

**TEXAS HIGHER EDUCATION COORDINATING BOARD**  
**COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS**

1200 EAST ANDERSON LANE, ROOM 1.170  
AUSTIN, TEXAS  
September 27, 2018  
10:00 am  
*(or upon adjournment of the Committee on Affordability,  
Accountability and Planning,  
whichever occurs later)*

*CHAIR  
Fred Farias III, O.D.*

*VICE CHAIR  
Donna N. Williams*

*Arcilia C. Acosta  
Ricky A. Raven  
Welcome W. Wilson, Jr.*

*Michelle Q. Tran  
Ex-Officio*

*Stuart W. Stedman  
Ex-Officio*

**AGENDA**

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

- I. Welcome and Committee Chair's meeting overview
- II. Consideration of approval of the minutes from the June 20, 2018, 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 Certification Advisory Council
  - B. Report to the Committee on activities of the Graduate Education Advisory Committee
  - C. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:

ANGELO STATE UNIVERSITY

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

UNIVERSITY OF HOUSTON

- (2) Doctor of Medicine (MD) degree with a major in Medicine

UNIVERSITY OF NORTH TEXAS HEALTH SCIENCE CENTER

- (3) Doctor of Medicine (MD) degree with a major in Medicine

- D. Consideration of adopting the staff recommendation to the Committee relating to the Aerospace and Aviation Report (*Senate Bill 458, 84th Texas Legislature, Regular Session*)
- E. Consideration of adopting the staff recommendation to the Committee relating to the Block Scheduled Workforce Programs at Public Junior Colleges Report (*House Bill 1583, 84th Texas Legislature, Regular Session*)

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- F. Consideration of adopting the staff recommendation to the Committee relating to the Bachelor of Science in Dental Hygiene at Tyler Junior College Report (*House Bill 3348, 84th Texas Legislature, Regular Session*)
- G. Consideration of adopting the staff recommendation to the Committee relating to the Report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education (*Senate Bill 37, 84th Texas Legislature, Regular Session*)
- H. Consideration of adopting the staff recommendation to the Committee relating to the report on the effectiveness of the Advise TX program (*Rider 53, 85th Texas Legislature, Regular Session*)
- I. LUNCH
- J. Update to the Committee on the Assessment of Graduate Medical Education Positions Report (*Senate Bill 215, 83rd Texas Legislature, Regular Session*)
- K. Update to the Committee on the Advanced Placement Report (*House Bill 1992, 84th Texas Legislature, Regular Session*)
- L. Update to the Committee on the Texas General Academic Institutions: Increasing Successful Community College Transfer Report (*General Appropriations Act, Senate Bill 1, Article III, Section 49, 85th Texas Legislature*)
- M. Update to the Committee on Best Practices in the Transfer of Course Credit Between Public Institutions of Higher Education Report (*Senate Bill 802, 85th Texas Legislature, Regular Session*)
- N. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)
- O. Consideration of adopting the English Language & Literature Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved English Language & Literature Field of Study
- P. Consideration of adopting the Sociology Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Sociology Field of Study
- Q. Consideration of adopting the Architecture and Construction Program of Study Advisory Committee's recommendation to the Committee relating to courses required for:
  - (1) Architectural Drafting
  - (2) Electrical Lineworker
  - (3) Industrial Electrician
  - (4) Residential and Commercial Electrician
  - (5) Heating, Ventilation, and Air Conditioning
  - (6) Pipefitting
  - (7) Plumbing

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R. Consideration of adopting the Health Science Program of Study Advisory Committee's recommendation to the Committee relating to courses required for:

- (1) Dental Hygiene
- (2) Emergency Medical Services/Paramedic
- (3) Occupational Therapy Assistant
- (4) Physical Therapist Assistant
- (5) Radiologic Technology

S. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for:

- (1) Autism Grant Program
- (2) Minority Health Research and Education Grant Program

T. Consideration of adopting the staff recommendation to the Committee for approval of additional funding related to Request for Applications for the Developmental Education Program (*House Bill 2223, 85th Texas Legislature, Regular Session*)

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

- (1) Graduate Education Advisory Committee
- (2) Health and Wellness Field of Study Advisory Committee
- (3) Learning Technology Advisory Committee
- (4) Multidisciplinary Studies Field of Study Advisory Committee
- (5) Undergraduate Education Advisory Committee

V. Proposed Rules:

(1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 1, Subchapter O, Sections 1.1.85 and 1.1.87 of Board rules concerning the Learning Technology Advisory Committee

(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter DD, Sections 27.681-27.687 of Board rules concerning the establishment of the Communication Disorders Science and Services Field of Study Advisory Committee

(3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter EE, Sections 27.701 – 27.707 of Board rules concerning the establishment of the Fine and Studio Arts Field of Study Advisory Committee

(4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27 FF, Sections 27.721 – 27.727 of Board rules concerning the establishment of the Journalism Field of Study Advisory Committee

(5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27 GG, Sections 27.741 -27.747 of Board rules concerning the establishment of the Animal Sciences Field of Study Advisory Committee

- (6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27 HH, Sections 27.761 – 27.767 of Board rules concerning the establishment of the Agricultural Business and Management Field of Study Advisory Committee

## 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 from the June 20, 2018, 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****June 20, 2018, 10:45 am**

(or upon adjournment of the Special Called Board meeting, whichever occurs later)

**Minutes**

The Texas Higher Education Coordinating Board's *Committee on Academic and Workforce Success (CAWS)* convened at 11:03 a.m. on June 20, 2018, with the following committee members present: Donna Williams, Vice Chair, presiding; Welcome Wilson, Jr.; and Ricky Raven. Arcilia Acosta was present for a portion of the meeting. Member(s) absent: Fred Farias, Chair. Ex-Officio members present: Stuart Stedman. Ex-Officio member(s) absent: Michelle Q. Tran.

<b>AGENDA ITEM</b>	<b>ACTION</b>
I. Welcome and Committee Chair's meeting overview	Donna Williams called the meeting to order.
II. Consideration of approval of the minutes from the March 21, 2018, Committee meeting	On motion by Welcome Wilson, Jr., seconded by Arcilia Acosta, the Committee approved this item.
III. Consideration of approval of the Consent Calendar	On motion by Welcome Wilson Jr., seconded by Arcilia Acosta, 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. Report to the Committee on activities of the Family Practice Residency Advisory Committee	Roland Goertz, M.D., Chair, Family Practice Residency Advisory Committee, provided a brief update of activities.

AGENDA ITEM	ACTION
B. 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 2019 and the report on trustee funds distributed in Fiscal Year 2018	On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee approved this item.  Moved to item D. and E.
C. Discussion of the review and approval of off-campus teaching sites	Rex Peebles gave a presentation on the review and approval of off-campus teaching sites.
D. Report to the Committee on activities of the Lower-Division Academic Course Guide Manual Advisory Committee	Norma Perez, Co-Chair for the ACGM Committee, provided a brief update on the latest activities.
E. Consideration of adopting the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee's recommendation to the Committee relating to changes in the ACGM	On motion by Welcome Wilson Jr., seconded by Arcilia Acosta, the Committee approved this item.  Moved to item C.
F. Report to the Committee on activities of the Undergraduate Education Advisory Committee	Julie Penley, Co-Chair for the UEAC Committee, provided a brief update on the latest activities.
G. Report to the Committee on activities of the Field of Study Advisory Committees and the Program of Study Advisory Committees	Rex Peebles provided an update on the Field of Study and Program of Study Advisory Committees.
H. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:	
SAM HOUSTON STATE UNIVERSITY (1) Doctor of Osteopathic (DO) degree with a major in Osteopathic Medicine	Donna Williams recommended that the Committee postpone action on this item until the July 26, 2018 Board meeting. Mrs. Williams recommended that the Committee hear presentations from staff as well as the Texas State System and Sam Houston State University.  Rex Peebles gave a presentation. Presentations were also given by Dr. Brian McCall, Chancellor of Texas State University System; Dr. Dana Hoyt, President of Sam Houston State

