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	85.2%	77.1%
	Doctoral 10-Year Graduation Rate	73.6%	62.1%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: Yes <u>No</u> N/A		
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> Astronomy (PhD, 2016) enrollment met in Year 3 Ecology and Evolutionary Biology (PhD, 2015) enrollment is 19 below projected (projected 44, enrolled 25) The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <ul style="list-style-type: none"> Student financial support was lower than proposed commitment per student. Yes <u>No</u> N/A 		

Proposed Program:

The proposed program would require 60 semester credit hours (SCH) beyond a master's degree and 90 SCH beyond a bachelor's degree beginning in fall 2019. The proposed program would be offered face-to-face and electronic-to-group by faculty in College Station and Kingsville.

Students would design and conduct research, have hands-on experience at research centers and laboratories, and complete a dissertation. Marketable Skills include critical thinking and problem-solving, oral and written communications, integration of knowledge from a variety of disciplines, and leadership. The curriculum plan estimates four years to complete the degree. The proposed program would also offer course credit for professional experience and competency-based education. Students with recent work experience and demonstrated competencies in the private or public spheres, or work experience through research opportunities while in the program, may have these competencies or experiences applied toward the program with consent of the major advisory and approval of the PhD Program Committee.

The institution estimates that new five-year costs would total \$5,115,118.

Existing Programs:

There are five doctoral programs in pharmaceutical sciences or related fields in Texas. There are no existing programs within a 60-minute drive of proposed program. In 2017-18, there were a total of 158 declared majors at the public universities and health-related institutions and 39 doctoral degrees awarded.

Public Universities:

University of Houston (2 programs)
Texas Southern University
The University of Texas at Austin

Public Health-Related Institutions:

Texas Tech University Health Sciences Center

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	10	20	29	38	38
<i>Graduates</i>	-	-	-	9	9
<i>Avg. Financial Assistance</i>	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
<i>Students Assisted</i>	10	20	29	38	38
<i>Core Faculty (FTE)</i>	9.25	9.25	9.25	9.25	9.25
<i>Total Costs</i>	\$1,879,423	\$2,265,106	\$2,647,115	\$3,035,825	\$3,086,307
<i>Total Funding</i>	\$1,754,137	\$2,022,735	\$2,546,791	\$3,300,063	\$3,348,578
<i>% From Formula Funding</i>	0	0	12%	26%	25%

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 0
Faculty (Reallocated)	\$ 7,857,186
Program Administration (New)	\$ 53,091
Program Administration (Reallocated)	\$ 0
Graduate Assistants (New)	\$ 3,500,000
Graduate Assistants (Reallocated)	\$ 0
Clerical/Staff (New)	\$ 265,456
Clerical/Staff (Reallocated)	\$ 0
Other	\$ 0
Student Support	\$ 612,260
Supplies and Materials	\$ 625,783
Library and IT Resources	\$ 0
Equipment	\$ 0
Facilities	\$ 0
Other	\$ 0
Total	\$ 12,913,776

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 2,005,898
Other State Funding	\$ 0
Reallocation of Existing Resources	\$ 7,857,186
Federal Funding (In-Hand Only)	\$ 0
Tuition and Fees	\$ 1,009,220
Other – Grant Funding	\$ 2,100,000
Total	\$ 12,972,304

Source: Texas A&M University / Texas A&M University Health Science Center proposal.

Note: Texas A&M University / Texas A&M University Health Science Center's formula funding estimates reflect General Academic Institution funding levels for Pharmacy programs.

Major Commitments:

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

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

Online Resume for Legislators and Other Policymakers

TEXAS A&M UNIVERSITY

Location: College Station, Central Region

Research Accountability Peer Group: UT Austin

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

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

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[Accountability System](#)

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Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	33,317	62.6%	36,154	57.6%	35,920	56.4%
Hispanic	9,346	17.6%	13,120	20.9%	13,753	21.6%
African American	1,800	3.4%	2,239	3.6%	2,156	3.4%
Asian	2,602	4.9%	4,169	6.6%	4,596	7.2%
International	4,608	8.7%	5,192	8.3%	5,284	8.3%
Other & Unknown	1,546	2.9%	1,928	3.1%	1,985	3.1%
Total	53,219	100.0%	62,802	100.0%	63,694	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	1,400	3.3%	1,606	3.2%	1,564	3.0%
Two-Year Institutions	Number	% of UG	Number	% of UG	Number	% of UG
	462	1.1%	599	1.2%	535	1.0%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,036	.0%	\$9,412	.0%
2015	\$9,242	2.3%	\$9,520	1.1%
2016	\$9,494	2.7%	\$9,652	1.4%
2017	\$9,707	2.2%	\$9,758	1.1%
2018	\$9,882	1.8%	\$9,987	2.3%
2019	\$10,316	4.4%	\$10,357	3.7%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2016	33%	\$6,316	33%	\$6,463	34%	\$6,193
2017	32%	\$6,338	33%	\$6,430	33%	\$6,239
Federal, State, Institutional or Other Grants Known by Institutions						
2016	54%	\$8,300	52%	\$9,518	56%	\$12,898
2017	54%	\$8,252	52%	\$9,421	57%	\$13,178
Federal (Pell) Grants						
2016	22%	\$4,341	23%	\$4,346	21%	\$4,418
2017	21%	\$4,344	22%	\$4,358	20%	\$4,444

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates		
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Cohort	Institution Rate	Peer Group Rate
Cohort		7,174	8,513	9,670	Fall 2009 4-year	53.8%	52.8%
Total		95.7%	96.1%	96.3%	Fall 2013 4-year	56.9%	61.3%
Same		91.4%	91.5%	92.3%	Fall 2014 4-year	58.2%	63.7%
Other		4.2%	4.6%	4.1%	Fall 2008 5-year	80.5%	79.6%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2012 5-year	82.5%	82.0%
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	82.5%	83.8%
Institution Persistence					Fall 2007 6-year	84.8%	83.8%
Cohort		7,599	8,481	8,501	Fall 2011 6-year	86.8%	86.4%
Total		94.5%	93.9%	94.1%	Fall 2012 6-year	86.3%	86.0%
Same		87.1%	85.5%	86.5%	National Comparison (IPEDS Definition)		
Other		7.4%	8.4%	7.6%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2008 4-year	49.0%	63.2%
Cohort		7,332	8,017	8,530	Fall 2012 4-year	52.0%	68.6%
Total		93.8%	93.9%	94.2%	Fall 2013 4-year	54.0%	69.2%
Same		87.5%	87.9%	88.4%	Fall 2007 5-year	76.0%	80.8%
Other		6.3%	6.0%	5.8%	Fall 2011 5-year	77.0%	83.6%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2012 5-year	79.0%	83.6%
					Fall 2006 6-year	80.0%	84.2%
					Fall 2010 6-year	80.0%	86.0%
					Fall 2011 6-year	82.0%	86.2%
Institution	Grade	Sem	SCH	Peer Group Average	Grade	Sem	SCH

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution	Grads	Sem	SCH	Peer Group Average	SCH
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2014	8,336	9.15	129.93	7,949	9.12	129.92
FY 2017	10,087	9.20	130.00	9,158	9.10	128.00
FY 2018	10,942	9.20	130.00	9,623	9.00	127.00

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	87	69.0%
Peer Group	98	68.4%
<i>For Students NOT Needing Dev Ed</i>		
Institution	7,087	90.2%
Peer Group	7,506	89.7%

*Peer Group data is average for peer group.

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$404,716,671	31.4%	\$549,089,689	33.7%	\$567,222,890	32.4%
Federal Funds	\$128,033,026	9.9%	\$137,654,857	8.4%	\$146,772,258	8.4%
Tuition & Fees	\$351,591,714	27.3%	\$514,912,744	31.6%	\$554,419,655	31.6%
Total Revenue	\$1,289,313,180	100.0%	\$1,629,775,413	100.0%	\$1,752,189,468	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS A&M UNIVERSITY

Location: College Station, Central Region

Research Accountability Peer Group: UT Austin

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

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

[Institutional Resumes](#)

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Enrollment		
Race/Ethnicity	Fall 2018 Number	Percent
White	35,920	56.4%
Hispanic	13,753	21.6%
African American	2,156	3.4%
Asian	4,596	7.2%
International	5,284	8.3%
Other & Unknown	1,985	3.1%
Total	63,694	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,564	3.0%
Other Institutions	535	1.0%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2014	58.2%
Same Institution		56.2%
Other Institutions		2.1%
5-year Rate Total	2013	82.5%
Same Institution		79.1%
Other Institutions		3.4%
6-year Rate Total	2012	86.3%
Same Institution		82.3%
Other Institutions		4.0%
Grad Rates by Ethnicity		

1-Year Persistence, Fall 2017	
Total	96.3%
Same	92.3%
Other	4.1%
2-Year Persistence, Fall 2016	
Total	94.1%
Same	86.5%
Other	7.6%

Avg Number SCH for Bachelor's Degree	
FY 2018 Average	
Sem	SCH
All	9.20 130.00

Degrees Awarded	
Type	FY 2018
Bachelor's	11,820
Master's	3,134
Doctoral	716
Professional	264
Total	15,934

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	99.40%
Law	81.4%
Pharmacy	%
Nursing	%
Engineering	90.9%

*Data for FY 2017

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2018		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	16,844	68.7%	52.4%
African American	1,761	50.9%	37.4%
Hispanic	9,583	60.8%	48.0%
Asian	4,805	76.6%	30.3%
International	1,455	66.7%	12.1%
Other	1,118	67.6%	43.5%
Total	35,566	66.6%	45.4%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,036	.0%	\$9,790	.0%
2015	\$9,242	2.2%	\$9,798	.1%
2016	\$9,494	2.7%	\$9,810	.1%
2017	\$9,707	2.2%	\$9,810	.0%
2018	\$9,882	1.8%	\$10,092	2.8%
2019	\$10,316	4.2%	\$10,398	2.9%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019	
Type of Cost	Average Amount
Total Academic Cost	\$10,316
On-campus Room & Board	\$10,436
Books & Supplies	\$1,222
Off-Campus Transportation & Personal Expenses	\$5,914
Total Cost	\$27,888

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Instruction	
Measure of Excellence	Fall 2018
Undergraduate Classes with < 20 Students	27.1%
Undergraduate Classes with > 50 Students	23.9%
% of Teaching Faculty Tenured/Tenure-track *	69.4%
Student/Faculty Ratio *	24:1

* Fall 2017 Data

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	54%	\$8,252
Federal (Pell) Grants	21%	\$4,344
Federal Student Loans	32%	\$6,338

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$567,222,890	32.4%
Federal Funds	\$146,772,258	8.4%
Tuition & Fees	\$554,419,655	31.6%
Total Revenue	\$1,752,189,468	100.0%

Online Resume for Legislators and Other Policymakers

TEXAS A&M HEALTH SCIENCE CENTER

Location: College Station, Central Region

Health Related Institution Accountability Peer Group: Texas Tech Univ HSC, Texas Tech Univ HSC - El Paso, UNT HSC, UT Austin Dell Medical School, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers: Louisiana State University Health Sciences Center-, University Of Nebraska Medical Center, University Of Oklahoma Health Science Center

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

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Enrollment			
Category	Fall 2013	Fall 2017	Fall 2018
Medical School Students	767	744	667
Total Enrollment	2,417	2,780	2,867
Physicians Certified in Residency	615	1,166	1,193

Costs				
Average Annual Total Academic Costs for Resident Full-time Student				
Undergraduate Student			Graduate Student	
Year	Institution	Peer Group	Institution	Peer Group
FY 2014	\$5,986	\$5,081	\$6,601	\$5,328
FY 2018	.	\$4,925	.	\$6,540
FY 2019	\$10,316	\$5,853	\$7,490	\$6,725

Student Success									
Nursing and Allied Health Degrees Awarded						National Data: Nursing or Allied Health Degrees Awarded			
FY 2013		FY 2017		FY 2018		FY 2012		FY 2016	
Type	Peer Institution	Peer Group	Institution	Peer Group	Institution	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.
Bachelor's	117	308	209	329	182	331	.	2	.
Master's	0	134	27	144	23	174	96	491	.
Doctoral	3	8	3	12	3	11	.	180	.
Professional	0	38	0	33	0	33	.	1	.

Research Expenditures	
Year	Amount
FY 2013	\$75,408,237
FY 2017	\$103,361,782
FY 2018	\$104,086,294

Percent of Medical School Students Practicing Primary Care in Texas after Graduation		
Year	Institution	Peer Group
FY 2013	26.20%	28.61%
FY 2017	28.00%	25.85%
FY 2018	25.00%	26.85%

Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License		
Year	Institution	Peer Group
FY 2013	98.00%	97.08%
FY 2017	96.00%	96.00%
FY 2018	98.00%	97.25%

Funding			
Total Appropriated Funds Including Faculty and Staff Health and Retirement		Total Amount of Money from Any Source Available in FY	
Year	Amount	Year	Amount
FY 2014	\$139,019,809	FY 2014	\$285,498,862
FY 2017	\$168,442,022	FY 2017	\$270,362,015
FY 2018	\$167,393,109	FY 2018	\$342,062,105

Online Resume for Prospective Students, Parents and the Public

TEXAS A&M HEALTH SCIENCE CENTER

Location: College Station, Central Region

Health Related Institution Accountability Peer Group: Texas Tech Univ HSC, Texas Tech Univ HSC - El Paso, UNT HSC, UT Austin Dell Medical School, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers: Louisiana State University Health Sciences Center-, University Of Nebraska Medical Center, University Of Oklahoma Health Science Center

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

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Enrollment						
Fall 2018						
Race/Ethnicity	Total Students		Medical Students		Physicians Certified in Residency*	
	Number	% of Total	Number	% of Total	Number	% of Total
White	1,237	43.1%	295	44.2%	0	.0%
Hispanic	586	20.4%	80	12.0%	0	.0%
African American	192	6.7%	20	3.0%	0	.0%
Asian/Pacific Isl.	602	21.0%	246	36.9%	0	.0%
International	162	5.7%	0	.0%	0	.0%
Other & Unknown	88	3.1%	26	3.9%	0	.0%
Total	2,867	100.0%	667	100.0%	1,193	100.0%

* Data for FY 2019

Costs	
Annual Academic Costs for Full-time Resident Student, FY 2019	
Type of Cost	Average Amount
Undergraduate	\$10,316
Graduate	\$7,490
First-time Medical Student	\$19,699

[Rates of Tuition per SCH](#)

[Mandatory Fees as Defined by CB](#)