AGENDA ITEM	ACTION
	<p>University; and Ms. Beth Paul, Vice President of Germane Solutions.</p> <p>On motion by Arcilia Acosta, seconded by Ricky Raven, the Committee approved to postpone voting on this item until the July 26, 2018 Board meeting.</p> <p>The Committee moved to item I. Lunch</p>
<p>TEXAS STATE UNIVERSITY (2) Doctor of Philosophy (PhD) degree with a major in Applied Anthropology</p>	<p>On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee approved this item.</p>
<p>TEXAS TECH UNIVERSITY (3) Doctor of Philosophy (PhD) degree with a major in Addictive Disorders and Recovery Studies</p>	<p>On motion by Welcome Wilson, Jr., seconded by Ricky Raven, the Committee approved this item.</p>
<p>THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON (4) Doctorate of Health Informatics (DHI) degree with a major in Health Informatics</p>	<p>On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee approved this item.</p>
<p>WEST TEXAS A&amp;M UNIVERSITY (5) Doctor of Education (EdD) degree with a major in Educational Leadership</p>	<p>On motion by Welcome Wilson, Jr., seconded by Ricky Raven, the Committee approved this item.</p>
<p>I. LUNCH</p>	<p>The Committee took up this item after V-H (1).</p>
<p>J. Consideration of adopting the staff recommendation to the Committee relating to the Open Educational Resources Report (<i>Senate Bill 810, 85th Texas Legislature, Regular Session</i>)</p>	<p>On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee approved this item.</p>
<p>K. Consideration of adopting the staff recommendation to the Committee relating to the Report on the Autism Grant Program</p>	<p>On motion by Welcome Wilson, Jr., seconded by Ricky Raven, the Committee approved this item.</p>

AGENDA ITEM	ACTION
L. Consideration of adopting the staff recommendation to the Committee relating to the January 2018 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")	This item was on the Consent Calendar.
M. Consideration of adopting the Certification Advisory Council's recommendation to the Committee relating to a request from United States American College of Business and Healthcare for an initial Certificate of Authority to grant degrees in Texas	On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee approved this item.
N. Consideration of adopting the Architecture and Construction Program of Study Advisory Committee's recommendation to the Committee relating to courses required for the General Drafting Program of Study	On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee approved this item.
O. Consideration of adopting the Biology Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Biology Field of Study	<p>The Committee took up items V-O through V-T. Rex Peebles gave a brief overview of the Fields of Study and the comments that were received.</p> <p>On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee approved items V-O through V-T.</p>
P. Consideration of adopting the Business Administration & Management Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Business Administration & Management Field of Study	On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee approved items V-O through V-T.
Q. Consideration of adopting the Criminal Justice Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Criminal Justice Field of Study	On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee approved items V-O through V-T.
R. Consideration of adopting the Political Science Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Political Science Field of Study	On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee approved items V-O through V-T.
S. Consideration of adopting the Psychology Field of Study Advisory Committee's recommendation to the	On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee approved items V-O through V-T.

AGENDA ITEM	ACTION
Committee relating to courses required for the Board-approved Psychology Field of Study	
T. Consideration of adopting the Social Work Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Social Work Field of Study	On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee approved items V-O through V-T.
U. Consideration of adopting the staff recommendation to the Committee relating to the proposed revisions to the Texas College and Career Readiness Standards for English Language Arts and Math	On motion by Welcome Wilson, Jr., seconded by Ricky Raven, the Committee approved this item.
V. Consideration of adopting the staff recommendation to the Committee relating to the approval to increase funding for Grad TX activities designed to help meet the completion goal of <i>60x30TX</i>	On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee approved this item.
W. Consideration of adopting the staff recommendation to the Committee relating to an amendment extending the contract for the Texas Success Initiative Assessment	On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee approved this item.
X. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Proposals for the development and implementation of a classification and diagnostic assessment instrument for the Texas Success Initiative	On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee approved this item.
Y. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the facilitation of the review and revision of the Science, Social Studies, and Cross-Disciplinary Texas College and Career Readiness Standards	On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee approved this item.
Z. Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules, Chapter 27, Subchapter CC, Sections 27.661 – 27.667 of Board rules, concerning the establishment of the Health and Wellness Field of Study Advisory Committee	This item was on the Consent Calendar.

AGENDA ITEM	ACTION
<p>AA. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:</p> <ul style="list-style-type: none"> <li>(1) Apply Texas Advisory Committee</li> <li>(2) Certification Advisory Council (CAC)</li> <li>(3) Communications Field of Study Advisory Committee</li> <li>(4) Community Technical College Leadership Council</li> <li>(5) Computer Science/Information Technology Field of Study Advisory Committee</li> <li>(6) Drama/Performing Arts Field of Study Advisory Committee</li> <li>(7) Graduate Education Advisory Committee (GEAC)</li> <li>(8) Learning Technology Advisory Committee (LTAC)</li> <li>(9) Lower-Division Academic Course Guide Manual Advisory Committee (ACGM)</li> <li>(10) Undergraduate Education Advisory Committee (UEAC)</li> <li>(11) Economics Field of Study Advisory Committee</li> </ul>	<p>This item was on the Consent Calendar.</p>
<p>VI. Adjournment</p>	<p>On motion by Ricky Raven, seconded by Welcome Wilson, Jr., the Committee adjourned at 2:43 pm.</p>



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

O. Consideration of adopting the English Language & Literature Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved English Language & Literature Field of Study

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

T. Consideration of adopting the staff recommendation to the Committee for approval of additional funding related to Request for Applications for the Developmental Education Program (*House Bill 2223, 85th Texas Legislature, Regular Session*)

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

- (1) Graduate Education Advisory Committee
- (2) Health and Wellness Field of Study Advisory Committee
- (3) Learning Technology Advisory Committee
- (4) Multidisciplinary Studies Field of Study Advisory Committee
- (5) Undergraduate Education Advisory Committee

## V. Proposed Rules:

(1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 1, Subchapter O, Sections 1.1.85 and 1.1.87 of Board rules concerning the Learning Technology Advisory Committee

(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter DD, Sections 27.681- 27.687 of Board rules concerning the establishment of the Communication Disorders Science and Services Field of Study Advisory Committee

(3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter EE, Sections 27.701 – 27.707 of Board rules concerning the establishment of the Fine and Studio Arts Field of Study Advisory Committee

(4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27 FF, Sections 27.721 – 27.727 of Board rules concerning the establishment of the Journalism Field of Study Advisory Committee

(5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27 GG, Sections 27.741 -27.747 of Board rules concerning the establishment of the Animal Sciences Field of Study Advisory Committee

- (6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27 HH, Sections 27.761 – 27.767 of Board rules concerning the establishment of the Agricultural Business and Management Field of Study Advisory Committee

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 as determined by the presiding chair.

Committee on Academic Workforce and Success

AGENDA ITEM V-A

Report to the Committee on activities of the Certification Advisory Council

RECOMMENDATION: No action required

Background Information:

Coordinating Board rules require advisory committees to report on committee activities on an annual basis. This allows the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Certification Advisory Council (CAC) is authorized under Texas Education Code, Section 61.314, as an advisory council on private postsecondary educational institutions.

The CAC provides the Board with advice and recommendations regarding standards and procedures to be used in carrying out the provisions of Texas Education Code, Chapter 61, Subchapter G, Regulation of Private Postsecondary Educational Institutions, primarily including standards and procedures related to certification of private postsecondary educational institutions that are nonexempt; assists the Commissioner in the examination of individual applications for Certificates of Authority; and performs other duties related to certification that the Board finds to be appropriate. Donna M. Jurick, SND, PhD, Executive Vice President, St. Edward's University, served as chair of the CAC. Dr. Jurick has since retired from St. Edward's University. A new chair will be elected at the next CAC meeting.

The committee held one meeting in Academic Year 2017-2018 and considered the following Certificate of Authority application for recommendation of approval:

- United States American College of Business and Healthcare

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will provide a brief update of activities and be available to answer questions.

# CERTIFICATION ADVISORY COUNCIL ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: 10/31/2021

**Committee Purpose:** The Certification Advisory Council (CAC) is created to provide the Board with advice and recommendation(s) regarding standards and procedures to be used in carrying out the provisions of Texas Education Code, Chapter 61, Subchapter G, Regulation of Private Postsecondary Educational Institutions, primarily including standards and procedures related to certification of private postsecondary educational institutions that are nonexempt; assists the Commissioner in the examination of individual applications for Certificates of Authority; and performs other duties related to certification that the Board finds to be appropriate.

The CAC is statutorily authorized in Texas Education Code Section. 61.314.

**Report Period:** September 1, 2017 – August 31, 2018

**Chair:** Donna M. Jurick, SND, PhD, Executive Vice President, St. Edward's University

**Vice Chair:** N/A

**Committee Members:** Six members with experience in higher education, three of whom must be drawn from private or independent institutions of higher education in Texas as defined in Texas Education Code, §61.003(15). Members serve two-year staggered terms.

**Committee Meeting Dates:** April 24, 2018 (summary notes not yet approved)

The October 24, 2017, February 1, 2018, and July 24, 2018 quarterly meetings were cancelled due to no pending applications.

## **Annual Costs Expended**

**Travel:** Committee members did not provide expenses for the Committee meeting. Based on 2016-2017 travel expenses, the estimated cost was \$729.00.

**Other:** NA

## **Time Commitments:**

60 hours for CAC members (10 hours prep, meeting and travel time estimated for each member)

10 hours for THECB staff (10 hours total prep estimated for each meeting)

## **Summary of Tasks Completed and Current Recommendations to the Board:**

April 24, 2018: recommended approval of the United States American College of Business and Healthcare application for its first Certificate of Authority. The application was approved at the July 26, 2018 quarterly Coordinating Board meeting.

Summary notes from the April 24, 2018 meeting are not approved. The summary notes will be considered at the next scheduled CAC meeting.

## **CERTIFICATION ADVISORY COUNCIL ROSTER**

### **Academic Year 2017-2018**

Joyce Williams  
Associate Vice Chancellor of Workforce and  
Community Initiatives  
Dallas County Community College District  
Term ends August 31, 2019  
[Public]

Melissa Armentor, MSRS, RT(R)  
VP for Student and Academic Success  
Lamar Institute of Technology  
Term ends August 31, 2019  
[Public]

Robert L. Rhodes, PhD  
Provost  
Abilene Christian University  
Term ends August 31, 2019  
[Exempt/Private]

Donna M. Jurick, SND, PhD  
Executive Vice President (Chair)  
St. Edward's University  
3001 South Congress Avenue  
C/M Box 1020  
Austin, TX 78704  
Phone: (512) 448-8412  
Fax: (512) 448-8472  
EMAIL: [donnaj@stedwards.edu](mailto:donnaj@stedwards.edu)  
Term ends August 31, 2018  
[Exempt/Private]

Jennifer Ramm, CPA  
Vice President for Business and Finance  
& Chief Financial Officer  
University of Mary Hardin-Baylor  
Term ends August 31, 2018  
[Exempt/Private]

Dianna L. Miller, EdD, MSN, RN  
Nursing Program Director  
Laredo Community College  
Term ends August 31, 2018  
[Public]

## Committee on Academic Workforce and Success

### AGENDA ITEM V-B

#### Report to the Committee on activities of the Graduate Education Advisory Committee

RECOMMENDATION: No action required

#### Background Information:

Coordinating Board rules require advisory committees to report on committee activities on an annual basis. This allows the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Graduate Education Advisory Committee (GEAC) has been created to provide the Board with advice and recommendations regarding graduate education. The GEAC was established in 2005 as a committee comprised of faculty and administrators from the state's public and private universities and health-related institutions. Dr. Meharvan "Sonny" Singh, Dean of the Graduate School of Biomedical Sciences at the University of North Texas, served as Chair of the committee, and Dr. Karen Butler-Purry, Associate Provost for Graduate Studies at Texas A&M University, served as Vice-Chair during Fiscal Year (FY) 2018.

The committee held three meetings in FY 2018 with the following major agenda items:

- Discussion of trends in online graduate programs;
- Discussion of the *Characteristics of Doctoral Programs*;
- Discussion of the 60X30TX Marketable Skills goal's application in graduate education; and
- Discussion of content for the forthcoming Strategic Plan for Graduate Education.

Dr. Karen Butler-Purry, FY 2018 Vice-Chair of GEAC, will provide a brief update of activities and be available to answer questions.



# GRADUATE EDUCATION ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: 10/31/2021

**Committee Purpose:** The Graduate Education Advisory Committee (GEAC) advises agency staff and Board Members on procedures, issues, and long-range planning relating to graduate education.

**Report Period:** September 1, 2017 – August 31, 2018

**Chair:** Dr. Meharvan "Sonny" Singh, University of North Texas Health Science Center

**Vice Chair:** Dr. Karen Butler-Purry, Texas A&M University

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

**Committee Meeting Dates:** September 25, 2017, February 27, 2018, and May 16, 2018 (summary notes not yet approved).

**Sub-Committee meeting dates:** April 5, 2018 and May 8, 2018.

## **Annual Costs Expended**

**Travel:** \$10,054 for three Committee meetings

**Other:** \$1,763 for three Committee meetings

## **Time Commitments:**

Committee Members: 72 working days for three Committee meetings and 12 working days for Sub-Committee meetings.

Coordinating Board staff: 55 working days.

## **Summary of Tasks Completed and Current Recommendations to the Board:**

The September 25, 2017 meeting featured a presentation from Dr. Ginger Gossman (THECB) on the draft guidelines for implementing the Marketable Skills goal. A detailed discussion followed on how graduate programs could approach identifying marketable skills. GEAC members also discussed characteristics of online graduate programs. A sub-committee will work between meetings with Coordinating Board staff to develop the structure and initial content for the Strategic Plan for Graduate Education.

The February 27, 2018 meeting featured a presentation from Dr. Andrew Lofters (THECB) on the Learning Technology Advisory Committee's (LTAC) activities, including the *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically (Principles of Good Practice)*, review of distance education doctoral program proposals, and definition of online programs. Dr. Reinold Cornelius (THECB) presented on the Undergraduate Education Advisory Committee's (UEAC) discussion on the Marketable Skills goal. Dr. Goeman presented on revisions to the *Characteristics of Doctoral Programs*. GEAC members discussed the updates, which include reporting professional practice programs and maintaining active institution web links.

GEAC members worked in groups to further develop components of the Strategic Plan for Graduate Education. The Strategic Plan for Graduate Education was drafted by the sub-committee and Coordinating Board staff during the spring and summer.

Summary notes from the May 16, 2018 meeting are not approved at the time of this writing, but Dr. Butler-Purry will update CAWS Committee members on the meeting during the presentation.

**Graduate Education Advisory Committee (GEAC)  
Advisory Committee Members  
Fiscal Year 2018**

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

**Chair and Vice-Chair**

**Meharvan "Sonny" Singh, Ph.D. (20)**

(Chair Term expires 3/31/2018)  
Dean, Graduate School of Biomedical  
Sciences  
University of North Texas  
Health Science Center

**Karen L. Butler-Purry, Ph.D., P.E. (19)**

(Vice-Chair Term expires 3/31/2018)  
Associate Provost for Graduate Studies  
Texas A&M University

**Members**

**DeBrenna Agbenyiga, Ph.D. (19)**

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

**Blanca Bauer, Ph.D. (19)**

Assistant Vice President of Academic  
Assessment and Effectiveness  
The University of Texas Health  
Science Center at San Antonio

**Richard Berry, DMA. (19)**

Professor of Music  
Stephen F. Austin State University

**JoAnn Canales, Ph.D. (19)**

Dean, College of Graduate Studies  
Texas A&M University-Corpus Christi

**Andrea Golato, Ph.D. (19)**

Dean, The Graduate College  
Texas State University

**William Harn, Ph.D. (20)**

Dean of Graduate Studies  
Lamar University

**Carolyn Kapinus, Ph.D. (18)**

Dean of the Graduate School  
Texas Woman's University

**Kenneth E. Hendrickson, Ph.D. (18)**

Dean of Graduate Studies and  
Associate Vice President for  
Academic Affairs  
Sam Houston State University

**Sharon Hileman, Ph.D. (18)**

Dean, College of Graduate Studies  
Sul Ross State University

**Bruce Jones, Ph.D. (20)**

Vice Provost for Academic  
Programs/Interim Dean of the  
Graduate School  
University of Houston

**William A. Kritsonis, Ph.D. (18)**

Professor of Educational Leadership  
The University of Texas of the  
Permian Basin

**Thomas Krueger, DBA (19)**

Professor of Innovation in  
Business Education and  
Department Chair, Accounting  
and Finance  
Texas A&M University-Kingsville