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

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

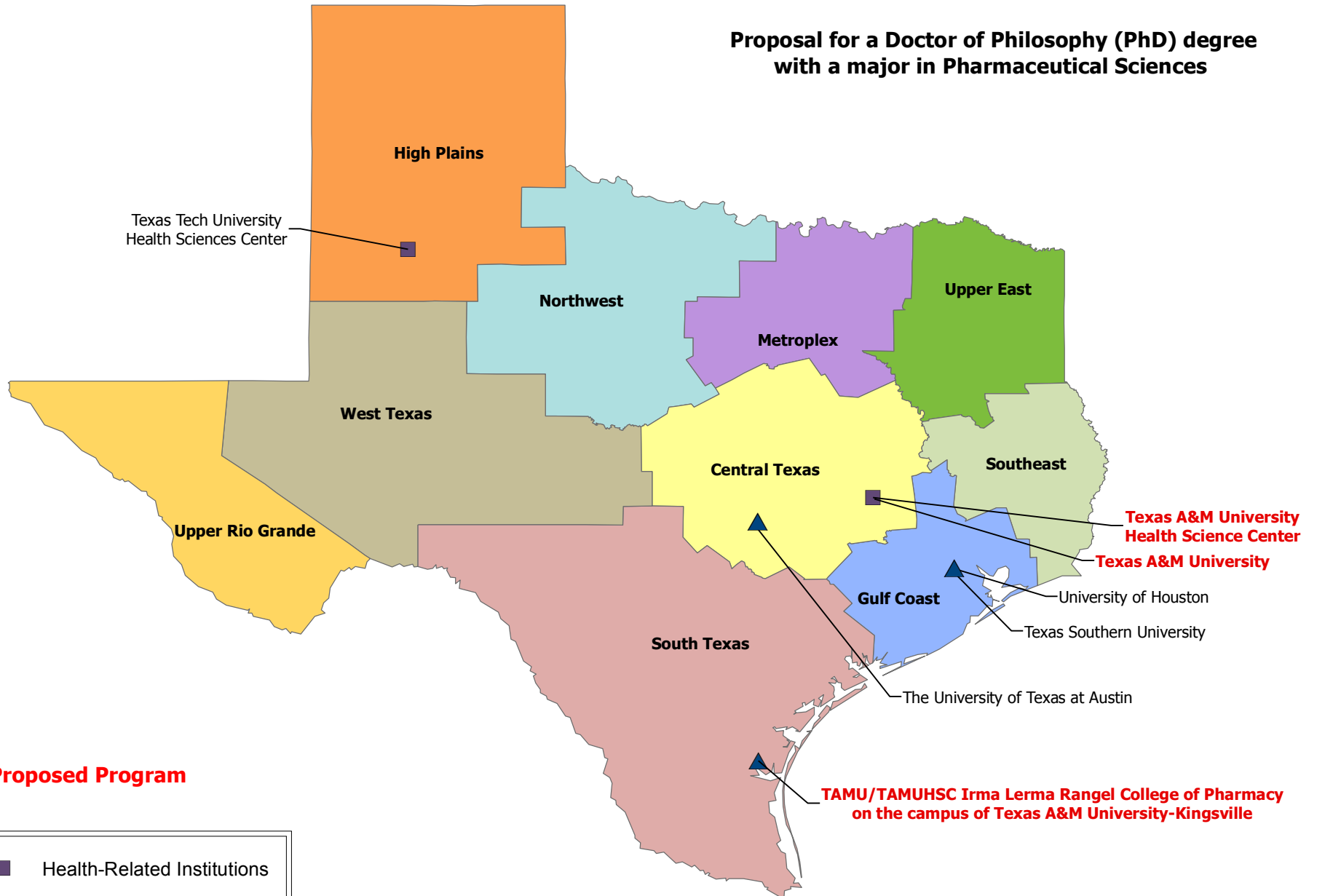
Financial Aid		
Need-based Aid for Graduate Students (GS)		
Fall 2017		
Type of Aid	% of GSs Receiving	Average Amount
Grants or Scholarships	72.3%	\$1,869
Loans		.
Work Study		.
Grants, Scholarships, Loans or Workstudy	72.3%	\$1,872

Student Success								
Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License			Percent of Medical School Students Practicing Primary Care in Texas after Graduation			Nursing and Allied Health Degrees, FY 2018		
						Year	Institution	Peer Group
Year	Institution	Peer Group	Year	Institution	Peer Group	Bachelor's	182	331
FY 2018	98.00%	97.25%	FY 2018	25.00%	26.85%	Master's	23	174
						Doctoral	3	11
						Professional	0	33

First-time Licensure or Certification Examination Pass Rate		
FY 2018		
Field	Institution	Peer Group
Dental	93.0%	91.7%
Allied Health	95.0%	95.1%
Nursing	100.0%	94.7%
Pharmacy	96.0%	94.0%
Medical	98.0%	97.3%

Research Expenditures	
Year	Amount
FY 2018	\$104,086,294

Proposal for a Doctor of Philosophy (PhD) degree with a major in Pharmaceutical Sciences



*** Proposed Program**

- Health-Related Institutions
- ▲ Public Universities

Committee on Academic and Workforce Success

AGENDA ITEM V-I (2)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas at San Antonio for a Master of Science (MS) degree with a major in Biomedical Commercialization Technology

RECOMMENDATION: Approval, beginning fall 2019

Rationale:

The University of Texas at San Antonio (UTSA) is proposing a Master of Science (MS) in Biomedical Technology Commercialization. The proposed program would be an interdisciplinary degree between the Department of Biomedical Engineering in the College of Engineering and the Department of Information Systems and Cybersecurity in the College of Business. This proposed program would distinguish itself by interlinking two areas of knowledge: bioengineering and technology management. The proposed program would be housed in the College of Engineering. The proposed program would have two objectives: 1) train graduate students so they can understand the complexities in translating biomedical technologies from the bench-top to the market; and 2) develop the student's skill in leadership and commercialization.

Data from the U.S. Bureau of Labor Statistics (BLS) estimates a national average of 25,340 openings for jobs related to the proposed program in biomedical technology commercialization each year between 2016 and 2026. The Texas Workforce Commission (TWC) indicates a state average of 1,380 annual job openings for jobs related to the proposed program in biomedical technology commercialization.

The U.S. medical device industry is growing at a rapid rate. The global medical device market is expected to reach an estimated \$409.5 billion by 2023, and it is forecast to grow at a compound annual growth rate of 4.5 percent from 2018 to 2023. The major drivers for the growth of this market are healthcare expenditures, technological developments, aging population, and chronic diseases. San Antonio's health and bioscience industry generated \$40.2 billion for the local economy, according to a 2017 study by the San Antonio Chamber of Commerce.

Recommendation:

In accordance with the institution's proposed hiring schedule, UTSA will hire five additional faculty members. One faculty member will be hired each year starting in fall 2019 through 2023. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of industrial engineering courses to be taught.

The University of Texas at San Antonio (*Accountability Peer Group: Doctoral*)*Related Programs*

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

The University of Texas at San Antonio has three related degree programs:

BS in Biomedical Engineering
MS in Management of Technology
MS in Information Technology Cyber Security

Proposed Program:

The proposed face-to-face program would be structured to train and equip graduate students with skills in independent critical thinking, problem solving, biomedical innovations, regulatory affairs, protection of intellectual properties, and decision-making. These knowledge and skill sets would be critical in addressing the technological challenges facing the workforce. The proposed program would have two objectives: 1) train graduate students so they can understand the complexities in translating biomedical technologies from the bench-top to the market; and 2) develop the student's skill in leadership and commercialization. In addition, the proposed program would give students an explicit understanding of biomedical knowledge, enhancing leadership skills, problem-solving, and entrepreneurial ability.

The institution estimates that five-year costs would total \$573,410. Formula funding would represent 27 percent of all funding at \$512,619. Total funding is estimated to be \$1,920,091.

Estimated Five-Year Costs	
Personnel	\$ 548,410
Facilities and Equipment	\$ 0
Library, Supplies, and Materials	\$ 25,000
Other (faculty start up packages)	\$ 0
Total	\$ 573,410

Estimated Five-Year Funding	
Formula Funding	\$ 512,619
Reallocated Funds	\$ 533,410
Tuition and Fees	\$ 874,062
Other	\$ 0
Total	\$ 1,920,091

Evidence of Duplication, Workforce Need, and Student Demand:

Duplication of Programs is: **Moderate**

Number of institutions with master’s degree programs in the state with the same 6-digit CIP (15.1501): **13**

Public Institutions
Lamar University
Texas State University
Texas A&M University
Texas A&M University-Kingsville
The University of Texas at Arlington
The University of Texas at Austin
The University of Texas at Tyler
The University of Texas Rio Grande Valley
University of Houston
University of Houston-Clear Lake

Independent Colleges and Universities
St. Mary’s University
Southern Methodist University
University of the Incarnate Word

Number of degree programs within a 60-minute drive with the same 6-digit CIP (15.1501): **3**
Texas State University, St. Mary’s University, and University of the Incarnate Word

*Job Market Need: **Strong***

Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A

*Student Demand: **Strong***

Increased enrollment in related programs at the institution	<u>Yes</u>	No	N/A
High enrollment in similar programs at other institutions	<u>Yes</u>	No	N/A
Applicants turned away at similar programs at other institutions	Yes	No	N/A
Student surveys	<u>Yes</u>	No	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	5	12	18	18	18
<i>Student FTE*</i>	4	11	15	15	15
<i>Core Faculty Headcount</i>	7	8	9	10	11
<i>Core Faculty FTE</i>	.84	.96	1.1	1.2	1.3

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

Major Commitments:

In accordance with the institution's proposed hiring schedule, UTSA will hire five additional faculty members. One faculty member will be hired each year starting in fall 2019 through 2023. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of biomedical technology commercialization courses to be taught.

Formula funding for courses is dependent on having the appropriate hires in place at the specified times.

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

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Location: San Antonio, South Texas Region

Emerging Research Accountability Peer Group: Texas State Univ, Texas Tech Univ, UT Arlington, UT Dallas, UT El Paso, Univ of Houston, Univ of North Texas

Out-Of-State Peers: Florida Atlantic University-Boca Raton, Georgia State University, University Of Central Florida, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus

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

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Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	8,365	29.2%	7,484	24.4%	7,500	23.4%
Hispanic	13,329	46.6%	16,232	52.9%	17,529	54.6%
African American	2,803	9.8%	3,108	10.1%	3,209	10.0%
Asian	1,499	5.2%	1,708	5.6%	1,866	5.8%
International	1,778	6.2%	1,034	3.4%	950	3.0%
Other & Unknown	849	3.0%	1,108	3.6%	1,047	3.3%
Total	28,623	100.0%	30,674	100.0%	32,101	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	1,397	5.7%	2,068	8.0%	2,223	8.1%
Other Institutions	288	1.2%	535	2.1%	599	2.2%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,082	.0%	\$9,345	.0%
2015	\$9,082	.0%	\$9,598	2.7%
2016	\$9,361	3.1%	\$9,777	1.9%
2017	\$9,677	3.4%	\$10,201	4.3%
2018	\$10,013	3.5%	\$10,443	2.4%
2019	\$9,978	-.3%	\$10,712	2.6%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2016	50%	\$6,496	46%	\$6,403	42%	\$6,658
2017	51%	\$6,582	46%	\$7,469	40%	\$6,850
Federal, State, Institutional or Other Grants Known by Institutions						
2016	66%	\$7,138	57%	\$7,308	66%	\$6,740
2017	66%	\$7,377	57%	\$7,502	70%	\$6,614
Federal (Pell) Grants						
2016	43%	\$4,240	37%	\$4,231	37%	\$4,277
2017	43%	\$4,205	37%	\$4,226	37%	\$4,349

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Cohort	Peer Group
Cohort		4,457	4,306	4,946	Fall 2009 4-year	27.4%
Total		87.6%	88.1%	87.9%	Fall 2013 4-year	34.4%
Same		64.3%	73.6%	73.4%	Fall 2014 4-year	36.7%
Other		23.3%	14.6%	14.6%	Fall 2008 5-year	49.3%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2012 5-year	54.6%	
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	55.9%
Institution Persistence				Fall 2007 6-year	57.6%	
Cohort				Fall 2011 6-year	60.8%	
Total				Fall 2012 6-year	62.6%	
Same				National Comparison (IPEDS Definition)		
Other				Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2008 4-year	9.0%	20.5%
Cohort				Fall 2012 4-year	13.0%	27.6%
Total				Fall 2013 4-year	15.0%	29.6%
Same				Fall 2007 5-year	21.0%	43.0%
Other				Fall 2011 5-year	28.0%	49.2%
				Fall 2012 5-year	31.0%	52.0%
				Fall 2006 6-year	28.0%	50.5%
				Fall 2010 6-year	35.0%	56.8%
				Fall 2011 6-year	37.0%	58.0%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2014	3,120	10.77	144.64	3,391	10.91	142.56
FY 2017	3,466	10.40	139.00	3,929	10.72	139.00
FY 2018	3,698	10.00	135.00	4,194	10.62	138.12

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	394	53.6%
Peer Group	253	52.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	4,063	71.4%
Peer Group	3,202	74.0%

*Peer Group data is average for peer group.

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$134,697,854	30.2%	\$149,019,310	32.6%	\$155,256,578	31.1%
Federal Funds	\$112,321,880	25.2%	\$92,265,798	20.2%	\$102,295,112	20.5%
Tuition & Fees	\$158,403,609	35.5%	\$166,834,508	36.5%	\$180,422,145	36.2%
Total Revenue	\$446,388,710	100.0%	\$457,486,392	100.0%	\$498,974,927	100.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Location: San Antonio, South Texas Region

Emerging Research Accountability Peer Group: Texas State Univ, Texas Tech Univ, UT Arlington, UT Dallas, UT El Paso, Univ of Houston, Univ of North Texas

Out-Of-State Peers: Florida Atlantic University-Boca Raton, Georgia State University, University Of Central Florida, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus

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

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Enrollment		
Race/Ethnicity	Fall 2018 Number	Percent
White	7,500	23.4%
Hispanic	17,529	54.6%
African American	3,209	10.0%
Asian	1,866	5.8%
International	950	3.0%
Other & Unknown	1,047	3.3%
Total	32,101	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	2,223	8.1%
Other Institutions	599	2.2%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2014	32.0%
Same Institution		25.1%
Other Institutions		6.9%
5-year Rate Total	2013	55.4%
Same Institution		36.8%
Other Institutions		18.6%
6-year Rate Total	2012	59.5%
Same Institution		39.6%
Other Institutions		19.9%
Grad Rates by Ethnicity		

1-Year Persistence, Fall 2017	
Total	87.9%
Same	73.4%
Other	14.6%
2-Year Persistence, Fall 2016	
Total	80.9%
Same	62.6%
Other	18.2%

Avg Number SCH for Bachelor's Degree	
FY 2018 Average	
Sem	SCH
All	10.00 135.00

Degrees Awarded	
Type	FY 2018
Bachelor's	4,938
Master's	1,226
Doctoral	143
Professional	0
Total	6,307

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	92.30%
Law	%
Pharmacy	%
Nursing	%
Engineering	71.1%