**James R. Lumpkin, Ph.D. (18)**

Dean, College of Business and  
Technology  
The University of Texas at Tyler

**Kathryn Matthew, Ed.D. (20)**

Interim Associate Vice President  
for Academic Affairs  
University of Houston-Clear Lake

**Bonnie E. Melhart, Ph.D. (18)**

Associate Provost for Research and  
Dean  
of Graduate Studies and University  
Programs  
Texas Christian University

**Dean P. Neikirk, Ph.D. (18)**  
Associate Dean,  
Office of Graduate Studies  
The University of Texas at Austin

**Joseph Oppong, Ph.D. (20)**  
Associate Vice Provost for Graduate  
Education and Academic Associate  
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**Les D. Riding-In, Ph.D. (18)**  
Assistant Dean and Director of  
Graduate Programs for the College  
of Liberal Arts  
The University of Texas at Arlington

**Rial Rolfe, Ph.D. (18)**  
Executive Vice President for  
Academic Affairs  
Texas Tech University Health  
Sciences Center

**Cynthia Rutledge, Ed.D. (19)**  
Associate Vice President for  
Academic Affairs for Curriculum  
and Faculty Development  
McMurry University

**Mark A. Sheridan, Ph.D. (18)**  
Vice Provost for Graduate and  
Postdoctoral Affairs,  
Dean of the Graduate School  
Texas Tech University

**Student Representative:**  
**Arabhi Nagasunder**  
**(5/31/2018)**  
College of Osteopathic Medicine  
University of North Texas Health  
Science Center

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**Graduate Education Advisory Committee**  
**MINUTES as Approved 2-27-18**

Regular Meeting  
1200 East Anderson Lane, Austin, Texas  
September 25, 2017

The Graduate Education Advisory Committee convened at 10:00 a.m. on September 25, 2017, with the following members present:

<b>Present</b>	<b>Committee Member</b>
X	Meharvan "Sonny" Singh (co-chair)
X	Karen Butler-Purry (co-chair)
X	DeBrenna Agbenyiga
X	Blanca Bauer
X	Richard Berry
X	JoAnn Canales
X	Andrea Golato
X	William Harn
X	Carolyn Kapinus
X	Kenneth Hendrickson
	Sharon Hileman
X	Bruce Jones
	William Kritsonis
X	Thomas Krueger
X	James Lumpkin
X	Kathryn Matthew
	Bonnie Melhart
X	Dean Neikirk
X	Joseph Oppong
X	Les Riding-In
X	Rial Rolfe
phone	Cynthia Rutledge
X	Mark Sheridan
	Arabhi Nagasunder (student member)

Coordinating Board Staff:  
James Goeman  
Allen Michie

<b>Agenda Item</b>	<b>Action</b>
1. Welcome, introductions, and call to order	<p>No action required.</p> <p>Introduction of new members:  Bruce Jones  Carolyn Kapinus  Joseph Oppong  Kathryn Matthew  William Harn</p>
2. Consideration and approval of minutes from the February 27, 2017 meeting	<p>On a motion by JoAnn Canales, seconded by Mark Sheridan, the GEAC approved the February 27, 2017 minutes.</p>
3. Update on and discussion of Marketable Skills initiatives	<p>Ginger Gossman (THECB Division of Innovation and Policy Development) presented a draft of the guidelines for implementing the Marketable Skills goal. Dr. Gossman is looking for feedback from GEAC on the document draft. The intention is to provide examples of how to implement this goal on campus. Help students more effectively communicate their skills to employers.</p> <p>Rex Peebles discussed relationship of marketable skills and learning outcomes.</p> <p>Clarification from Dr. Gossman and Dr. Peebles that institutions should identify marketable skills but the marketable skills will not be assessed by the THECB. Institutions may choose to develop assessment plans, but this is not in the statewide strategic plan vision.</p> <p>There will be a reporting mechanism that institutions have identified the marketable skills for their programs. Currently, there is a location in the Accountability System. Please provide feedback on this. There may be a different portal created in the future. Nothing is required until 2020.</p> <p>Requested to see examples. Dr. Gossman will share examples from the UK with the members.</p> <p>Members will review the document and bring comments and suggestions back to the THECB within 30 days. Send comments directly to Dr. Gossman.</p>
Part of Agenda Item 8: Update on Coordinating Board Initiatives	<p>Moved this agenda item to accommodate staff availability. Andrew Lofters (Division of Academic Quality and Workforce) provided the following updates:</p> <ul style="list-style-type: none"> <li>• The Learning Technology Advisory Committee (LTAC) reviews and provides recommendations for approval on distance education doctoral programs</li> </ul>

	<ul style="list-style-type: none"> <li>• Three new doctoral proposals for distance education delivery were recommended for approval at the past LTAC meeting. UT Arlington, PhD Physics, off-campus, face-to-face, and electronic delivery at the UTRGV; UT Health Science Center at San Antonio, DPT, online; UT Arlington, DPT, online.</li> <li>• LTAC is in the process of updating the <i>Principles of Good Practice</i> for distance education programs. Hope to have the updates ready to submit to the Board in January 2018.</li> <li>• Discussion at LTAC regarding how institutions authenticate users in distance education programs. This includes test proctoring and online delivery.</li> <li>• Survey sent to institutions to learn about learning technology systems and policies. The survey questions and report are available on the LTAC webpage.</li> <li>• Working to streamline the process for distance education proposals.</li> <li>• A portal has been developed for institutions to input information on their programs and will show programs that are offered through distance education. <ul style="list-style-type: none"> <li>• There is a list of who at the institution has portal access. There is only one approved person per institution.</li> <li>• The portal is only for existing programs.</li> </ul> </li> </ul>
4. Discussion of online master's programs	<p>Stacey Silverman (Academic Quality and Workforce) presentation on online master's degree programs.</p> <ul style="list-style-type: none"> <li>• Master's degrees are included in the strategic plan efforts.</li> <li>• 53,000 master's degrees awarded by Texas public institutions last year (2016) primarily health professions, business, and engineering.</li> </ul> <p>Discussion on how GEAC can help the Coordinating Board with online master's degree programs. Would like the committee to think about how to assess quality of online degree programs.</p> <p>How many were low performing, and how many low performing programs were offered online? Dr. Silverman will look into this and provide findings.</p> <p>It is requested that GEAC members go back to their institutions and work to develop assessments of online programs. Discussion tabled to the next GEAC meeting.</p>

<p>5. Discussion of how institutions are implementing recommendations from the RAND report</p>	<p>No action required. Les Riding-in (The University of Texas at Arlington) Report of campus discussions on how to implement recommendations from the RAND report.</p> <p>Institutions share efforts to share, review, and implement recommendations from the RAND report.</p> <p>Discussion of data sources used for workforce projections.</p>
<p>6. Update on and discussion of panel on graduate education at the July 27 Board meeting</p>	<p>No action required. Karen L. Butler-Purry provided updates from the July 27 Board meeting. Feedback on the graduate strategic plan was that it should be applicable to the diversity of graduate programs in the state of Texas. Items to consider included online programs, addressing the needs of working professionals, international enrollment, increasing engagement, improving the pipeline, and research funding.</p>
<p>Lunch</p>	<p>Committee broke for lunch at 11:53pm. Meeting resumed at 12:30pm.</p>
<p>7. Update on and discussion of Strategic Plan for Graduate Education</p>	<p>No action required. Sonny Singh introduced the discussion on the graduate strategic plan development. Not many states have a statewide strategic plan for graduate education. This is an opportunity for Texas to have a nationwide impact. Need to guard against making the strategic plan so generic that it lacks meaning. A solution to think about for discussion is to create nuance within the plan to include elements that are relevant to HRIs, master's only institutions, etc. for example.</p> <p>The graduate strategic plan is intended to be a statewide plan and must have alignment with <i>60X30TX</i>.</p> <p>A subcommittee was created to look at some structure and content. The subcommittee members were recognized for their contributions. Subcommittee members include Drs. Butler-Purry, Canales, Golato, Kritsonis, Sheridan, and Singh, and Coordinating Board staff.</p> <p>The process for developing the graduate strategic plan is to first come up with a draft. Focus on content and elements for now, then move into the details. The intent is a 10-year rolling plan that will be revisited every 5 years. Themes that came up include (a) to achieve excellence, (b) to provide opportunities and access to students, (c) to teach marketable skills and create economic development, and (d) to promote efficiency with innovation.</p> <p>Discussion on the importance of refining critical elements of graduate strategic plan to guard against proliferation of what ends up in the plan.</p> <p>Committee members shared ideas of topics to include in the graduate strategic plan discussions:</p>

	<ul style="list-style-type: none"> <li>• Combined master's and doctoral programs, dual-degree programs</li> <li>• Excellence</li> <li>• Admissions standards</li> <li>• Access for students and diversity of students in graduate programs, holistic admissions</li> <li>• Partnering with undergraduate institutions and/or programs</li> <li>• Workforce needs</li> <li>• Consideration of the balance of using data to predict the future while including room for creativity and innovation</li> <li>• Graduation and retention</li> <li>• Transfer students and their success in graduate programs</li> <li>• Quality of online master's programs</li> <li>• Dual Degree programs, interdisciplinary programs</li> <li>• Research and research training for students</li> <li>• Provide opportunity for students</li> </ul> <p>Point of information: if an institution offers a master's degree program face-to-face, the institution only needs to notify the Coordinating Board of plans to offer the degree program online.</p> <p>Online programs serve different needs and are offered in different ways. GEAC should consider how this fits within the scope of the graduate strategic plan and in what areas it does not.</p> <p>The subcommittee will further work on the details of the plan.</p> <p>Once a final draft is prepared, it will be distributed for comment and then submitted to the Coordinating Board for review.</p> <p>Submit any comments or suggestions to Drs. Goeman or Michie. They will share the information with the subcommittee.</p>
8. Update on Coordinating Board Initiatives	<p>Bulletins are out for institutions who need guidance in response to the impact of Hurricane Harvey. Information posted on the Coordinating Board's homepage.</p> <p>The planning notifications are revised, and posted on the website. The response letter will provide links to the specific forms needed for submission. There are also updated forms for certificate programs, bachelor's and master's programs, and doctoral programs on the website. The <i>Guidelines for Institutions</i> is updated. Please refer to the website for the current forms.</p> <p>Senate Bill 968 and 969 passed in the most recent session include new guidance on campus sexual assault policies. The bills required an advisory committee to convene and recommend rules. Rules</p>



	<p>included guidance for electronic reporting and amnesty for reporters. The advisory committee has submitted recommended rules to the Coordinating Board for consideration at the October Board meeting. The rules are posted in the Texas Register for public comment from September 22 to October 22, 2017.</p> <p>More formal contingencies will be built into new program approvals to allow for flexibility in faculty hiring requirements.</p>
9. Discussion of future agenda items and meeting dates	<p>Reach out to your colleagues regarding the conversations occurring at GEAC. Part of our responsibility is to relay issues and questions, to this group to discuss and gain advice from the Coordinating Board.</p> <p>An item to bring back to your institutions to consider is the 7-year review process. Reflect on the 7-year review process and provide feedback on what is and is not working, and recommendations to other institutions to consider. Email Dr. Singh feedback. This will be discussed at the next GEAC meeting.</p> <p>There will be an email coming out for meeting agenda item suggestions.</p> <p>The next GEAC meeting will be February 27, 2018 from 10 am to 2:30pm.</p> <p>What are the responsibilities of institutions to support DACA students? Institutions that have practices, resources, and information can share these with each other.</p>
10. Adjournment	<p>With no further business, the meeting adjourned at approximately 2:30p.m.</p>

Respectfully Submitted,

Academic Quality and Workforce Staff

TEXAS HIGHER EDUCATION COORDINATING BOARD

**Graduate Education Advisory Committee  
THECB Building, 1200 E. Anderson Lane  
Board Room  
Austin, Texas**

**February 27, 2018 Summary Notes  
As Amended and Approved May 16, 2018**

Members attending:

DeBrenna Agbenyiga	Carolyn Kapinus	Dean Neikirk
Blanca Bauer	Bruce Jones	Joseph Oppong
Richard Berry	Thomas Krueger	Les Riding-In
Karen Butler-Purry	James Lumpkin	Rial Rolfe
JoAnn Canales	Kathryn Matthew	Cynthia Rutledge
Andrea Golato	Bonnie Melhart	Mark Sheridan
William Harn	Arabhi Nagasunder	Meharvan "Sonny" Singh

Members absent: Kenneth Hendrickson, Sharon Hileman, and William Kritsonis.

THECB Staff attending: Reinold Cornelius, James Goeman, Andrew Lofters, Jodie Lopez, Jennifer Nailos, Rex Peebles, and Stacey Silverman.

**Agenda Item 1: Welcome, introductions, and call to order**

Dr. Meharvan "Sonny" Singh, chair, called the meeting to order at 10:04 am.

Dr. Singh welcomed the committee and invited everyone to introduce themselves.

**Agenda Item 2: Consideration and approval of minutes from the September 25, 2017 meeting**

Dr. Nailos made a correction to the minutes adding Cynthia Rutledge as present on September 25, 2017. A motion was made and approved to accept the amended minutes.

**Agenda Item 8: Update on Coordinating Board Initiatives**

Agenda Item 8 was moved to the beginning of the meeting to accommodate scheduling availability for Coordinating Board staff.

Dr. Lofters presented an overview of the Learning Technology Advisory Committee (LTAC) and shared updates from the committee's recent meeting. The LTAC committee gives advice on learning technologies and distance education in the state of Texas. LTAC looks at institutional delivery of distance education, definitions of distance education, and other related topics.

One activity of LTAC is to make doctoral program recommendations of approval to the Board. In 2017, there was only one from Texas Tech University Health Sciences Center (TTUHSC) online Doctor of Nursing Practice (DNP) program. In 2018, there were three including: (1) The

University of Texas at Arlington's off-campus, face-to-face delivery of a PhD in Physics program where it will be delivered at The University of Texas Rio Grande Valley; (2) The University of Texas at Arlington's online Doctor of Nursing Practice (DNP) program; and (3) The University of Texas at San Antonio's online Doctor of Nursing Practice (DNP) program.

The *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically (Principles of Good Practice)* were revised and should be ready for distribution later this week. LTAC is also looking at courses and programs electronically and those delivered off-campus, either face-to-face, or electronic to group in the *Principles of Good Practice*.

LTAC has also taken on a survey of distance education and technologies that collects information and characteristics of the programs. LTAC plans to administer the survey next month. The survey was well received by the Texas Distance Learning Association and will be administered again in 2018.

LTAC discussed that there is confusion in the state regarding the definitions of online delivery of programs. If the program is less than 50 percent online, it is considered face-to-face with a strong online component. Over 50 percent online has different categories. If the program is 51 to 85 percent online, it is considered "hybrid/blended". If the program is 86 to 100 percent online, it is considered "fully online". There was a concern that students were looking at a program labelled "fully online" and might think they never need to come to campus. LTAC felt this is confusing to the public because there still may be up to 15 percent face-to-face components. The committee is in the process of revisiting the definitions and will bring the recommendations to the Board once the review and activity is completed.

A recommendation from the RAND report was that the Coordinating Board might look into increasing the monitoring of the quality of online master's degree programs. There is now a distance education portal at the Coordinating Board where institutions can input their programs. The Coordinating Board is using the portal and in the future plans to use this for approval processes. The delivery mode, location, CIP code, and programs offered will be included in the portal. Dr. Lofters clarified that the portal is still being updated and completed.

LTAC is looking at trends for master's programs offered online.

Dr. Lofters presented information on online program characteristics and trends. Dr. Neikirk asked if there was a large growth in the last few years, or is completion rate low. Dr. Lofters responded that around Fiscal Year 2015 the data shifted. There was a steady rate before FY 15, and then a jump. The reasoning for this jump in the numbers is not clear, but Dr. Lofters plans to look into why the numbers changed so much in FY 15.

LTAC is hoping to work with GEAC in the future to have a collaborative meeting and discussion about online graduate programs.

Dr. Butler-Purry asked if there is a report on the technology survey. Dr. Lofters shared that the LTAC page includes a link to the study report.

<http://www.thecb.state.tx.us/index.cfm?objectid=7D5BA7AC-FB8A-EEE3-760E5B013FA1569B>



**Agenda Item 3: Information on the *Characteristics of Doctoral Programs***

Dr. Goeman shared the *Characteristics of Doctoral Programs* page.