*Data for FY 2017

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2018		
Test Section	ACT	SAT
Composite		
Math		http://www.CollegePortraits.org
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	3,168	87.1%	37.2%
African American	1,973	69.3%	39.4%
Hispanic	9,975	76.4%	37.3%
Asian	1,248	90.5%	34.2%
International	223	90.1%	30.8%
Other	375	88.3%	38.1%
Total	16,962	79.1%	37.2%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,082	.0%	\$9,383	.0%
2015	\$9,082	.0%	\$9,672	3.0%
2016	\$9,361	3.0%	\$9,836	1.7%
2017	\$9,677	3.3%	\$10,276	4.3%
2018	\$10,013	3.4%	\$10,504	2.2%
2019	\$9,978	-.4%	\$10,817	2.9%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019	
Type of Cost	Average Amount
Total Academic Cost	\$9,978
On-campus Room & Board	\$11,578
Books & Supplies	\$1,500
Off-Campus Transportation & Personal Expenses	\$2,512
Total Cost	\$25,568

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

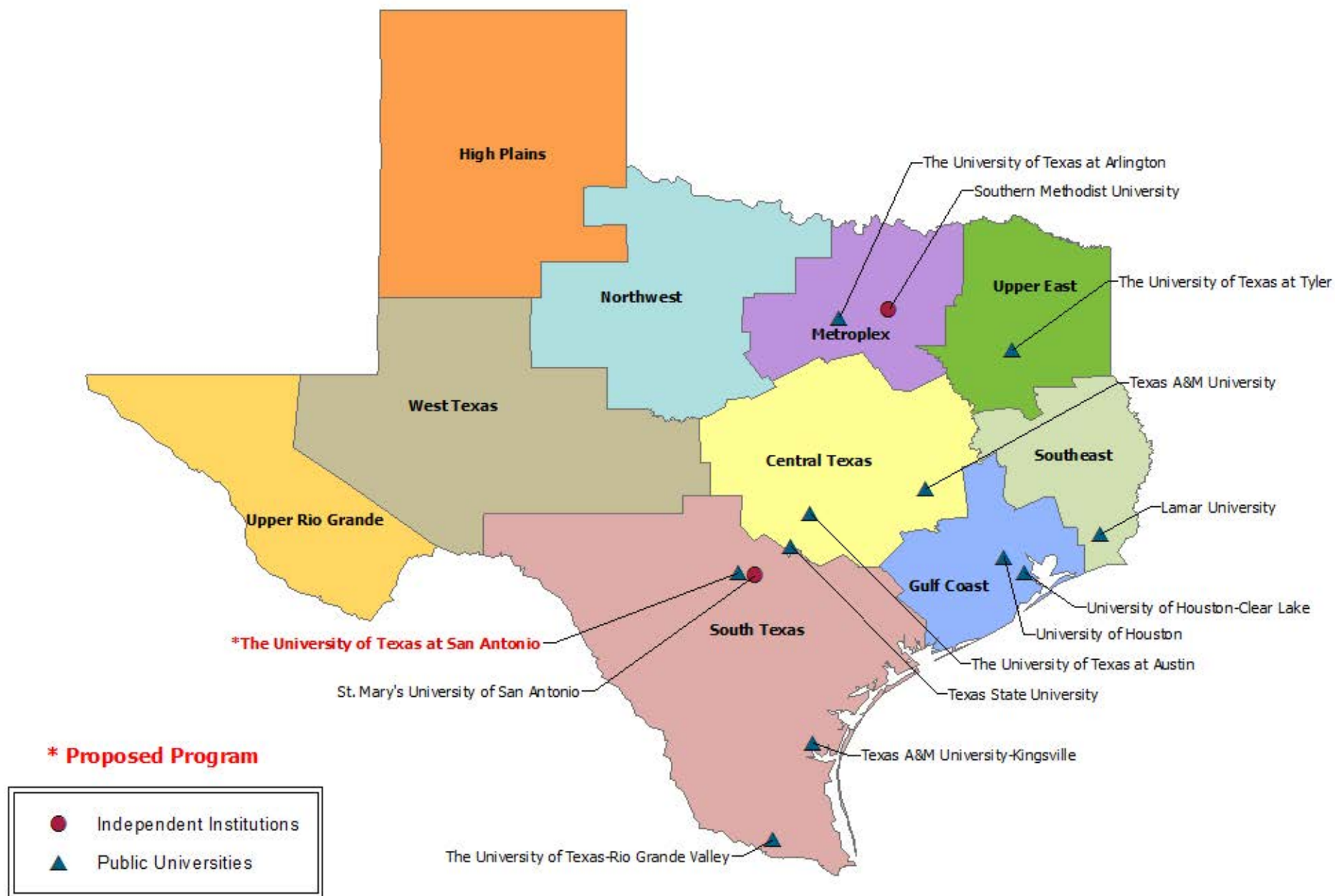
Instruction		
Measure of Excellence	Fall 2018	
Undergraduate Classes with < 20 Students	22.6%	
Undergraduate Classes with > 50 Students	26.2%	
% of Teaching Faculty Tenured/Tenure-track *	56.6%	
Student/Faculty Ratio *	24:1	

* Fall 2017 Data

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	66%	\$7,377
Federal (Pell) Grants	43%	\$4,205
Federal Student Loans	51%	\$6,582

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$155,256,578	31.1%
Federal Funds	\$102,295,112	20.5%
Tuition & Fees	\$180,422,145	36.2%
Total Revenue	\$498,974,927	100.0%

**Proposal for a Master of Science (MS)
degree with a major in Biomedical Commercialization Technology**



Committee on Academic and Workforce Success

AGENDA ITEM V-J

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

RECOMMENDATION: Approval

Background Information:

Burrell College of Osteopathic Medicine, LLC (Burrell), Las Cruces, New Mexico, seeks approval for an initial Certificate of Authority to establish and coordinate clinical clerkship rotations in Texas for third-year and fourth-year medical students through the establishment of a Regional Education Center in El Paso, Texas for its Doctor of Osteopathic Medicine degree. Certificates of Authority are granted for two-year periods. Institutions may be granted successive Certificates of Authority for a total of eight years. After eight years, the institution must have obtained accreditation from an accrediting agency recognized by the Texas Higher Education Coordinating Board (THECB).

The mission of the Burrell College of Osteopathic Medicine is to improve the health of the Southwestern United States and Northern Mexico "through culturally humble undergraduate, graduate, and continuing osteopathic medical education, research and clinical service to the community". Burrell is focused on increasing diversity in the physician workforce and fostering a practice of life-long learning, compassion, respect, and excellence in its students.

Burrell has applied for an initial Certificate of Authority as the institution works toward accreditation by the Higher Learning Commission, an accrediting agency recognized by the THECB. Burrell is also pre-accredited by the American Osteopathic Association's Commission on Osteopathic College Accreditation (COCA). Burrell anticipates pre-accreditation status will remain until Burrell graduates its first class in spring 2020, at which time it will become eligible for full programmatic accreditation. The initial Certificate of Authority would be valid from July 2019 to July 2021.

An on-site evaluation was conducted at Burrell on February 5 through 7, 2019. The THECB's Certification Advisory Council (CAC) reviewed the evaluation team's report and Burrell's response to the evaluation report at its April 30, 2019, meeting. A quorum of five members participated in the meeting. The CAC members voted 5 to 0 to recommend approval of the Board of Burrell College of Osteopathic Medicine, LLC's application for an initial Certificate of Authority, with the following restrictions or conditions, as suggested by THECB staff:

- Burrell must continue to meet requirements of and be authorized by the New Mexico Higher Education Department;
- Burrell may not pay hospitals, clinics, or other entities for clerkship rotations now or in the future; and
- Burrell is limited to 50 students per class completing a clerkship rotation in El Paso at any time.

The Commissioner of Higher Education concurs with the Council's recommendation.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-K

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.

National American University, Austin, Texas

On February 5, 2019, National American University, 13801 Burnet Road, Suite 300, Austin, Texas 78727, notified the THECB of its intention to cease operations at the Austin location, effective February 28, 2019. All active students previously associated with the location are able to complete their degree programs and receive support services, including academic advising, learner services, financial aid counseling, and career services through National American University's Georgetown, Texas, campus. The institution's accreditor, Higher Learning Commission, will be notified upon US Department of Education approval. The Certificate of Authorization for this location was ended as of February 28, 2019. Student records will be maintained by National American University's Central Administration offices in Rapid City, South Dakota.

National American University, Career Point College Teach-out Site, San Antonio, Texas

On March 1, 2019, National American University, Career Point College Teach-out Site, 4522 Fredericksburg Road, Suite A-100, San Antonio, TX 783011, notified the THECB of its cessation of operations at the San Antonio location, effective January 18, 2019. National American University had agreed to teach out Career Point College students in San Antonio after Career Point College closed October 16, 2016. The teach-out of all students who took advantage of the teach-out at the San Antonio location has been completed. The institution's accreditor, Higher Learning Commission, was notified on January 7, 2019. The Certificate of Authorization for this location was ended as of January 18, 2019. Student records will be maintained by National American University's Central Administration offices in Rapid City, South Dakota.

National American University, Killeen, Texas

On February 28, 2019, National American University, 203 W. Jasper Drive, Killeen TX 76542, notified the THECB of its intention to cease operations at the Killeen location, effective February 28, 2019. All active students previously associated with the location are able to complete their degree programs and receive support services, including academic advising, learner services, financial aid counseling, and career services through National American University Online. The institution's accreditor, Higher Learning Commission, was notified on February 27, 2019. The Certificate of Authorization for this location was ended as of February 28, 2019. Student records will be maintained by National American University's Central Administration offices in Rapid City, South Dakota.

National American University, Lewisville, Texas

On March 5, 2019, through the US Department of Education monthly report on closed schools, THECB staff discovered National American University, 475 State Highway 121 By-pass, Lewisville, Texas, had ceased operations at the Lewisville location, effective February 26, 2019. All active students previously associated with the location are able to complete their degree programs and receive support services, including academic advising, learner services, financial aid counseling, and career services through National American University Online. No information was provided as to whether the institution's accreditor, Higher Learning Commission, was notified of the closure. The Certificate of Authorization for this location was ended as of February 26, 2019. Student records will be maintained by National American University's Central Administration offices in Rapid City, South Dakota.

National American University-Lone Star University Park, Houston, Texas

On February 5, 2019, National American University, 20414 S.H. 249, Houston, TX 77070, notified the THECB of its intention to cease operations at the Lone Star University Park location, effective February 28, 2019. All active students previously associated with the location are able to complete their degree programs and receive support services, including academic advising, learner services, financial aid counseling, and career services through National American University's online campus. The institution's accreditor, Higher Learning Commission, was notified of the closure on February 5, 2019. The Certificate of Authorization for this location was ended as of February 28, 2019. Student records will be maintained by National American University's Central Administration offices in Rapid City, South Dakota.

National American University, Mesquite, Texas

On February 5, 2019, National American University, 18600 LBJ Freeway, Mesquite, TX 75150, notified the THECB of its intention to cease operations at the Mesquite location, effective February 28, 2019. All active students previously associated with the location are able to complete their degree programs and receive support services, including academic advising, learner services, financial aid counseling, and career services through National American University's Richardson, Texas, campus. The institution's accreditor, Higher Learning Commission, will be notified upon US Department of Education approval. The Certificate of Authorization for this location was ended as of February 28, 2019. Student records will be maintained by National American University's Central Administration offices in Rapid City, South Dakota.

Arlington Baptist University – additional teaching locations in Aledo, Carbon, and Paris, Texas

On February 13, 2019, Arlington Baptist, University, notified the THECB that it had closed its additional teaching locations as of January 1, 2019. The additional sites were located at Willow Park Baptist Church, 129 S. Ranch House Road, Aledo, TX; Carbon Community Church, 515 East Anthracite Street, Carbon, TX; and New Hope Baptist Church, 3925 SE Loop 286, Paris, TX. Students were given the opportunity to continue their programs online or at the main campus, 3001 West Division, Arlington, Texas 76012. The Certificates of Authorization for these locations was ended as of February 13, 2019. Student records will be maintained at the Arlington Baptist University main campus.

Vista College-Lubbock

On April 2, 2019, Vista College, 4620 50th Street, Lubbock, Texas, notified the THECB of its intention to cease offering degree programs at the Lubbock campus. The last degree student was taught out as of March 31, 2019. The location still operates as a non-degree institution. The Certificate of Authorization for this location was ended as of March 31, 2019. Student records for degree students will be maintained by the existing location, which still operates non-degree programs.

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-L

Consideration of adopting the staff recommendation to the Committee relating to the January 2019 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 Texas Higher Education Coordinating Board's files and publications.

Institutions with names beginning with "A" through "O" were required to submit their reports by January 15, 2019. Institutions with names beginning with "P" through "Z" are required to submit their reports by July 15, 2019. 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 2019 reporting cycle.

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

**January 2019 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 was not asked to submit an annual report because the information was deemed up-to-date. Following are the statuses of all institutions under the January 15, 2019 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:

- | | |
|---|--|
| • Florida Career College | • Criswell College - Dallas |
| • American College of
Acupuncture/Orient Med-Houston | • Culinary Institute of America - San
Antonio |
| • American Intercontinental University
- Houston | • Dallas Christian College |
| • AOMA Graduate School of
Integrative Medicine | • Dallas Institute of Funeral Service |
| • Arizona College - Dallas | • Dallas Nursing Institute |
| • Asher College - Dallas | • ECPI University |
| • Auguste Escoffier School of Culinary
Arts | • Hallmark University - San Antonio |
| • B. H. Carroll Theological Institute | • Hallmark University, College of
Aeronautics - San Antonio |
| • Bakke Graduate University | • Interactive College of Technology -
Gessner |
| • Baptist Hospitals of Southeast TX
School of Radiologic Tech-Beaumont | • Interactive College of Technology -
North Houston |
| • Career Institute of Technology -
Round Rock | • Interactive College of Technology -
Pasadena |
| • Center For Advanced Legal Studies -
Houston | • Northwood University - Arlington |
| • Columbia College - Fort Worth | • Northwood University - Cedar Hill |

- Columbia College, Eastfield College - Mesquite, Texas
- Concorde Career College - Dallas
- Concorde Career College - Grand Prairie
- Concorde Career College - San Antonio
- Northwood University - Dallas
- Northwood University - Fort Worth
- Northwood University - Houston

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

- Boston University
- Brandman University
- California State University - Northridge
- National University
- New Mexico State University - Doña Ana Community 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:

- Baptist Health System School of Health Profs-SA
- Baptist University of The Americas - San Antonio
- Baptist University of The Americas - Fort Worth
- Carrington College - Mesquite
- Case Western Reserve University - Houston
- Chamberlain University - Houston
- Chamberlain University - Irving
- Chamberlain University - Pearland
- Commonwealth Institute of Funeral Service - Houston
- Fortis Institute
- Galen College of Nursing - San Antonio
- Houston International College Cardiotech Ultrasound School
- International Business College - El Paso (East)
- International Business College - El Paso (West)
- Johns Hopkins University - Arlington Uplift Summit International Prep
- Johns Hopkins University - Dallas Uplift Heights Prep
- Johns Hopkins University - Dallas Urban Teachers/Uplift Heights Prep
- Johns Hopkins University - Grand Prairie Uplift Grand Prep

- Cornell University - Dallas
- Cornell University - Houston
- Culinary Institute LeNotre-Houston
- Dallas International University
- Embry-Riddle Aeronautical University - Fort Worth (Alliance)
- Embry-Riddle Aeronautical University - Houston
- Ferris State University - The Woodlands
- Fortis College - Houston South
- Johns Hopkins University - Irving University of Dallas
- KD Conservatory College of Film And Dramatic Arts
- Lincoln College of Technology - Grand Prairie
- Mediatech Institute - Dallas
- Mediatech Institute - Houston
- MIAT College of Technology
- North American University

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

- California Southern University
- New Mexico State University - Carlsbad
- Northcentral University

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

Argosy University Dallas	Closed	Brightwood College - McAllen	Closed
Argosy University Dallas Kindred Healthcare	Closed	Brightwood College - San Antonio (Ingram)	Closed
Arlington Baptist University - Aledo	Closed	Brightwood College - San Antonio (San Pedro)	Closed
Arlington Baptist University - Carbon	Closed	Fortis College - Grand Prairie	Closed
Arlington Baptist University - Paris	Closed	Golf Academy of America - Dallas	Closed
Belhaven University - Houston (Bethel Church)	Closed	National American University - Austin	Closed

Brightwood College - Brownsville	Closed	National American University - Austin (Career Point Teach-Out)	Completed Teach Out
Brightwood College - Corpus Christi	Closed	National American University - Houston Lone Star College - Univ Park	Closed
Brightwood College - Dallas	Closed	National American University - Killeen	Closed
Brightwood College - El Paso	Closed	National American University - Lewisville, TX	Closed
Brightwood College - Fort Worth	Closed	National American University - McAllen	Closed
Brightwood College - Friendswood	Closed	National American University - Mesquite	Closed
Brightwood College - Houston North	Closed	National American University - San Antonio (Career Point Teach-Out)	Completed Teach Out
Brightwood College - Laredo	Closed		

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

Lesley University

Allegany College of Maryland

MCPHS 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	REASON
Altierus Career College - Houston Bissonnet	Financial analysis indicating failure to meet financial responsibility standards.