<http://www.thecb.state.tx.us/index.cfm?objectid=E0014CFE-F86C-6F22-A794036BF682835E>

The *Characteristics of Doctoral Programs (Characteristics)* were revised from the *18 Characteristics* to simply the *Characteristics*. This reflects the fact that the number and components may change over time. Dr. Goeman showed the committee the webpage and resources available to institutions. Please check that your institution's link is working correctly and that the department and programs are updating the data as they should. In addition, institutions will want to think about the changes to the characteristics. This fall, 2018, data for research and professional practice programs will be included. The *Characteristics* have been reorganized into those required for all programs, just for research, and just for professional practice programs.

Professional practice programs should be reported by the program level. Dr. Silverman clarified that it is up to the institution to define a "professional program". Define your programs consistently.

The Coordinating Board is now requesting a link to the institution host page for all the programs, not separate links per program. The institution should create a landing page for their programs.

Dr. Berry asked for clarification on graduation rates for the three most recent years. What this means is we go back 10 years from the three most recent years to calculate this graduation rate.

**Agenda Item 4: Update on and discussion of Marketable Skills initiatives**

Dr. Cornelius presented on the Undergraduate Education Advisory Committee's (UEAC) discussion on the marketable skills initiative. Marketable Skills is part of *60x30TX*. In 2020, all institutions will need to identify the marketable skills of their programs. The Coordinating Board has a document that provides information and guidelines for the implementation of the Marketable Skills goal.

UEAC has formed a sub-committee to brainstorm what could be done or recommended to institutions working on the Marketable Skills goal. The results of the sub-committee meeting are included in this meeting's materials packet. One recommendation would be to update the marketable skills with the catalogue updates. Another idea is to add the marketable skills to a student's transcript. Training students or teaching students how to use their skills and put them on their resume was also discussed by the sub-committee.

Dr. Nailos shared that the second Marketable Skills conference is being held April 9-10, 2018, in Houston TX. Further information is located at the Coordinating Board's website for the conference: <http://www.thecb.state.tx.us/index.cfm?objectid=08A9793F-E4B2-1AE9-BD6951999EC90DB1&flushcache=1&showdraft=1>

Dr. Melhart asked whom should institutions bring to the conference? Dr. Peebles shared that it is recommended that a team of four that are strategic, including a Chief Academic officer,

student services, and others. This conference will be focused on training how to identify marketable skills. There will be a panel at the event that includes students. There was an attempt at alumni networking through a survey for those who had loans in the past. Ideas for how to reach alumni would be appreciated because this is a component that would be useful.

Dr. Golato mentioned that on campus discussions of marketable skills have been met with resistance because faculty feels students need to be able to talk about their skills. If the students just put something down, it might not be fulfilling the point of this goal. What are good suggestions for this work and how can it be useful? Dr. Singh shared that on his campus, they converted the curriculum from a course-based to competency-based curriculum. Students could take one of several courses because the curriculum has been mapped into knowledge, skill, and behavior based skills. Students then receive scores for milestones toward degree. Once this was done, they were able to transcript these skills – the student doesn't have to write something down, but it has become a way to assess the skills; this is a way to carry some legitimacy on their CV for the skills they possess.

Dr. Cornelius commented that the danger of taking a skill and plopping it down is that these skills are by program and by individual. The student has to navigate what is written and what is applicable. One idea for identifying marketable skills is that they also come from outside the curriculum, in the major, through core or electives.

Dr. Singh commented that maybe starting with program level generic buckets (categories) might be helpful. Then the student can add the level of granularity that is appropriate. This is worthy of continued discussion because institutions are at different levels of how to best teach students to identify their skills.

Ms. Nagasunder commented that as a student, she focuses on the knowledge. As an industry, they might look at professionalism because they can always teach knowledge. As a student, she might never consider putting professionalism on her resume, but it is important to put on her resume. At her campus, a recommendation letter is used to illustrate these skills.

Dr. Golato suggested that activities that help students learn to articulate on their own their marketable skills is a far more useful activity than providing them a list. This is what our career services and professional development services and workshops do. Students need to learn how to translate, interpret, and articulate their skills. This is a transferrable skill for them in their careers. A list of skills is less useful to students than learning how to articulate what they have learned. One is factual knowledge, the other is procedural; we want to give students procedural knowledge.

Dr. Agbenyiga shared that her campus is looking at the curriculum and right sizing the curriculum. They are thinking about the curriculum and courses, what needs to be there, what will help students. In addition, with professional development, they have tracks for students – students can earn certificates and gain different skills along the way. Faculty can look at marketable skills from these three perspectives. It was welcomed on campus by doing it this way.

Dr. Singh commented that marketable skills and this conversation could be woven into the strategic plan for graduate education. GEAC can consider how to create a meaningful strategy

to integrate the marketable skills goal into our institutions in a useful way. This discussion will continue during the afternoon breakouts of the strategic plan.

**Agenda Item 5: Update on National Research University Fund (NRUF) Report**

Dr. Cornelius is providing an update because there is new eligibility report out this month for NRUF. Texas Tech University and University of Houston are already eligible to receive these funds. This year, The University of Texas at Dallas (UT Dallas) has fulfilled benchmarks to become eligible. Based on this finding, the state auditor is looking into the legislatively required audit of the process for eligibility; this audit will happen in April.

Included in the meeting packet are slides with the benchmark criteria for NRUF. Most of the requirements have sub-parts that must be fulfilled for eligibility.

The high quality faculty criteria may be based on a review of the faculty from an external reviewer. Working on defining and outlining the criteria for reviewing high quality faculty.

Also included in the packet is the NRUF report. There is more information on the criteria and distribution of funding on the website for NRUF:

<http://www.theccb.state.tx.us/index.cfm?objectid=0BFA90B1-E0AF-4768-F7F2C724B47B209D>

If a more defined charge for the review of high quality faculty is developed, Dr. Cornelius will come back to GEAC with more information.

**Agenda Item 6: Lunch**

Dr. Singh proposed moving Agenda Item 7: Update on and discussion of Strategic Plan for Graduate Education forward and working until and through lunch.

**Agenda Item 7: Update on and discussion of Strategic Plan for Graduate Education**

Dr. Nailos provided instruction for the breakout groups on each goal area. Each group will work on the bullets and draft further expansion and refinement of aspiration and attainable goals using the logic models. Each group will share their discussion in the afternoon and email a copy of their notes to Dr. Nailos. A copy of each group's notes will be compiled and distributed back to GEAC. The strategic plan sub-committee will move today's discussion and notes forward this spring.

A breakout group for each of the following goals was formed:

1. Scholarly Research and Creative Activity Excellence
2. Quality of Education
3. Efficiency and Innovation
4. Develop Marketable Skills and Create Economic Development

Breakout group discussions were held until 1:06 pm.

Each group presented a summary of their discussions to GEAC.

Goal 1: Scholarly Research and Creative Activity Excellence

The group wanted the goal to be relevant to all the different types of institutions. The group recommends including a preamble to the strategic plan. The preamble would recognize a couple of principles. First, that this strategic plan is data-informed. Second, that there are participants from each respective institution type. Third, that there is flexibility within the plan so that it is not overly prescriptive.

For Goal 1, the group made revisions and recommendations for changing the language and elements under this goal.

- Change the goal to "Scholarly activity and creative activity excellence" anywhere you see research.
- Other recommendations included in the notes.

Dr. Golato inquired how to work with departments that are already highly productive.

Dr. Singh recommended that institutions determine how to apply the strategic plan appropriately. The strategic plan is presented as aggregate, statewide. The institution will look at their programs to determine which, when, where, and how. The strategic plan should come across as an incentive or aspirational.

Dr. Neikirk recommended making the linkage explicit that the increase should be normalized to the institution's resources. If the institution is asked to do more, they need more resources. Dr. Sheridan commented that it is important not to discourage seeking extramural support.

Dr. Canales added that the application of the strategic plan should be aligned with the institution mission. The measure should emphasize interdisciplinary nature of scholarly and creative activity, the impact on the public good, the extent to which it supports *Closing the Gaps*, and the institutionalization of initiatives. Those are all important considerations for what should be factored in here.

Dr. Golato would like to add some sort of statement and explanation of how graduate education is different from undergraduate education in the strategic plan. The reader would have a context for what they are about to read.

Goal 2: Quality of Education

For Goal 2, the group made revisions and recommendations for changing the language and elements under this goal.

- Change the goal to "High quality and access of education".
- Discussion on including faculty diversity as a benchmark. A suggestion was to include cultural competency of faculty as a measure.
- Include advising as an indicator of excellence in teaching.
- Other recommendations included in the notes.

The recommended duration of the strategic plan is 10-15 years with updates at least every 5 years. This would align with the *60x30TX* plan's timing.

### Goal 3: Efficiency and Innovation

For Goal 3, the group made revisions and recommendations for changing the language and elements under this goal.

- The group considered stand along master's degrees and certificates as important elements to graduate education.
- Other recommendations included in the notes.

Dr. Butler-Purpy commented that adding something about pathways from undergraduate to graduate programs could be included under efficiency of time for students.

Dr. Singh commented that something to consider under efficiency is students that fall short of the PhD and receive a certificate or master's degree instead of the initial intended degree. These numbers would help the *60x30TX* plan goals, but might negatively affect academic program quality if they are not completing the PhD.

### Goal 4: Develop Marketable Skills and Create Economic Development

For Goal 4, the group made revisions and recommendations for changing the language and elements under this goal.

- Change goal to "Knowledge that leads to new markets and economic development".
- It will be important to differentiate between type of program and institutional mission.
- Important to consider Texas, national, and international workforce needs because the nature of the industry or program may encourage or necessitate students to leave the state.
- Other recommendations included in the notes.

Dr. Oppong commented that part of the challenge for this goal is that it includes focus on current workforce, while graduate programs also are preparing students for jobs that do not exist yet. This should be included as an important qualifier for the plan and goal. Dr. Singh discussed how employer surveys include hard, soft, and other skills that are sought. Maybe a measure for this goal is the procedure to gather information and feedback. Dr. Canales suggested that the measure that "having identified and marketable skills" could lead to a checkbox. Maybe a measure is "to what extent are there conversations that led to this". Dr. Butler-Purpy suggested an indicator of providing professional development beyond curriculum to the students. Dr. Neikirk commented that this section needs to be oriented as leading and not following the market; innovating and creating what should be or is next.

Would like the subcommittee to meet and review the feedback before a draft of the strategic plan is sent out to the group.

### **Agenda Item 9: Discussion of other Committee Member business**

Dr. Goeman and Dr. Nailos will coordinate scheduling a sub-committee meeting and a GEAC meeting before the summer. These meetings will focus on developing a draft of the strategic plan by July.

At the next GEAC meeting, elections will take place for chair and vice chair.

Nominations for new committee members will be sent to institutions this spring. Anyone with term ending in 2018 while phase off the committee in August.



**Agenda Item 10: Discussion of future agenda items and meeting dates**

Dr. Nailos shared that committee members will receive an email form to enter their expenditures and vote on upcoming meeting dates.

The meeting adjourned at 2:21 pm.

Committee on Academic and Workforce Success

AGENDA ITEM V-C (1)

Consideration of adopting the staff recommendation to the Committee relating to the request from Angelo State University for a Bachelor of Science (BS) degree with a major in Mechanical Engineering

RECOMMENDATION: Approval with contingencies, beginning fall 2019

**Rationale:**

Angelo State University (Angelo) proposes to offer the first mechanical engineering program in the Concho Valley beginning fall 2019. The nearest mechanical engineering program is located at The University of Texas of the Permian Basin, which is more than 130 miles away.

Mechanical engineering is one of the most employable engineering professions, with only 1.1 percent of graduates remaining unemployed after graduation. The broad applicability of mechanical engineering knowledge and skills creates workers suited for a variety of roles and industries. The Texas Workforce Commission (TWC) anticipates mechanical engineers will experience a 17.2 percent increase in employment opportunities between 2016 and 2024.

**Contingencies:**

In accordance with the institution's proposed hiring schedule, Angelo will hire one faculty member to start fall 2021 and, by June 1, 2021, will provide documentation of the hire through submission of a letter of intent, curriculum vitae, and list of mechanical engineering courses to be taught.

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

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

**Angelo State University** (*Accountability Peer Group: Master's*)*Related Programs*

The institution has degree programs within the same two-digit CIP code: **Yes** No  
 Angelo State University has 1 engineering degree program:  
 BS in Civil Engineering (seeking ABET accreditation)

**Proposed Program:**

The proposed face-to-face program in mechanical engineering would require 127 semester credit hours of instruction to satisfy ABET subject matter accreditation requirements. The proposed program would offer students a regional option for pursuing a mechanical engineering degree.

The institution estimates that five-year costs would total \$3,382,098, and Formula Funding would represent 16 percent of the total funding during the first five years.

Angelo has been awarded a five-year, \$2,750,000 *Culturally Responsive Education En Mechanical Engineering (CREEME)* grant from the U.S. Department of Education's Developing Hispanic Serving Institutions (HSI) program. The grant would support the implementation of the proposed mechanical engineering program.

<b>FIVE-YEAR COSTS</b>	
Personnel	\$ 2,060,890
Facilities & Equipment	\$ 768,950
Library, Supplies, and Materials	\$ 252,258
Other (administrative costs, travel, accreditation)	\$ 300,000
<b>Total</b>	<b>\$ 3,382,098</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 3-5)	\$ 774,165
Tuition & Fees	\$ 896,061
Reallocated Funds	\$ 424,730
Other (HSI-CREEME grant)	\$ 2,750,000
<b>Total</b>	<b>\$ 4,844,956</b>

**Evidence of Duplication, Workforce Need, and Student Demand:***Duplication of Program: **Moderate***

Number of institutions with degree programs in the state with the same 6-digit CIP: 24

**Public Universities**

Lamar University (ABET accredited)  
Midwestern University (ABET accredited)  
Prairie View A&M University (ABET accredited)  
Tarleton State University (new)  
Texas A&M University (ABET accredited)  
Texas A&M University-Corpus Christi (ABET accredited)  
Texas A&M University-Kingsville (ABET accredited)  
Texas Tech University (ABET accredited)  
The University of Texas at Arlington (ABET accredited)  
The University of Texas at Austin (ABET accredited)  
The University of Texas at Dallas (ABET accredited)  
The University of Texas at El Paso (ABET accredited)  
The University of Texas at San Antonio (ABET accredited)  
The University of Texas at Tyler (ABET accredited)  
The University of Texas of the Permian Basin (ABET accredited)  
The University of Texas Rio Grande Valley (ABET accredited)  
University of Houston (ABET accredited)  
University of Houston-Clear Lake (new)  
University of North Texas (ABET accredited)  
West Texas A&M University (ABET accredited)

**Independent Colleges and Universities**

Baylor University (ABET accredited)  
LeTourneau University (ABET accredited)  
Rice University (ABET accredited)  
Southern Methodist University (ABET accredited)

Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.1902): 0

<b><i>Job Market Need: <u>Moderate</u></i></b>			
Advertisements for job openings	Yes	<b><u>No</u></b>	N/A
Employer surveys	<b><u>Yes</u></b>	No	N/A
Projections from government agencies, professional entities, etc.	<b><u>Yes</u></b>	No	N/A
<b><i>Student Demand: <u>Moderate</u></i></b>			
Increased enrollment in related programs at the institution	<b><u>Yes</u></b>	No	N/A
High enrollment in similar programs at other institutions	<b><u>Yes</u></b>	No	N/A
Applicants turned away at similar programs at other institutions	<b><u>Yes</u></b>	No	N/A
Student surveys	<b><u>Yes</u></b>	No	N/A

<b><i>Start-Up Projections:</i></b>	<b><i>Yr. 1</i></b>	<b><i>Yr. 2</i></b>	<b><i>Yr. 3</i></b>	<b><i>Yr. 4</i></b>	<b><i>Yr. 5</i></b>
<i>Student Headcount</i>	23	41	62	76	110
<i>Student FTE</i>	23	38	54	62	85
<i>Core Faculty Headcount</i>	5	5	5	7	7
<i>Core Faculty FTE</i>	2	2	2	4	4

### **Major Commitments:**

In accordance with the institution's proposed hiring schedule, Angelo State University will hire one faculty member to start fall 2021 and, by June 1, 2021 will provide documentation of the hire through submission of a letter of intent, curriculum vitae, and list of mechanical engineering 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