Arlington Baptist University	HCM 1 status as a result of U.S. Department of Education concerns with financial responsibility.
Belhaven University - Houston (Park Row)	Financial Responsibility Composite Score less than 1.5.
Devry University - Austin	HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
Devry University - Irving	HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
Devry University - San Antonio	HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
Houston Graduate School of Theology	HCM 1 status as a result of U.S. Department of Education concerns with financial responsibility.
Messenger College	HCM 1 status as a result of U.S. Department of Education concerns with financial responsibility.
National American University - Austin Roueche Graduate Center	Financial analysis indicating failure to meet financial responsibility standards.
National American University - Georgetown	Financial analysis indicating failure to meet financial responsibility standards.
National American University - Houston	Financial analysis indicating failure to meet financial responsibility standards.
National American University - Richardson	Financial analysis indicating failure to meet financial responsibility standards.

Committee on Academic and Workforce Success

AGENDA ITEM V-M (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:

Coordinating Board staff requests appointment of new members to the Apply Texas Advisory Committee (ATAC). In accordance with Coordinating Board Rules, Chapter 1, Subchapter F, Rule 1.128, the ATAC provides the Coordinating Board with advice and recommendations regarding the common admission applications and the Apply Texas System.

The ATAC is composed of individuals representing two- and four-year institutions, both public and private. The committee discusses and votes on changes that may be needed to the state 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 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.

Nominees' current position and highest degree awarded:

Paula Arredondo, Executive Registrar, Texas State Technical College
BA in Business Management, The University of Texas at Brownsville

Kevin Davis, Associate Director of Admissions, Stephen F. Austin State University
BA in Business Administration-Management, University of Houston - Downtown

Leah Hickman, Associate Director of Admissions, Midwestern State University
MA in Human Resource Development, Midwestern State University

Dara Newton, Associate Vice President Strategic Enrollment, The University of Texas Rio Grande Valley
MS in Educational Leadership, Tarleton State University

Indra Pelaez, Associate Vice Chancellor, Enrollment Management, Houston Community College
MEd in Human Services and Counseling, DePaul University

Angie Taylor, Director of Admissions, Sam Houston State University
MEd in Instructional Leadership, Sam Houston State University

Miguel Wasielewski, Executive Director of Admissions, The University of Texas at Austin
PhD in Educational Administration, The University of Texas at Austin

Dr. Suzanne Morales-Vale, Director of Developmental and Adult Education, will be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-M (2)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Certification Advisory Council

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests three member appointments for the Certification Advisory Council. Texas Education Code, Section 61.314, and Coordinating Board Rule, Section 1.135, establish the Certification Advisory Council to advise the Board of the THECB on standards and procedures related to certification of private, nonexempt postsecondary educational institutions; to assist the Commissioner in the examination of individual applications for Certificates of Authority; and to perform other duties related to certification that the Board finds appropriate.

The council consists of six members with experience in higher education, three of whom are drawn from exempt private postsecondary institutions in Texas. The members are appointed for two-year staggered terms and may serve consecutive terms. The council meets quarterly as required. Three members' terms expire in August 2019. Appointment of two members from public higher education institutions in Texas and one member from a private/exempt higher education institution in Texas will maintain the public and exempt/private composition of the council.

Nominees' current position and highest degree awarded:

Dorothy Langley, Dean of Adult Education and Continuing Education, Jarvis Christian College
EdD in Education: Higher Learning and Adult Education, Walden University

Cheryle Snead-Greene, Executive Director, Academic Policy and Compliance, Prairie View
A&M University
PhD in Educational Administration, The University of Texas at Austin

Gina Anderson, Associate Dean of Educator Preparation and Partnerships, Texas Woman's
University
EdD in Curriculum and Instruction, Oklahoma State University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-M (3)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Chemistry Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests appointment of new members to the Chemistry Field of Study (FOS) Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Chemistry degree program into which the student transfers. Students completing the Chemistry FOS shall receive full academic credit toward the degree program for the block of courses transferred.

Each public institution of higher education in Texas was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education. The nominated individuals are representatives of public institutions of higher education, and a majority are faculty members. The nominees were consulted by their institutions about serving on this committee.

Tasks assigned to the committee include advising the Board of the THECB, providing THECB staff with feedback about processes and procedures, and addressing any other issues related to the Chemistry FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to three years.

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

Jeffrey Allison, Professor, Austin Community College
PhD in Organic Chemistry, The University of Texas at Austin

Beverly Clement, Professor and Assistant Dean, Blinn Community College
PhD in Chemistry, Texas A&M University

Catherine Elueze, Instructor, Kilgore College
PhD in Inorganic Chemistry, Purdue University

Shelley Hampe, Assistant Professor, Weatherford College
MS in Chemistry, The University of Texas at Arlington

Mark Haney, Associate Professor, Navarro College
PhD in Chemistry, Utah State University

Alicia James, Associate Professor, Lone Star College-Kingwood
PhD in Chemistry, Louisiana State University

Karlos Moreno, Assistant Department Chair, South Texas College
PhD in Chemistry, Texas A&M University

Prakash Nair, Professor, Northwest Vista College
PhD in Toxicology, University of Kentucky

Luis Reyes, Instructor, Tarrant County College-Northwest Campus
MS in Chemistry, The University of Texas at Arlington

Steven Salavato, Professor and Program Coordinator, Central Texas Community College
EdD in Higher Education, Texas A&M University

Bang Wang, Associate Professor, South Plains College
PhD in Chemistry, Texas Tech University

Sheuli Zakia, Assistant Professor, Laredo College
PhD in Analytical Chemistry, University of New York

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

Peter Bell, Associate Professor and Program Coordinator, Tarleton State University
PhD in Chemistry, Marquette University

Maria Benavides, Associate Professor, University of Houston-Downtown
PhD in Theoretical Physical Chemistry, Arizona State University

Fereshteh Billiot, Professor, Texas A&M University-Corpus Christi
PhD in Analytical Chemistry, Louisiana State University

Gregg Dieckmann, Associate Professor, The University of Texas at Dallas
PhD in Chemistry, University of Michigan

Holly Gaede, Instructional Associate Professor, Texas A&M University
PhD in Chemistry, University of California at Berkeley

Michael Janusa, Professor and Department Chair, Stephen F. Austin State University
PhD in Inorganic/Analytical Chemistry, Louisiana State University

Kameron Jorgensen, Assistant Professor, Texas A&M International University
PhD in Physical Chemistry, University of North Texas

David Laude, Professor, The University of Texas at Austin
PhD in Chemistry, University of California at Riverside

George Liang, Assistant Professor, Midwestern State University
PhD in Biophysics/Biochemistry, Texas A&M Health Science Center

Aderemi Oki, Professor and Department Head, Prairie View A&M University
PhD in Inorganic Chemistry, University of Wyoming

Thomas West, Professor and Department Head, Texas A&M University-Commerce
PhD in Biochemistry, Texas A&M University

Darren Williams, Professor, Sam Houston State University
PhD in Physical Chemistry, Oregon State University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-M (4)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Communications Disorders Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests appointment of new members to the Communications Disorders Field of Study (FOS) Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Communications Disorders degree program into which the student transfers. Students completing the Communications Disorders FOS shall receive full academic credit toward the degree program for the block of courses transferred.

Each public institution of higher education in Texas was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education. The nominated individuals are representatives of public institutions of higher education, and a majority are faculty members. The nominees were consulted by their institutions about serving on this committee.

Tasks assigned to the committee include advising the Board of the THECB, providing THECB staff with feedback about processes and procedures, and addressing any other issues related to the Communications Disorders FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to three years.

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

Sammie Sheppard, Program Coordinator, Tarrant County Community College
MA in Teaching American Sign Language, University of Northern Colorado

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

Erica Armstrong, Department Chair, Texas Woman's University
PhD, Communication Sciences and Disorders, The University of Texas at Dallas

Monica Bellon-Harn, Department Chair, Lamar University
PhD in Speech Language Pathology, Louisiana State University

Craig Camplin, Professor, The University of Texas at Austin
PhD in Audiology, University of Kansas

Zeth Collom, Instructor, West Texas A&M University
PhD in Rehabilitation Science, Texas Tech University Health Sciences Center

Christine Fiestas, Program Director, Texas A&M University-Kingsville
PhD, Communication Sciences and Disorders, The University of Texas at Austin

Valarie Fleming, Department Chair, Texas State University
PhD, Communication Sciences and Disorders, The University of Texas at Austin

Donald Fuller, Department Chair, The University of Texas Rio Grande Valley
PhD, Audiology and Speech Sciences, Purdue University

Brittany Hall, Program Director, Texas Tech University Health Sciences Center
MS in Speech-Language Pathology, Texas Tech University Health Sciences Center

Janice Lougeay, Program Director, The University of Texas at Dallas
MA, Speech Language Pathology, Bowling Green State University

Sumalai Maroonroge, Clinical Associate Professor, Texas A&M International University
PhD in Speech and Hearing Science, University of Tennessee

Lauren Matthews, Program Coordinator, University of North Texas
MS in Speech-Language Pathology, The University of Texas at Dallas

Raul Prezas, Associate Professor, Stephen F. Austin State University
PhD in Communication Sciences and Disorders, Wichita State University

Byron Ross, Instructional Associate Professor, University of Houston
PhD, Speech-Language Pathology, University of Central Arkansas

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

Committee on Academic and Workforce Success

AGENDA ITEM V-M (5)

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

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests three renewal and five new member appointments for the eight vacancies on the Graduate Education Advisory Committee (GEAC). Nominations for vacancies were selected from institutions' nominees, with consideration given to type of institution, geographic location, administrative representation, and ethnic and gender composition.

In accordance with Coordinating Board Rules, Chapter 1, Subchapter N, Rule 1.178, the GEAC provides the Board of the THECB with advice and recommendations regarding graduate education. The GEAC was established in 2005 as 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, and the committee meets at least twice a year. GEAC is currently working on a strategic plan which will emphasize the contributions that graduate education can make toward the goals of *60x30TX*.

Nominees' current position and highest degree awarded:

Richard Berry, Dean of the Graduate School, Stephen F. Austin State University
DMA in Voice Performance, University of Missouri-Kansas City

Karen Butler-Purry, Associate Provost for Graduate & Professional Studies, Texas A&M University
PhD in Electrical Engineering, Howard University

Andrea Golato, Dean of the Graduate College, Texas State University
PhD in German, The University of Texas at Austin

Juan E. Gonzalez, Associate Provost and Dean of Graduate Education, The University of Texas at Dallas
PhD in Microbiology and Molecular Genetics, University of California, Los Angeles

A. Anil Kumar, Professor, Prairie View A&M University
PhD in Physics, Indian Institute of Science, Bangalore

Ambika Mathur, Vice Provost and Dean of the Graduate School, The University of Texas at San Antonio

PhD in Microbiology and Immunology, University of Iowa

Timothy Raabe, Associate Dean of Academic Affairs, Graduate School of Biomedical Sciences, The University of Texas Health Science Center at San Antonio

PhD in Zoology, The University of Texas at Austin

Chris Winkler, Associate Professor of Education; Senior Director of the College of Education, Concordia University Texas

EdD in Educational Administration, The University of Texas at Austin

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

Committee on Academic and Workforce Success

AGENDA ITEM V-M (6)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Hospitality Administration Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests appointment of new members to the Hospitality Administration Field of Study (FOS) Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Hospitality Administration degree program into which the student transfers. Students completing the Hospitality Administration FOS shall receive full academic credit toward the degree program for the block of courses transferred.

Each public institution of higher education in Texas was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education. The nominated individuals are representatives of public institutions of higher education, and a majority are faculty members. The nominees were consulted by their institutions about serving on this committee.

Tasks assigned to the committee include advising the Board of the THECB, providing THECB staff with feedback about processes and procedures, and addressing any other issues related to the Hospitality Administration FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to three years.

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

Rebecca Borrello, Faculty, Houston Community College – Central Campus
MS in Hotel and Restaurant Management, University of Houston

Karen Crump, Assistant Professor, McLennan Community College
MBA in Hotel Administration, Cornell University

Steven DeShazo, Institute Director, El Centro College
MA in Teaching, Louisiana College

M.T. Hickman, Faculty, Richland College
MS in Interpersonal Communication, University of North Texas

Liz Hundley, Department Chair, Austin Community College – Eastview Campus
MBA in Business Administration, Augusta University

Ramona Lezo, Program Coordinator, Central Texas Community College
AA in General Studies, Central Texas College

Corey McNair, Faculty, St. Philip's College
MRes in Business Research, Heriot-Watt University

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

Nancy Graves, Associate Professor, University of Houston
EdD, Higher Education Administration, University of Houston

William Ingram, Assistant Professor, University of North Texas at Dallas
PhD in Hospitality Management, University of Central Florida

Jacob Manlove, Assistant Professor, Tarleton State University
PhD in Agricultural Economics, Oklahoma State University

Lynda Martin, School Director, Stephen F. Austin State University
PhD in Human Environmental Sciences-Hotel/Restaurant Administration,
Oklahoma State University

Jim Petrick, Professor, Texas A&M University
PhD in Parks, Recreation, and Tourism Management, Clemson University

Arjun Singh, Department Director, The University of Texas Rio Grande Valley
PhD in Park, Recreation, and Tourism Resources, Michigan State University

Kim Williams, Department Chair, University of North Texas
PhD in Urban Studies, University of New Orleans

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

Committee on Academic and Workforce Success

AGENDA ITEM V-M (7)

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

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests 1 replacement and 10 new member appointments for the 11 vacancies on the Learning Technology Advisory Committee (LTAC). Nominations for vacancies were selected from institutions' nominees, with consideration given to type of institution, geographic location, administrative representation, and ethnic and gender composition.

In accordance with Coordinating Board Rules, Chapter 1, Subchapter O, Rule 1.185, the LTAC provides the Board of the THECB 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

Nominees' current position and highest degree awarded:

Ruth Chisum, Executive Director of SHSU Online Operations, Sam Houston State University
EdD in Transformational Leadership in Education, University of New England

Julie Delello, Associate Professor & Director of the Center for Excellence in Teaching, The University of Texas at Tyler
PhD in Educational Curriculum and Instruction, Texas A&M University

Glynnis Gaines, Dean of Health Professions, McLennan Community College
MS in Health Sciences, Clinical Leadership/Adult Education, The George Washington University/Capella University

Mary Gentry, Program Director, St. Philip's College
MA in Education, The University of Texas at San Antonio

Robert Greene, Associate Vice Chancellor-Lone Star College Online, Lone Star College
EdD in Educational Leadership, University of North Florida

Joyce Langenegger, Executive Director of Academic Success, Blinn College
PhD/JD in Human Development/Law, Fielding Graduate University/Baylor University
School of Law

Jacqueline Mok, Vice President for Academic, Faculty and Student Affairs, The University of
Texas Health Science Center at San Antonio
PhD in Arts Education, New York University

Timothy Snyder, Dean of HCC Online & Instructional Technology, Houston Community
College System
EdD in Educational Leadership, University of Delaware

Charlene Stubblefield, Executive Director of Center for Instructional Innovation and
Technology Services, Prairie View A&M University
MEd in Educational Technology, Texas A&M University

Yun Wan, Professor of Computer Science, Texas A&M University-Commerce
PhD in Management Information Systems, University of Illinois at Chicago

Erin Warham, Instructional Designer, Concordia University Texas
MS in Computer Information Systems, Nova Southwestern University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-M (8)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Lower-Division Academic Course Guide Manual Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests 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 of the THECB 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 and technical colleges and universities. The committee meets up to three times annually, as needed to make recommendations to the Board of the THECB on the 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 three new members from community and technical colleges and four new members from universities are needed. Recommendations for membership positions were selected from institutions' nominations, giving consideration to the type of institution, geographic location, administrative and faculty representation, and ethnic and gender composition.

Nominees' current position and highest degree awarded:

Genevieve Durham DeCesaro, Vice Provost for Academic Affairs, Texas Tech University
MFA in Dance, University of North Texas

Michael Endy, Vice President of Instruction and Student Services, Weatherford College
MA in Theater, Wichita State University

Amber Kelly, Dean of General Education and Associate Professor, Howard College
MA in English, Sul Ross State University

Christopher Nelson, Assistant Dean for Humanities, South Texas College
PhD in Philosophy, Southern Illinois Universities

Martha Robertson, Instructional Assistant Professor for Teaching and Learning, San Jacinto College District
MS in Mathematics, University of Houston-Clear Lake

Jennifer Whitfield, Assistant Professor of Information Technology, Texas A&M University
PhD in Curriculum and Instruction Mathematics Education, Texas A&M University

Kenneth Wink, Associate Dean and Professor, Public Administration, The University of Texas at Tyler
PhD in Political Science, Louisiana State University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-M (9)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Undergraduate Education Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests eight member appointments for the vacancies on the Undergraduate Education Advisory Committee (UEAC). One member would be a renewal appointment. Nominations for vacancies were selected from institutions' nominees, with consideration given to type of institution, geographic location, administrative representation, and ethnic and gender composition.

In accordance with Coordinating Board Rules, Chapter 1, Subchapter R, Rule 1.206, the UEAC has been created to provide the Board of the THECB with advice and recommendations regarding undergraduate education. The UEAC was established in 2006 as a committee comprised of faculty and administrators from the state's public and private universities and health-related institutions.

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 one non-voting student representative. The members are appointed for three-year staggered terms, and the committee meets at least twice a year. UEAC is currently working on monitoring the effectiveness and providing advice for the Texas Core Curriculum, under consideration of the transferability of courses and progress made toward the goals of *60x30TX*.

Nominees' current position and highest degree awarded:

Jacob Blosser, Professor of History, Texas Woman's University
PhD in History, University of South Carolina

Melissa Jarrell, Dean of University College, Texas A&M University-Corpus Christi
PhD in Criminology, University of South Florida

Benson Kariuki, Dean of Business Division, Jarvis Christian College
DBA in Accounting, Nova Southeastern University

Rebecca Lewis, Assistant Vice Provost, The University of Texas at Arlington
PhD in Public and Urban Administration, The University of Texas at Arlington

Julie Penley, Vice President of Research, Accrediting & Planning, El Paso Community College
PhD in Experimental Psychology, The University of Texas at El Paso

De'Reese Reid-Hart, Dean of Instruction, Lonestar College-Montgomery
EdD in Education, National Louis University

Colleen Swain, Associate Provost for Undergraduate and Online Education, The University of Texas at Tyler
PhD in Education, University of North Texas

Veronique Tran, Vice President of Instruction, Lee College
PhD in Biomedical Engineering, The University of Texas Southwestern Medical Center

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

Committee on Academic and Workforce Success

AGENDA ITEM V-N (1)

Consideration of adopting the staff recommendation to the Committee relating to the issuance of a Request for Applications for the Autism Grant Program

RECOMMENDATION: Approval

Background Information:

The 86th Texas Legislature, Regular Session, pending the Governor's approval on or before June 16, 2019, continued support for the Autism Grant Program, which was originally established in 2015 by the 84th Texas Legislature. The program provides competitively awarded grants to support Autism Spectrum Disorder (ASD) research and expand treatments for children with ASD in Texas through ASD research and treatment centers at Texas public, independent, and health-related institutions. Three award categories are supported: Parent-directed Treatment Methods, board-certified Behavior Analyst Training for teachers/paraprofessionals, and Innovative Autism Treatment Models.

During the first biennium, an initial Request for Applications (RFA) was issued in spring 2016, and 14 awards were made to support two-year grants for all three award categories; a second RFA, released in spring 2017, allowed six additional awards to support Parent-directed Treatment Methods. During the second biennium, a third RFA was issued in the spring of 2018, and 12 awards were made to support two-year grants for all three award categories. A fourth RFA was released in the fall of 2018, and seven additional awards were made to support Parent-directed Treatment Methods.

The program received an appropriation of \$3.9 million for Fiscal Years 2020 and 2021, the same funding level as last biennium. Texas Higher Education Coordinating Board (THECB) staff request approval to issue an RFA for the Autism Grant Program.

Issuance of the Fiscal Year 2020 RFA would allow the THECB to request applications from Texas public and independent institutions of higher education, which currently have a center conducting research and treatment of autism. Awards will be made with the following amounts available:

- \$2,250,000 per fiscal year for centers that serve children through Parent-directed Treatment Methods;
- \$950,000 per fiscal year for centers that train school teachers and/or paraprofessionals in Behavioral Analyst methods; and

- \$700,000 per fiscal year for centers that research, develop, and evaluate Innovative Autism Treatment Models.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-N (2)

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 Texas Higher Education Coordinating Board (THECB) to administer the program. ETEP provides funding to support partnerships between hospitals and graduate medical education (GME) programs that increase the number of emergency medicine and trauma care physician residents and fellows. The program also provides 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 partnership 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 2018-19 biennium, \$4.25 million was appropriated for the ETEP program, and grant awards were made in Fiscal Year 2018 to 17 GME programs and 1 graduate nursing program to support 97 residency positions, 21 fellowship positions, and 118 graduate nursing students.

The ETEP received an appropriation, pending the Governor's approval on or before June 16, 2019, of approximately \$2.06 million per fiscal year for the 2020-21 biennium. Separate Requests for Applications for ETEP-GME and ETEP-graduate nursing programs would be released in fall 2019. THECB staff request approval to issue an RFA for ETEP-GME and ETEP-graduate nursing programs.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-N (3)

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.

The GME Expansion Program received an appropriation, pending the Governor's approval on or before June 16, 2019, of \$156.7 million for the 2020-21 biennium for GME Expansion. Texas Higher Education Coordinating Board (THECB) 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 through 2019, the THECB created over 250 new first-year GME positions. In Fiscal Years 2018-19, the THECB awarded \$98.3 million to fund 1,310 residency positions. Over 80 percent of the awarded funding supported positions in primary care specialties and Psychiatry.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-N (4)

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

RECOMMENDATION: Approval

Background Information:

The 83rd Texas Legislature, Regular Session, created the Planning Grants 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.

The GME Planning Grants Program received an appropriation, pending the Governor's approval on or before June 16, 2019, of \$500,000 for the 2020-21 biennium for planning grants, as part of the appropriation for GME Expansion. Grant awards provide, through a competitive process, one-time awards to assist eligible entities in planning the development and establishment of new GME programs that will have first-year residency positions. Texas Higher Education Coordinating Board (THECB) staff request approval to issue an RFA for the GME Planning Grants Program.

In Fiscal Years 2014 through 2018, the THECB awarded 20 Planning Grants totaling \$4,084,975 to hospitals, medical schools, and community-based healthcare centers. As a result of these Planning Grants, 13 new residency programs received national accreditation and matriculated their first residents. Three additional programs have received accreditation and will accept their first residents July 2019. Other planned programs are in various stages of development and are scheduled to begin operation during 2020-25. 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 be available to answer questions.

Committee on Academic Workforce and Success

AGENDA ITEM V-N (5)

Consideration of adopting the Committee's recommendation to the Board relating to the issuance of a Request for Applications for the Statewide Preceptorship Programs

RECOMMENDATION: Approval

Background Information:

The Texas Statewide Preceptorship Programs in Family Medicine, Internal Medicine, and Pediatrics support medical student preparation and education efforts at the medical school level. The Statewide Preceptorship Programs in family medicine was established in 1978. Both the 85th and the 84th Texas Legislature provided an appropriation of \$3 million per biennium to fund awards.

The Programs received an appropriation, pending the Governor's approval on or before June 16, 2019, of \$1.5 million per fiscal year for the 2020-21 biennium.

The Coordinating Board staff request issuance of an RFA for the Statewide Preceptorship Programs.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-O

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. The ACGM is developed with the input of the ACGM Advisory Committee which is charged to provide recommendations to the Board of the Texas Higher Education Coordinating Board (THECB) to add, delete, and revise courses to facilitate inclusion of new disciplines of study, reflect developments within existing disciplines, provide vertical and horizontal alignment of courses within disciplines, and respond to obsolescence of disciplines of study and courses. The ACGM is available online as a portable document format (pdf) and as an interactive database (<http://www.thecb.state.tx.us/ACGM>).

The ACGM Advisory Committee met December 4, 2018. The committee reviewed new courses, changes in existing course descriptions, and the addition of learning outcomes for selected courses in the disciplines of Business (BUSI) (BCIS), Psychology (PSYC), and Social Work (SOCW) that are part of the Field of Study Curricula for those disciplines. These changes are recommended by faculty workgroups as part of the Learning Outcomes Project, and the addition of the new courses approved by the Board of the THECB as part of a Field of Study Curriculum.

COURSES MODIFIED OR ADDED AS PART OF THE LEARNING OUTCOMES PROJECT

COURSE	TITLE	EFFECTIVE
BCIS 1305	Business Computer Applications	Fall 2019
BUSI 2305	Business Statistics (New Course)	Fall 2019
PSYC 2317	Statistical Methods in Psychology	Fall 2019
PSYC 2319	Social Psychology	Fall 2019
PSYC 2320	Abnormal Psychology (New Course)	Fall 2019
PSYC 2330	Biological Psychology (New Course)	Fall 2019
SOCW 2361	Introduction to Social Work	Fall 2019
SOCW 2362	Social Welfare: Legislation, Program, and Services	Fall 2019
SOCW 2389	Academic Cooperative	Fall 2019

The ACGM Advisory Committee completes a comprehensive review of course enrollments annually 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 program. 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 courses are recommended to be removed from the ACGM. The courses will continue to be eligible for funding through the 2018-2019 academic year, with eligibility ending August 31, 2019. 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.

COURSES RECOMMENDED TO BE DELETED FROM THE ACGM

COURSE	TITLE	ACGM ADVISORY COMMITTEE ACTION	Funding Ends
DANC 1102	Dance Composition II	March 24, 2014	August 31, 2019
DANC 1103	Dance Composition III	March 24, 2014	August 31, 2019
DANC 1122	Folk I	March 24, 2014	August 31, 2019
DANC 1123	Folk II	March 24, 2014	August 31, 2019
DANC 1134	Country & Western II	March 24, 2014	August 31, 2019
DANC 1149	Ballet Folklorico I	March 24, 2014	August 31, 2019
DANC 1150	Ballet Folklorico II	March 24, 2014	August 31, 2019
DANC 1153	Spanish Ballet I	March 24, 2014	August 31, 2019
DANC 1154	Spanish Ballet II	March 24, 2014	August 31, 2019
DANC 1211	Tap II	March 24, 2014	August 31, 2019
DANC 1212	Dance Practicum I	March 24, 2014	August 31, 2019
DANC 1213	Dance Practicum II	March 24, 2014	August 31, 2019
DANC 1228	Ballroom I	March 24, 2014	August 31, 2019
DANC 1233	Country & Western I	March 24, 2014	August 31, 2019
DANC 1234	Country & Western II	March 24, 2014	August 31, 2019

DANC 1246	Modern Dance II	March 24, 2014	August 31, 2019
DANC 1249	Ballet Folklorico I	March 24, 2014	August 31, 2019
DANC 1250	Ballet Folklorico II	March 24, 2014	August 31, 2019
DANC 1251	Dance Performance I	March 24, 2014	August 31, 2019
DANC 1252	Dance Performance II	March 24, 2014	August 31, 2019
DANC 1253	Spanish Ballet I	March 24, 2014	August 31, 2019
DANC 1254	Spanish Ballet II	March 24, 2014	August 31, 2019
DANC 1349	Ballet Folklorico I	March 24, 2014	August 31, 2019
DANC 1350	Ballet Folklorico II	March 24, 2014	August 31, 2019
DANC 1353	Spanish Ballet I	March 24, 2014	August 31, 2019
DANC 1354	Spanish Ballet II	March 24, 2014	August 31, 2019
DANC 2110	Tap III	March 24, 2014	August 31, 2019
DANC 2111	Tap IV	March 24, 2014	August 31, 2019
DANC 2122	Folk III	March 24, 2014	August 31, 2019
DANC 2123	Folk IV	March 24, 2014	August 31, 2019
DANC 2141	Ballet III	March 24, 2014	August 31, 2019
DANC 2142	Ballet IV	March 24, 2014	August 31, 2019
DANC 2147	Jazz Dance III	March 24, 2014	August 31, 2019
DANC 2148	Jazz Dance IV	March 24, 2014	August 31, 2019
DANC 2149	Ballet Folklorico III	March 24, 2014	August 31, 2019
DANC 2150	Ballet Folklorico IV	March 24, 2014	August 31, 2019
DANC 2153	Spanish Ballet III	March 24, 2014	August 31, 2019
DANC 2154	Spanish Ballet IV	March 24, 2014	August 31, 2019
DANC 2208	Tap III	March 24, 2014	August 31, 2019
DANC 2209	Tap IV	March 24, 2014	August 31, 2019
DANC 2210	Dance Repertory I	March 24, 2014	August 31, 2019
DANC 2211	Dance Repertory II	March 24, 2014	August 31, 2019
DANC 2212	Dance Practicum III	March 24, 2014	August 31, 2019
DANC 2213	Dance Practicum IV	March 24, 2014	August 31, 2019

DANC 2222	Folk III	March 24, 2014	August 31, 2019
DANC 2223	Folk IV	March 24, 2014	August 31, 2019
DANC 2242	Ballet IV	March 24, 2014	August 31, 2019
DANC 2246	Modern Dance IV	March 24, 2014	August 31, 2019
DANC 2248	Jazz Dance IV	March 24, 2014	August 31, 2019
DANC 2249	Ballet Folklorico III	March 24, 2014	August 31, 2019
DANC 2250	Ballet Folklorico IV	March 24, 2014	August 31, 2019
DANC 2251	Dance Performance III	March 24, 2014	August 31, 2019
DANC 2252	Dance Performance IV	March 24, 2014	August 31, 2019
DANC 2253	Spanish Ballet III	March 24, 2014	August 31, 2019
DANC 2254	Spanish Ballet IV	March 24, 2014	August 31, 2019
DANC 2301	Problems in Dance	March 24, 2014	August 31, 2019
DANC 2349	Ballet Folklorico III	March 24, 2014	August 31, 2019
DANC 2350	Ballet Folklorico IV	March 24, 2014	August 31, 2019
DANC 2353	Spanish Ballet III	March 24, 2014	August 31, 2019
DANC 2354	Spanish Ballet IV	March 24, 2014	August 31, 2019
DANC 1141	Ballet I	November 17, 2016	August 31, 2019
DANC 1341	Ballet I	November 17, 2016	August 31, 2019
DANC 1142	Ballet II	November 17, 2016	August 31, 2019
DANC 1342	Ballet II	November 17, 2016	August 31, 2019
DANC 2342	Ballet IV	November 17, 2016	August 31, 2019
DANC 1147	Jazz Dance I	November 17, 2016	August 31, 2019
DANC 1148	Jazz Dance II	November 17, 2016	August 31, 2019
DANC 1145	Modern Dance I	November 17, 2016	August 31, 2019
DANC 1345	Modern Dance I	November 17, 2016	August 31, 2019
DANC 1146	Modern Dance II	November 17, 2016	August 31, 2019
DANC 1346	Modern Dance II	November 17, 2016	August 31, 2019
MUSI 1301	Fundamentals of Music I	November 17, 2016	August 31, 2019
MUSI 1304	Foundations of Music	November 17, 2016	August 31, 2019

MUSI 1308	Music Literature I	November 17, 2016	August 31, 2019
MUSI 1309	Music Literature II	November 17, 2016	August 31, 2019
MUSI 1211	Music Theory I (2 SCH version)	November 17, 2016	August 31, 2019
MUSI 1212	Music Theory II (2 SCH version)	November 17, 2016	August 31, 2019
MUSI 2211	Music Theory III (2 SCH version)	November 17, 2016	August 31, 2019
MUSI 2212	Music Theory IV (2 SCH version)	November 17, 2016	August 31, 2019
MUSI 1114	Piano Class for Music Majors I	November 17, 2016	August 31, 2019
MUSI 1115	Piano Class for Music Majors II	November 17, 2016	August 31, 2019
MUSI 1216	Sight Singing & Ear Training I (2 SCH version)	November 17, 2016	August 31, 2019
MUSI 1217	Sight Singing & Ear Training II (2 SCH version)	November 17, 2016	August 31, 2019
MUSI 2216	Sight Singing & Ear Training III (2 SCH version)	November 17, 2016	August 31, 2019
MUSI 2216	Sight Singing & Ear Training III (2 SCH version)	November 17, 2016	August 31, 2019
MUSI 2217	Sight Singing & Ear Training IV (2 SCH version)	November 17, 2016	August 31, 2019

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

Committee on Academic and Workforce Success

AGENDA ITEM V-P

Consideration of adopting the staff recommendation to the Committee relating to a contract award for the next generation classification and diagnostic assessment instrument used for the Texas Success Initiative

RECOMMENDATION:

Background Information:

Supplemental materials for this item will be forthcoming.

Committee on Academic and Workforce Success

AGENDA ITEM V-Q

Consideration of adopting the staff recommendation to the Committee relating to the allocation of funds for the Virtual Advising platform

Total Project Cost: up to \$250,000
Source of Funds: A.1.1. Strategy, College Readiness and Success
Authority: Texas Education Code, Section 61.0762(a)(5)
Programs to Enhance Student Success

RECOMMENDATION: Approval

Coordinating Board staff requests approval to award up to \$250,000 to The University of Texas at Austin (UT-Austin) to fund the continued support and development of the Virtual Advising Project.

Background Information:

Building on the success of Advise TX, the Texas Higher Education Coordinating Board (THECB) partnered with UT-Austin to develop a virtual advising platform. The Virtual Advising project pairs artificial intelligence (AI) – a chatbot – with knowledgeable near-peer advisers to help Texans get answers to questions about attending college, returning to college, financial aid, and more. This project enables the THECB to provide support to Texans looking to attend or return to higher education and supports the educated population goal of *60x30TX*.

The chatbot responds to student questions via text message or online chat, drawing from a growing database of over 1,000 questions. When an individual's question cannot be answered by the chatbot, they are routed to near-peer advisers to respond. These advisers receive intensive training, similar to Advise TX advisers, that focuses on college access, financial aid, and other student services.

The initial launch is targeting high school students at Advise TX high schools and stopped-out students in the Rio Grande Valley. The project is on track to reach statewide audiences by January 2020.

Coordinating Board staff requests approval to expend additional funds for the continuation and enhancement of the Virtual Advising platform. Future enhancements include:

- Expanded outreach efforts in markets across the state, including marketing to targeted hard-to-reach populations;

- Hiring and training of additional advisers to address the anticipated increased volume of inquiries;
- Further development of the knowledgebase to allow for increasingly sophisticated AI conversations;
- The development of strategic partnerships to reach additional students, including institutions of higher education, independent school districts, education service centers, chambers of commerce, and/or other community organizations; and
- Detailed analysis of usage, enrollment, and application data to determine the effectiveness of the initiative to inform strategy, messaging, and populations best suited for future campaigns.

Dr. Suzanne Morales-Vale, Director of Developmental and Adult Education, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-R

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 D.1.1., Advise TX
Authority: General Appropriations Act, House Bill 1, Article III, Section 49
86th Texas Legislature (pending final approval by the Governor on or before June 16, 2019)

RECOMMENDATION: Approval

Coordinating Board staff request approval to contract with Texas A&M University, The University of Texas at Austin (UT-Austin), Texas Christian University, and Trinity University to continue the Advise TX College Advising Corps (Advise TX CAC) program.

Program continuation is based on a Memorandum of Understanding (MOU) between the Texas Higher Education Coordinating Board (THECB), Texas Higher Education Foundation (The Foundation), and the College Advising Corps (CAC). Under the MOU, the THECB agrees to collaborate with The Foundation and CAC on fundraising, awareness, programmatic improvements, and program evaluation. The CAC is a 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 CAC program budget, funded through the THECB and its program partners, is \$5.1 million, which supports up to 112 high schools in Texas. If new funding is appropriated by the 86th Texas Legislature (pending final passage and signature of the Governor), the THECB would continue to fund the four Advise TX CAC institutions. Any additional funds needed to support services would be contributed by the CAC and the participating school districts.

Background Information:

Advise TX CAC is a partner program of the national CAC and a priority program of the current Texas higher education plan, *60x30TX*. 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 CAC 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), private entities, foundations, and businesses, including the The Foundation and the CAC.

THECB initiated the Advise TX CAC program in 2010 at the UT-Austin Institute for Public School Initiatives (IPSI), when it placed 15 recent graduates of UT-Austin into service. 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 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.

In 2017-2018, advisers served over 40,000 Texas students, facilitated over 188,000 one-on-one meetings, assisted students in 130,000 college applications, and saved students \$1.7 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.

Dr. Suzanne Morales-Vale, Director of Developmental and Adult Education, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-S

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

Total Project Cost: up to \$7,000,000
(\$3.5 million for each year of the FY 2019-2020 biennium)
Source of Funds: Strategy C.1.7., College Work-Study Programs
Authority: Texas Education Code, Section 56.079
Work-Study Mentorship Program (pending final approval of the Governor on or before June 16, 2019)

RECOMMENDATION: Approval

Coordinating Board staff requests approval to allocate funds received from the Texas College Work-Study Program to eligible institutions of higher education for the purpose of implementing or continuing the Work-Study Mentorship Program (WSMP).

Background Information:

The WSMP received \$6,000,000 from the Texas College Work-Study Program appropriation for the 2018-2019 Biennium from Strategy C.1.7., College Work-Study Programs. The funding was allocated to fifty-nine (59) eligible Texas public and private institutions during 2018 and sixty-three (63) eligible institutions during 2019.

The WSMP 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 Fiscal Year 2018, these institutions employed almost 1,000 students who provided services to over 25,000 students and parents.

Requested funds for the FY2019-2020 biennium will be used to continue the efforts of the WSMP in meeting the goals of the ~~60x30T~~ higher education plan. All eligible institutions will have an opportunity to participate in the program. Over the past two years, the WSMP started with \$2.75 million and increased to over \$3 million as a result of unused Texas Work-Study funds transferred to the WSMP. The requested amount allows for the distribution of any additional funds. The award period for the contracts will be September 1, 2019, through August 31, 2020.

Upon approval, funding allocations will be determined based on the number of eligible institutions and each institution's number of eligible WSMP recipients. Institutions have until February to encumber all funds allocated to them. Reallocation of unencumbered funds will be scheduled subject to justifiable needs, funding availability, and the submission of requirements to ensure all funds will be expended each year of the biennium.

Dr. Suzanne Morales-Vale, Director of Developmental and Adult Education, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-U

Consideration of adopting the Computer Science/Information Technology Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Computer Science/Information Technology Field of Study

RECOMMENDATION: Approval

Background Information:

The Computer Science/Information Technology 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 set of lower-division requirements for the Computer Science/Information Technology degree program into which a student transfers. Students completing a Computer Science/Information Technology 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 the Texas Higher Education Coordinating Board of its recommendations related to the courses that should be contained in the Computer Science/Information Technology Field of Study Curriculum.

**Recommendations of the Computer Science/Information Technology
Field of Study Advisory Committee**

The committee recommends adoption of the 2019 FOS curriculum. The FOS for Computer Science/Information Technology shall consist of 34-35 lower-division semester credit hours that are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Table 1 shows the curriculum the committee proposes for Coordinating Board approval.

Table 1. Proposed 2019 Computer Science/Information Technology Field of Study Curriculum

Prefix & Number	Course Name	Semester Credit Hours
A. PHYS 2425 B: 1. PHYS 2325 2. PHYS 2125	Choose one of the following: A. University Physics I (lecture + lab) B: 1. University Physics I (lecture) 2. University Physics II (lab)	4
A. PHYS 2426 B: 1. PHYS 2326 2. PHYS 2126	Choose one of the following: A. University Physics II (lecture + lab) B: 1. University Physics II (lecture) 2. University Physics II (lab)	4
A. MATH 2413 B: 1. MATH 2313 2. MATH 2113	Choose one of the following: A. Calculus I (lecture + lab) B: 1. Calculus I (lecture) 2. Calculus I (lab)	4
A. MATH 2414 B: 1. MATH 2314 2. MATH 2114	Choose one of the following: A. Calculus II (lecture + lab) B: 1. Calculus II (lecture) 2. Calculus II (lab)	4
MATH 2305	Discrete Mathematics	3
COSC 1436	Programming Fundamentals I (4 SCH version)	4
COSC 1437	Programming Fundamentals II (4 SCH version)	4
COSC 2436	Programming Fundamentals III (4 SCH version)	4
A. COSC 2325 B. COSC 2425	Choose one of the following: A. Computer Organization (3 SCH version) B. Computer Organization (4 SCH version)	3-4
TOTAL		34-35

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on March 13, 2019. The 30-day comment period ended on April 14, 2019. The following comments were received and reviewed by the committee.

Institutional representatives recommended additional courses for the FOS.

COMMENTS: Texas A&M University-Central Texas approved of the FOS as proposed.

COMMITTEE RESPONSE: No response necessary.

COMMENTS: Grayson College, Navarro Community College, and Laredo Community College recommended adding College Algebra (MATH 1314). The University of Texas at Arlington recommended creating a new course in Discrete Structures. Texas A&M University recommended adding Introduction to Computing (COSC 1301). University of North Texas recommended adding Probability Models (MATH 1780), Linear Algebra & Vector Geometry (MATH 2700), General Chemistry I (CHEM 1410), Chemistry for Engineers (CHEM 1415), General Chemistry II (CHEM 1420), Biology I (BIOL 1710), and Biology II (BIOL 1720) to the FOS.

COMMITTEE RESPONSE: The committee decided that most students are likely to enter with College Algebra or the equivalent. The committee felt that Introduction to Computing is a course primarily for non-majors. The committee considered a range of additional courses, but it determined that the proposed selection of courses best meets the needs of students and the range of Computer Science/Information Technology programs across the state. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended semester credit hour (SCH) changes in the FOS.

COMMENTS: Grayson College, Central Texas College, Galveston Community College, Navarro Community College, Dallas County Community College District, and The University of Texas at Arlington recommended requiring the 3 SCH version of Programming Fundamentals I, II, and III (COSC 1336, 1337, and 1336), or offering students a choice between the 3 and 4 SCH versions.

COMMITTEE RESPONSE: The committee discussed the credit hour options at length and determined that the proposed FOS best meets the needs of students and the range of Computer Science programs across the state. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended deleting courses from the FOS.

COMMENTS: Grayson College and Texas Woman's University recommended removing University Physics I and II (PHYS 2425 and 2426). Laredo Community College recommended removing Calculus II (MATH 2414). The University of Texas at Arlington recommended removing Programming Fundamentals I (COSC 1436).

COMMITTEE RESPONSE: The committee wanted to direct Computer Science majors toward the most useful courses the relevant sections of the Texas common core curriculum. The committee carefully considered all of the proposed courses and determined that the proposed FOS best meets the needs of students and the range of Computer Science programs across the state. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended adjusting course content.

COMMENTS: Houston Community College, Texas State University, The University of Texas at San Antonio, and The University of Texas at Arlington recommended that the committee identify specific programming languages for Programming Fundamentals I, II, and III (COSC 1436, 1437, and 2436). The University of Texas at San Antonio recommended that the committee specify course content and learning objectives for Discrete Mathematics (MATH 2305) and Computer Organization (COSC 2325).

COMMITTEE RESPONSE: The committee felt that existing course descriptions in the *Lower-Division Academic Course Guide Manual* (ACGM) offer institutions freedom to cover a variety of programming languages customized to the needs of their students and their transfer partner institutions. The committee refers the issue to a future Learning Objectives Committees as they revisit the course descriptions and student learning objectives in the ACGM. **The committee made no changes to the proposed FOS.**

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

Committee on Academic and Workforce Success

AGENDA ITEM V-V

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

RECOMMENDATION: Approval

Background Information:

The Drama 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 set of lower-division requirements for the Drama degree program into which a student transfers. Students completing a Drama 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 the Texas Higher Education Coordinating Board of its recommendations related to the courses that should be contained in the Drama Field of Study Curriculum.

**Recommendations of the Drama
Field of Study Advisory Committee**

The committee recommends adoption of the 2019 FOS curriculum. There are three tracks: a Generalist Track (22 semester credit hours), a Performance Track (22 semester credit hours), and a Design/Technical Track (22 semester credit hours). The semester credit hours are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Tables 1, 2, and 3 show the curricula the committee proposes for Coordinating Board approval.

Table 1. Proposed 2019 Drama Field of Study Curriculum: Generalist Track

Prefix & Number	Course Name	Semester Credit Hours
DRAM 1351	Acting I	3
DRAM 1330	Stagecraft I	3
DRAM 2XXX	Script Analysis*	3
I. DRAM 1310 II. DRAM 1322 III. DRAM 1341 IV. DRAM 1342 V. DRAM 1352 VI. DRAM 2331 VII. DRAM 2336 VIII. DRAM 2361 IX. DRAM 2362 X. DRAM 2XXX	Choose three of the courses below: I. Introduction to Theater II. Stage Movement III. Makeup IV. Introduction to Costume V. Acting II VI. Stagecraft II VII. Voice for the Theater VIII. History of the Theater I IX. History of the Theater II X. Introduction to Design*	9
I. DRAM 1120 II. DRAM 1121 III. DRAM 2120 IV. DRAM 2121 V. DRAM 1XXX VI. DRAM 2289 VII. DRAM 2389	Choose a total of 4 SCH from the courses below: I. Theater Practicum I (1 SCH) II. Theater Practicum II (1 SCH) III. Theater Practicum III (1 SCH) IV. Theater Practicum IV (1 SCH) V. Academic Cooperative (2 SCH)* VI. Academic Cooperative (2 SCH) VII. Academic Cooperative (3 SCH)	4
TOTAL		22

*Introduction to Design (DRAM 2XXX) and Academic Cooperative-2 SCH (DRAM 1XXX), if approved, would be new courses added to the *Lower-Division Academic Course Guide Manual*.

Table 2. Proposed 2019 Drama Field of Study Curriculum: Performance Track

Prefix & Number	Course Name	Semester Credit Hours
DRAM 1351	Acting I	3
DRAM 1330	Stagecraft I	3
DRAM 2XXX	Script Analysis*	3
I. DRAM 1322 II. DRAM 1341 III. DRAM 1352 IV. DRAM 2336	Choose three of the courses below: I. Stage Movement II. Makeup III. Acting II IV. Voice for the Theater	9
I. DRAM 1120 II. DRAM 1121 III. DRAM 2120 IV. DRAM 2121 V. DRAM 1XXX VI. DRAM 2289 VII. DRAM 2389	Choose a total of 4 SCH from the courses below: I. Theater Practicum I (1 SCH) II. Theater Practicum II (1 SCH) III. Theater Practicum III (1 SCH) IV. Theater Practicum IV (1 SCH) V. Academic Cooperative (2 SCH)* VI. Academic Cooperative (2 SCH) VII. Academic Cooperative (3 SCH)	4
TOTAL		22

*Introduction to Design (DRAM 2XXX) and Academic Cooperative-2 SCH (DRAM 1XXX), if approved, would be new courses added to the *Lower-Division Academic Course Guide Manual*.

Table 3. Proposed 2019 Drama Field of Study Curriculum: Design/Technical Track

Prefix & Number	Course Name	Semester Credit Hours
DRAM 1351	Acting I	3
DRAM 1330	Stagecraft I	3
DRAM 2XXX	Script Analysis*	3
I. DRAM 1341 II. DRAM 1342 III. DRAM 2331 IV. DRAM 2XXX	Choose three of the courses below: I. Makeup II. Introduction to Costume III. Stagecraft II IV. Introduction to Design*	9
I. DRAM 1120 II. DRAM 1121 III. DRAM 2120 IV. DRAM 2121 V. DRAM 1XXX VI. DRAM 2289 VII. DRAM 2389	Choose a total of 4 SCH from the courses below: I. Theater Practicum I (1 SCH) II. Theater Practicum II (1 SCH) III. Theater Practicum III (1 SCH) IV. Theater Practicum IV (1 SCH) V. Academic Cooperative (2 SCH)* VI. Academic Cooperative (2 SCH) VII. Academic Cooperative (3 SCH)	4
TOTAL		22

*Introduction to Design (DRAM 2XXX) and Academic Cooperative-2 SCH (DRAM 1XXX), if approved, would be new courses added to the *Lower-Division Academic Course Guide Manual*.

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on February 20, 2019. The 30-day comment period ended on March 22, 2019. The following comments were received and reviewed by the committee.

Institutional representatives were satisfied with the FOS as proposed.

COMMENTS: Houston Community College and Angelo State University were supportive of the FOS.

COMMITTEE RESPONSE: No response necessary.

Institutional representatives recommended adding courses to the proposed FOS.

COMMENTS: Alamo Community College recommended creating new courses in Direction and Dramatic Writing and adding them to the FOS. Dallas County Community College District recommended adding History of the Theater I (DRAM 2361) to the Performance and Design/Technical Tracks.

COMMITTEE RESPONSE: The committee considered Direction and Dramatic Writing to be better taught at the upper-division level as institutions see fit. The committee discussed History of the Theater I and determined that it is important primarily for students in the Generalist track. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended deleting or restructuring courses in the proposed FOS.

COMMENTS: Stephen F. Austin State University recommended removing History of the Theater I (DRAM 2361) from the Generalist track because it is better taught as an upper-division level course. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended structural changes to the FOS.

COMMENTS: Stephen F. Austin State University recommended that Teacher Certification programs be specifically excluded from the proposed FOS, or the committee should create a separate track in Teacher Certification. San Jacinto Community College and Dallas County Community College District recommended that the FOS apply to Bachelor of Fine Arts (BFA) programs as well as Bachelor of Arts (BA) programs.

COMMITTEE RESPONSE: The committee determined that Teacher Certification students should pursue the Generalist Track as standard Drama majors, then complete any additional teacher certification courses at the upper-division level. The committee is willing to collaborate with the Multidisciplinary Studies Field of Study Advisory Committee at its forthcoming meetings to create a Teacher Certification track for Drama. The committee discussed BFA programs and determined that these performance-oriented degree programs have too much variation in their lower-division requirements to make a FOS advantageous to students and institutions. **The committee made no changes to the proposed FOS.**

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

Committee on Academic and Workforce Success

AGENDA ITEM V-W

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

RECOMMENDATION: Approval

Background Information:

The Fine Arts 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 set of lower-division requirements for the Fine Arts degree program into which a student transfers. Students completing a Fine Arts 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 the Texas Higher Education Coordinating Board of its recommendations related to the courses that should be contained in the Fine Arts Field of Study Curriculum.

**Recommendations of the Fine Arts
Field of Study Advisory Committee**

The committee recommends adoption of the 2019 FOS curriculum. There are two tracks: a Studio Track (27 semester credit hours) and a General Studies Track (24 semester credit hours). The semester credit hours are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Tables 1 and 2 show the curricula the committee proposes for Coordinating Board approval.

Table 1. Proposed 2019 Fine Arts Field of Study Curriculum: Studio Track

Prefix & Number	Course Name	Semester Credit Hours
ARTS 1303	Art History I (Prehistoric to the 14 th Century)	3
ARTS 1304	Art History II (14 th Century to the Present)	3
ARTS 1311	Design I (2-Dimensional)	3
ARTS 1312	Design II (3-Dimensional)	3
ARTS 1316	Drawing I	3
ARTS 2348	Digital Art I	3
I. ARTS 1317 II. ARTS 2313 III. ARTS 2316 IV. ARTS 2326 V. ARTS 2333 VI. ARTS 2341 VII. ARTS 2346 VIII. ARTS 2356 IX. ARTS 2366 X. A. ARTS 2311 X. B. ARTS 2317 X. C. ARTS 2323 X. D. ARTS 2347 X. E. ARTS 2357	Choose three of the courses below: I. Drawing II II. Design Communications I III. Painting I IV. Sculpture I V. Printmaking I VI. Art Metals I VII. Ceramics I VIII. Photography I IX. Watercolor I X. Advanced studio course (no more than one of the following): A. Design III B. Painting II C. Life Drawing I D. Ceramics II E. Photography II	9
TOTAL		27

Table 2. Proposed 2019 Fine Arts Field of Study Curriculum: General Studies Track

Prefix & Number	Course Name	Semester Credit Hours
ARTS 1303	Art History I (Prehistoric to the 14 th Century)	3
ARTS 1304	Art History II (14 th Century to the Present)	3
ARTS 1311	Design I (2-Dimensional)	3
ARTS 1312	Design II (3-Dimensional)	3
ARTS 1316	Drawing I	3
ARTS 2348	Digital Art I	3
I. ARTS 1317 II. ARTS 2313 III. ARTS 2316 IV. ARTS 2326 V. ARTS 2333 VI. ARTS 2341 VII. ARTS 2346 VIII. ARTS 2356 IX. ARTS 2366	Choose two of the courses below: I. Drawing II II. Design Communications I III. Painting I IV. Sculpture I V. Printmaking I VI. Art Metals I VII. Ceramics I VIII. Photography I IX. Watercolor I	6
TOTAL		24

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on April 12, 2019. The 30-day comment period ended on May 12, 2019. The following comments were received and reviewed by the committee.

Institutional representatives were satisfied with the FOS as proposed.

COMMENTS: Tarrant County College-Northeast, Tarrant County College-Northwest, and Houston Community College were supportive of the FOS.

COMMITTEE RESPONSE: No response necessary.

Institutional representatives recommended removing courses from the proposed FOS.

COMMENTS: Temple College recommended removing Digital Arts I (ARTS 2348) because of its equipment requirements. The University of Texas at Tyler and Texas Tech University recommended removing Design Communications I (ARTS 2313) as an option because it is not always taught as a Fine Arts course. The University of Texas at Austin recommended removing

Ceramics I (ARTS 2346), Ceramics II (ARTS 2347), and Art Metals I (ARTS 2341) as options because they have no equivalency in its program. University of North Texas recommended removing Watercolor I (ARTS 2366) because it is too narrow.

COMMITTEE RESPONSE: The committee considered each of these courses, and it concluded that the proposed selection of courses is appropriate for the discipline and best suited to the range of programs at public institutions across the state. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended adding courses to the proposed FOS.

COMMENTS: Temple Community College recommended adding Art Appreciation (ARTS 1301). San Jacinto Community College recommended reinstituting Design Communications II (ARTS 2313), Sculpture II (ARTS 2327), Printmaking II (ARTS 2334), Art Metals II (ARTS 2342), and/or Watercolor II (ARTS 2367) in the *Lower-Division Academic Course Guide Manual* and adding them to the FOS. The University of Texas at Austin recommended adding an additional studio course to bring up the number of semester credit hours. University of North Texas recommended removing Painting I (ARTS 2316), Printmaking I (ARTS 2333), Ceramics I (ARTS 2346), Art Metals I (ARTS 2341) from the list of options and making them requirements. University of North Texas and Temple Community College recommended removing Drawing II (ARTS 1317) from the list of options and making it a requirement.

COMMITTEE RESPONSE: The committee considered each of these courses, and it concluded that the proposed selection of courses is appropriate for the discipline and best suited to the range of programs at public institutions across the state. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended making structural changes to the proposed FOS.

COMMENTS: Temple College proposed merging the list of Advanced Studio Courses into the general list of all Studio options. Temple College also proposed removing the General Studies Track. San Jacinto Community College recommended creating a Teaching Certification Track and changing the name of the Studio Track to the "Art & Design" track. The University of Texas at San Antonio recommended wording changes to the lists of options.

COMMITTEE RESPONSE: The committee felt the existing structure and wording of the proposed FOS is clear and is best suited to the range of programs at public institutions across the state. The committee will collaborate with the Multidisciplinary Studies Field of Study Advisory Committee with their forthcoming meetings to produce a Teaching Certification Track for Fine Arts teachers. **The committee made no changes to the proposed FOS.**

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

Committee on Academic and Workforce Success

AGENDA ITEM V-X

Consideration of adopting the Health & Wellness Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Health & Wellness Field of Study

RECOMMENDATION: Approval

Background Information:

The Health & Wellness 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 set of lower-division requirements for the Health & Wellness degree program into which a student transfers. Students completing a Health & Wellness 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 the Texas Higher Education Coordinating Board of its recommendations related to the courses that should be contained in the Health & Wellness Field of Study Curriculum.

**Recommendations of the Health & Wellness
Field of Study Advisory Committee**

The committee recommends adoption of the 2019 FOS curriculum. The FOS for Health & Wellness shall consist of 26 lower-division semester credit hours that are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Table 1 shows the curriculum the committee proposes for Coordinating Board approval.

Table 1. Proposed 2019 Health & Wellness Field of Study Curriculum

Prefix & Number	Course Name	Semester Credit Hours
PHED 1304	Personal/Community Health	3
BIOL 1322	Nutrition & Diet Therapy	3
Choose one of the following: A. PHED 1346 B. SOCI 2340	Drug Use & Abuse	3
PSYC 2301	General Psychology	3
A. BIOL 2301 and BIOL 2101 B. BIOL 2401	Choose one of the following: A. Anatomy & Physiology I (lecture) and Anatomy & Physiology I (lab) B. Anatomy & Physiology I (lecture and lab)	4
A. BIOL 2302 and BIOL 2102 B. BIOL 2402	Choose one of the following: A. Anatomy & Physiology II (lecture) and Anatomy & Physiology II (lab) B. Anatomy & Physiology II (lecture and lab)	4

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on February 20, 2019. The 30-day comment period ended on March 21, 2019. The following comments were received and reviewed by the committee.

Institutional representatives recommended changes to the proposed new course, "Foundations of Health Studies and Promotion"

COMMENTS: The University of Texas at Austin, Texas A&M University, and Texas State University recommended deleting the proposed course from the FOS. Dallas County Community College District recommended that the proposed course be taught at the sophomore level with 3 semester credit hours (SCH).

COMMITTEE RESPONSE: The committee agreed and removed the course from the proposed FOS. Committee members felt the proposed course is either too broad or is best taught at the upper-division level.

Institutional representatives recommended changes to the requirement for First Aid (PHED 1306)

COMMENTS: Lone Star College recommended replacing First Aid with Concepts of Physical Fitness (PHED 1338). The University of Texas at Austin, Texas A&M University, The University of Texas at San Antonio, Texas State University, and University of Houston-Downtown recommended removing First Aid or replacing it with another course. Institutions felt that First Aid is not a rigorous course, or it did fit into their degree plans.

COMMITTEE RESPONSE: The committee agreed and removed First Aid from the proposed FOS.

Institutional representatives recommended additional courses for the FOS

COMMENTS: Lone Star College recommended adding Introduction to Physical Fitness (PHED 1164). Texas A&M University and Texas State University recommended creating a Teaching Certification track, and Texas A&M University recommended it include a course in Teaching and Schooling in Modern Society. University of Houston-Downtown recommended adding Communication for Health Professionals (SPCH 1311) Environmental Biology (BIOL 2406), Introduction to Anatomy and Physiology (BIOL 2404), and Drug Use & Abuse (PHED 1346).

COMMITTEE RESPONSE: The committee felt that the proposed selection of courses is appropriate for the discipline and best suited to the range of programs at public institutions across the state. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended removing or replacing courses in the FOS

COMMENTS: The University of Texas at Austin recommended removing Personal Health (PHED 1304), Anatomy and Physiology I (BIOL 2401), and Anatomy and Physiology II (BIOL 2402). The University of Texas at Austin, The University of Texas at Antonio, Texas A&M University, and University of Houston-Downtown recommended removing Drug Use and Abuse (PHED 1346). The University of Texas at San Antonio recommended removing General Psychology (PSYC 2301).

COMMITTEE RESPONSE: The committee felt that the proposed selection of courses is appropriate for the discipline and best suited to the range of programs at public institutions across the state. **The committee made no changes to the proposed FOS.**

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

Committee on Academic and Workforce Success

AGENDA ITEM V-Y

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

RECOMMENDATION: Approval

Background Information:

The Journalism 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 set of lower-division requirements for the Journalism degree program into which a student transfers. Students completing a Journalism 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 the Texas Higher Education Coordinating Board of its recommendations related to the courses that should be contained in the Journalism Field of Study Curriculum.

**Recommendations of the Journalism
Field of Study Advisory Committee**

The committee recommends adoption of the 2019 FOS curriculum. There are two tracks: a General Track (15 semester credit hours) and a Teacher Certification Track (21 semester credit hours). The semester credit hours are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Tables 1 and 2 show the curricula the committee proposes for Coordinating Board approval.

Table 1. Proposed 2019 Journalism Field of Study Curriculum: General Track

Prefix & Number	Course Name	Semester Credit Hours
COMM 1307	Introduction to Mass Communication	3
COMM 2311	Media Writing	3
I. COMM 1335 II. COMM 2300 III. COMM 2302	Choose one of the following three conceptual courses: I. Introduction to Electronic Media II. Media Literacy III. Principles of Journalism	3
I. COMM 1316 II. COMM 1336 III. COMM 2303 IV. COMM 2305 V. COMM 2315 VI. COMM 2332	Choose two of the following six production/skills courses: I. News Photography I II. Video Production I III. Audio Production IV. Editing & Layout V. News Reporting VI. Radio/Television News	6
TOTAL		15

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

Prefix & Number	Course Name	Semester Credit Hours
EDUC 1301	Introduction to the Teaching Profession	3
EDUC 2301	Introduction to Special Populations	3
COMM 1307	Introduction to Mass Communication	3
COMM 2311	Media Writing	3
I. COMM 1335 II. COMM 2300 III. COMM 2302	Choose one of the following three conceptual courses: I. Introduction to Electronic Media II. Media Literacy III. Principles of Journalism	3
I. COMM 1316 II. COMM 1336 III. COMM 2303 IV. COMM 2305 V. COMM 2315 VI. COMM 2332	Choose two of the following six production/skills courses: I. News Photography I II. Video Production I III. Audio Production IV. Editing & Layout V. News Reporting VI. Radio/Television News	6
TOTAL		21

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on April 18, 2019. The 30-day comment period ended on May 18, 2019. The following comments were received and reviewed by the committee.

Institutional representatives recommended adding courses to the proposed FOS.

COMMENTS: Tyler Junior College recommended adding Academic Cooperative (COMM 2389) so that students would get workplace experience. Palo Alto College recommended adding Practicum in Electronic Media (COMM 2324) or a similar course in web design. Palo Alto College recommended adding a course in Journalism History or Literary Journalism.

COMMITTEE RESPONSE: The committee considered these options, but it felt the existing courses in the proposed FOS are best suited for student needs and the range of programs at public institutions across the state. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended structural changes to the proposed FOS.

COMMENTS: Houston Community College and The University of Texas at Arlington recommended removing the choices of News Photography I (COMM 1316), Editing & Layout (COMM 2305), and News Reporting (COMM 2315) and making them requirements.

COMMITTEE RESPONSE: The committee considered these options, but it felt that providing limited options best suits a variety of student needs and the range of program specialties at public institutions across the state. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended removing courses from the proposed FOS.

COMMENTS: Palo Alto College recommended deleting Media Literacy (COMM 2300). The University of Texas at Austin recommended deleting Media Writing (COMM 2311), Audio Production (COMM 2303), and Editing & Layout (COMM 2305). The University of Texas at Austin stated that the proposed FOS was incompatible with its existing lower-division curriculum for its native Journalism majors.

COMMITTEE RESPONSE: The committee felt the existing courses in the proposed FOS are best suited for student needs and the range of programs at public institutions across the state. **The committee made no changes to the proposed FOS.**

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

Committee on Academic and Workforce Success

AGENDA ITEM V-Z (1)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules Chapter 27, Subchapter MM, Sections 27.861 through 27.867 of Board rules concerning the establishment of the Media Studies Field of Study Advisory Committee

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 of the Texas Higher Education Coordinating Board (THECB), the Board of the THECB must adopt rules in compliance with Chapter 2110 of the Government Code regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Media Studies Field of Study Advisory Committee. The committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Media 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 Media 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 of the THECB, providing THECB staff with feedback about processes and procedures, and addressing any other issues related to the Media Studies Field of Study Curriculum as determined by the Board of the THECB.

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

Date approved by the Commissioner for Publication in the *Texas Register*: April 12, 2019

Date published in the *Texas Register*: April 26, 2019

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

At this time no comments have been received.

Legal Review:

Approved by the Office of General Counsel _____ Date: _____

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER MM. MEDIA STUDIES FIELD OF STUDY ADVISORY COMMITTEE

27.861 Authority and Specific Purposes of the Media Studies Field of Study Advisory Committee
27.862 Definitions
27.863 Committee Membership and Officers
27.864 Duration
27.865 Meetings
27.866 Tasks Assigned to the Committee
27.867 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.861 Authority and Specific Purposes of the Media 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 Media Studies Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Media Studies field of study curricula.

27.862 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).

27.863 Committee Membership and Officers.

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

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

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

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

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

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

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

27.864 Duration.

The Committee shall be abolished no later than July 31, 2023, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.865 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.

27.866 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

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

27.867 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-Z (2)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules Chapter 27, Subchapter NN, Sections 27.881 through 27.887 of Board rules concerning the establishment of the Advertising and Public Relations Field of Study Advisory Committee

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 of the Texas Higher Education Coordinating Board (THECB), the Board of the THECB must adopt rules in compliance with Chapter 2110 of the Government Code regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Advertising and Public Relations Field of Study Advisory Committee. The committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for Advertising and Public Relations 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 Advertising and Public Relations degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board of the THECB, providing THECB staff with feedback about processes and procedures, and addressing any other issues related to the Advertising and Public Relations Field of Study Advisory Committee Field of Study Curriculum as determined by the Board of the THECB.

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

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

At this time no comments have been received.

Legal Review:

Approved by the Office of General Counsel _____ Date: _____

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER NN. ADVERTISING AND PUBLIC RELATIONS
FIELD OF STUDY ADVISORY COMMITTEE

27.881 Authority and Specific Purposes of the Advertising and Public Relations Field of Study Advisory Committee
27.882 Definitions
27.883 Committee Membership and Officers
27.884 Duration
27.885 Meetings
27.886 Tasks Assigned to the Committee
27.887 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.881 Authority and Specific Purposes of the Advertising and Public Relations 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 Advertising and Public Relations Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Advertising and Public Relations field of study curricula.

27.882 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).

27.883 Committee Membership and Officers.

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

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

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

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

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

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

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

27.884 Duration.

The Committee shall be abolished no later than July 31, 2023, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.885 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.

27.886 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Advertising and Public Relations Field of Study Curricula;

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

(3) Any other issues related to the Advertising and Public Relations Field of Study Curricula as determined by the Board.

27.887 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-Z (3)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter F, Sections 27.203 and 27.204 concerning the duration and committee membership terms for the Engineering Technology Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Coordinating Board rules renew the committee for another four years and align the membership terms with the projected meeting schedule.

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

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

At this time no comments have been received.

Chapter 27, Fields of Study
Subchapter F, Engineering Technology Field of Study Advisory Committee

- §27.201 Authority and Specific Purposes of the Music Field of Study Advisory Committee
- §27.202 Definitions
- §27.203 Committee Membership and Officers
- §27.204 Duration
- §27.205 Meetings
- §27.206 Tasks Assigned to the Committee
- §27.207 Report to the Board; Evaluation of Committee Costs and Effectiveness

§27.201 No changes

§27.202 No changes

§27.203 Committee Membership and Officers

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

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

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.

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

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

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

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

§27.204 Duration

The Committee shall be abolished no later than July 31, **2023** [2019] in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

§27.205 No changes

§27.206 No changes

§27.207 No changes

Committee on Academic and Workforce Success

AGENDA ITEM V-Z (4)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules Chapter 27, Subchapter OO, Sections 27.901 through 27.907 of Board rules concerning the establishment of the Nutrition & Dietetics Field of Study Advisory Committee

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 of the Texas Higher Education Coordinating Board (THECB), the Board of the THECB must adopt rules in compliance with Chapter 2110 of the Government Code regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Nutrition & Dietetics Field of Study Advisory Committee. The committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Nutrition & Dietetics 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 Nutrition & Dietetics degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board of the THECB, providing THECB staff with feedback about processes and procedures, and addressing any other issues related to the Nutrition & Dietetics Field of Study Curriculum as determined by the Board of the THECB.

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

Date approved by the Commissioner for Publication in the *Texas Register*:
April 12, 2019

Date published in the *Texas Register*: April 26, 2019

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

At this time no comments have been received.

Legal Review:

Approved by the Office of General Counsel _____ Date: _____

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER OO. NUTRITION AND DIETETICS
FIELD OF STUDY ADVISORY COMMITTEE

27.901 Authority and Specific Purposes of the Nutrition and Dietetics Field of Study Advisory Committee
27.902 Definitions
27.903 Committee Membership and Officers
27.904 Duration
27.905 Meetings
27.906 Tasks Assigned to the Committee
27.907 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.901 Authority and Specific Purposes of the Nutrition and Dietetics 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 Nutrition and Dietetics Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Nutrition and Dietetics field of study curricula.

27.902 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).

27.903 Committee Membership and Officers.

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

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

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

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

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

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

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

27.904 Duration.

The Committee shall be abolished no later than July 31, 2023, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.905 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.

27.906 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

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

27.907 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-Z (5)

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

RECOMMENDATION: Approval

Background Information:

The proposed amendment to Board rules align to accurately reflect Texas Education Code (TEC), Section 51.803(a)(2)(B), regarding automatic admission, specifically the mathematics college readiness benchmark on the College Board Scholastic Aptitude Test (SAT), if administered prior to March 5, 2016, for automatic admission to general academic teaching institutions.

Specifically, the amendment to Section 5.5(b)(1)(D)(i) adds language to specify a minimum requirement earned on the mathematics test of the SAT assessment as 500.

Dr. Suzanne Morales-Vale, Director of Developmental and Adult Education, will be available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: April 12, 2019.

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

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

No comments have been received.

Chapter 5.
Rules Applying to Public Universities, Health-related Institutions,
and/or Selected Public Colleges of Higher Education in Texas

Subchapter A.
General Provisions

- 5.1 Purpose
- 5.2 Authority
- 5.3 Definitions
- 5.4 Time Limit on Implementing New Programs or Administrative Changes Approved by the Board or the Commissioner
- 5.5 Uniform Admission Policy
(Note: There is no §5.6)
- 5.7 Uniform Grade-Point Calculation for Admission to Graduate and Professional Schools
- 5.8 Criteria for Posting Faculty-Related Measures on Institutional Websites
- 5.9 Institutional Input Measures in the Texas Higher Education Accountability System
- 5.10 Tracking System for Medical Training and Practice Choices

5.1 – 5.4 No change.

5.5 Uniform Admission Policy

- (a) No change.
- (b) All applicants from Texas schools accredited by a generally recognized accrediting agency and who graduate in the top 10 percent of their high school class or who graduate in the top 25 percent of their high school class, to the extent the governing board of a general academic teaching institution has adopted such an admission policy, shall be admitted to a general academic teaching institution if the student meets the following conditions:
 - (1) The student has met one of the following:
 - (A) Successfully completed the distinguished level of achievement under the Foundation, Recommended, or Advanced High School Program from a Texas public high school as outlined under Texas Education Code, §28.025, as well as, 19 TAC §§74.63, 74.64, 74.73, and 74.74 (relating to the distinguished level of achievement under the Foundation, Recommended High School Program, or Distinguished Achievement High School Program--Advanced High School Program);
 - (B) Successfully completed a curriculum from a high school in Texas other than a public high school that is equivalent in content and rigor to the distinguished level of achievement under the Foundation, the Recommended, or Advanced High School Program as outlined under subsection (c) of this section;

- (C) Satisfied ACT's College Readiness Benchmarks on the ACT assessment; or
- (D) Earned on the SAT assessment:
 - i. if the SAT was administered prior to March 5, 2016, a combined critical reading (formerly "verbal") and mathematics score of 1070, with a minimum of 500 on the critical reading test and a minimum of 500 on the mathematics test; or
 - ii. if the SAT was administered on or after March 5, 2016, a minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test and a minimum score of 530 on the mathematics test (no combined score); and
- (2) The student submitted an official high school transcript or diploma that must, not later than the end of the student's junior year, indicate whether the student has satisfied the requirements outlined under paragraph (1)(A) or (B) of this subsection.
- (3) For applicants who graduate in the top 10 percent of their high school class and want to be considered for automatic admission under Texas Education Code, §51.803, the student must:
 - (A) Submit a complete application defined by the institution before the expiration of the institution's established deadline; and
 - (B) Have graduated from high school within the two years prior to the academic year for which the student is applying for admission.
- (c) – (j) No change.
- 5.6 NO SECTION
- 5.7 – 5.10 No change.