## ANGELO STATE UNIVERSITY

Location: San Angelo, West Region

Master's Accountability Peer Group: Midwestern State Univ, Sul Ross Rio Grande, Sul Ross State Univ, Texas A&M - Central Texas, Texas A&M - Galveston, Texas A&M - San Antonio, Texas A&M - Texarkana, UNT Dallas, UT Brownsville, UT Permian Basin, UT Tyler, Univ of H - Clear Lake, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: Arizona State University-West, California State University-San Marcos, Portland State University, University Of Illinois At Springfield, Western New Mexico University

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

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Enrollment						
Race/Ethnicity	Fall 2012		Fall 2016		Fall 2017	
	Number	Percent	Number	Percent	Number	Percent
White	3,943	57.8%	5,100	53.8%	5,405	53.0%
Hispanic	1,831	26.8%	2,853	30.1%	3,370	33.1%
African American	622	9.1%	745	7.9%	726	7.1%
Asian	94	1.4%	128	1.4%	158	1.6%
International	9	.1%	234	2.5%	201	2.0%
Other & Unknown	327	4.8%	415	4.4%	329	3.2%
<b>Total</b>	<b>6,826</b>	<b>100.0%</b>	<b>9,475</b>	<b>100.0%</b>	<b>10,189</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	307	5.2%	261	3.3%	265	3.1%
Two-Year Institutions	Number	% of UG	Number	% of UG	Number	% of UG
	72	1.2%	45	.6%	43	.5%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2013	\$7,500	.0%	\$6,200	.0%
2014	\$7,575	1.0%	\$6,418	3.5%
2015	\$7,642	.9%	\$6,992	8.9%
2016	\$7,802	2.1%	\$7,366	5.3%
2017	\$8,038	3.0%	\$7,583	2.9%
2018	\$8,216	2.2%	\$7,259	-4.3%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2015	52%	\$6,527	31%	\$5,610	47%	\$7,366
2016	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2015	77%	\$6,386	48%	\$4,060	64%	\$8,037
2016	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2015	40%	\$4,434	31%	\$2,803	43%	\$4,183
2016	0%	\$0	0%	\$0	0%	\$0

Student Success											
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates						
Enter Fall 2011		Enter Fall 2015		Enter Fall 2016		Cohort	Institution Rate	Peer Group Rate			
Cohort	1,324		1,336		1,452		Fall 2008 4-year	19.7%	20.1%		
Total	77.5%		79.8%		77.8%		Fall 2012 4-year	23.8%	21.0%		
Same	59.9%		66.5%		65.4%		Fall 2013 4-year	30.4%	24.2%		
Other	17.6%		13.2%		12.4%		Fall 2007 5-year	31.5%	33.9%		
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2011 5-year		42.5%	38.7%			
Enter Fall 2010		Enter Fall 2014		Enter Fall 2015		Fall 2012 5-year		38.7%	37.4%		
Institution Persistence					Fall 2006 6-year		40.8%	41.7%			
Cohort	1,305		1,285		1,335		Fall 2010 6-year	44.5%	43.5%		
Total	67.4%		69.6%		69.7%		Fall 2011 6-year	48.3%	45.7%		
Same	48.5%		49.3%		53.7%		National Comparison (IPEDS Definition)				
Other	18.9%		20.4%		16.0%		Cohort	Institution Rate	OOS Peers Rate		
Peer Group Persistence					Fall 2007 4-year		16.0%	16.8%			
Cohort	466		548		535		Fall 2011 4-year	20.0%	24.4%		
Total	68.5%		71.9%		72.9%		Fall 2012 4-year	21.0%	25.2%		
Same	43.8%		46.5%		50.5%		Fall 2006 5-year	25.0%	28.0%		
Other	24.5%		29.0%		22.4%		Fall 2010 5-year	32.0%	39.4%		
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2011 5-year		32.0%	42.2%			
					Fall 2005 6-year		30.0%	32.2%			
					Fall 2009 6-year		37.0%	46.6%			
					Fall 2010 6-year		36.0%	47.0%			
					Six-year Graduation & Persistence Rate, Fall 2011		Student Group Cohort Rate				
					Institution		Peer Group Average		Six-year Graduation & Persistence Rate, Fall 2011		
					Grade	Sam	SCH	Grade	Sam	SCH	Student Group Cohort Rate

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 2013	726	9.94	136.46	430	12.23	146.45
FY 2016	670	10.51	135.00	447	12.76	144.35
FY 2017	734	9.20	133.00	480	11.91	141.42

Six-year Graduation & Persistence Rate, Fall 2011		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	272	40.8%
Peer Group	117	40.2%
For Students NOT Needing Dev Ed		
Institution	1,052	63.5%
Peer Group	376	64.1%

\*Peer Group data is average for peer group.

Funding						
Source	FY 2012 Amount	Pct of Total	FY 2016 Amount	Pct of Total	FY 2017 Amount	Pct of Total
Appropriated Funds	\$37,181,413	34.0%	\$42,713,371	36.0%	\$44,632,271	39.4%
Federal Funds	\$14,460,360	13.2%	\$11,022,676	9.3%	\$11,847,468	10.4%
Tuition & Fees	\$34,775,417	31.8%	\$36,971,418	31.2%	\$39,260,610	34.6%
<b>Total Revenue</b>	<b>\$109,365,228</b>	<b>100.0%</b>	<b>\$118,524,832</b>	<b>100.0%</b>	<b>\$113,404,285</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## ANGELO STATE UNIVERSITY

Location: San Angelo, West Region

Master's Accountability Peer Group: Midwestern State Univ, Sul Ross Rio Grande, Sul Ross State Univ, Texas A&M - Central Texas, Texas A&M - Galveston, Texas A&M - San Antonio, Texas A&M - Texarkana, UNT Dallas, UT Brownsville, UT Permian Basin, UT Tyler, Univ of H - Clear Lake, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: Arizona State University-West, California State University-San Marcos, Portland State University, University Of Illinois At Springfield, Western New Mexico University

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

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[Definitions](#)

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Enrollment		
Race/Ethnicity	Fall 2017 Number	Percent
White	5,405	53.0%
Hispanic	3,370	33.1%
African American	726	7.1%
Asian	158	1.6%
International	201	2.0%
Other & Unknown	329	3.2%
<b>Total</b>	<b>10,189</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	265	3.1%
Other Institutions	43	.5%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students		
Entering		
Measure	Fall	Rate
4-year Rate Total	2013	30.4%
Same Institution		26.9%
Other Institutions		3.5%
5-year Rate Total	2012	38.7%
Same Institution		31.5%
Other Institutions		7.2%
6-year Rate Total	2011	48.3%
Same Institution		37.8%
Other Institutions		10.5%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2016	
Total	77.8%
Same	65.4%
Other	12.4%
2-Year Persistence, Fall 2015	
Total	69.7%
Same	53.7%
Other	16.0%

Avg Number SCH for Bachelor's Degree		
FY 2017 Average		
Sem	SCH	
All	9.20	133.00

Degrees Awarded	
Type	FY 2017
Bachelor's	996
Master's	489
Doctoral	0
Professional	24
<b>Total</b>	<b>1,509</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2017 Rate
Education*	91.90%
Law	%
Pharmacy	%
Nursing	%
Engineering	%

\*Data for FY 2016

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2017		
Test Section	ACT	SAT
Composite		
Math	<a href="http://www.CollegePortraits.org">http://www.CollegePortraits.org</a>	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2017			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	1,477	78.7%	61.1%
African American	493	65.5%	42.4%
Hispanic	1,836	73.3%	47.6%
Asian	42	73.8%	38.7%
International	99	72.7%	38.9%
Other	83	81.9%	69.1%
<b>Total</b>	<b>4,030</b>	<b>74.5%</b>	<b>52.5%</b>

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2013	\$7,500	.0%	\$6,107	.0%
2014	\$7,575	1.0%	\$6,335	3.6%
2015	\$7,642	.9%	\$6,946	8.8%
2016	\$7,802	2.1%	\$7,326	5.2%
2017	\$8,038	2.9%	\$7,548	2.9%
2018	\$8,216	2.2%	\$7,191	-5.0%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2018	
Type of Cost	Average Amount
Total Academic Cost	\$8,216
On-campus Room & Board	\$7,702
Books & Supplies	\$1,200
Off-Campus Transportation & Personal Expenses	\$3,480
<b>Total Cost</b>	<b>\$20,598</b>

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

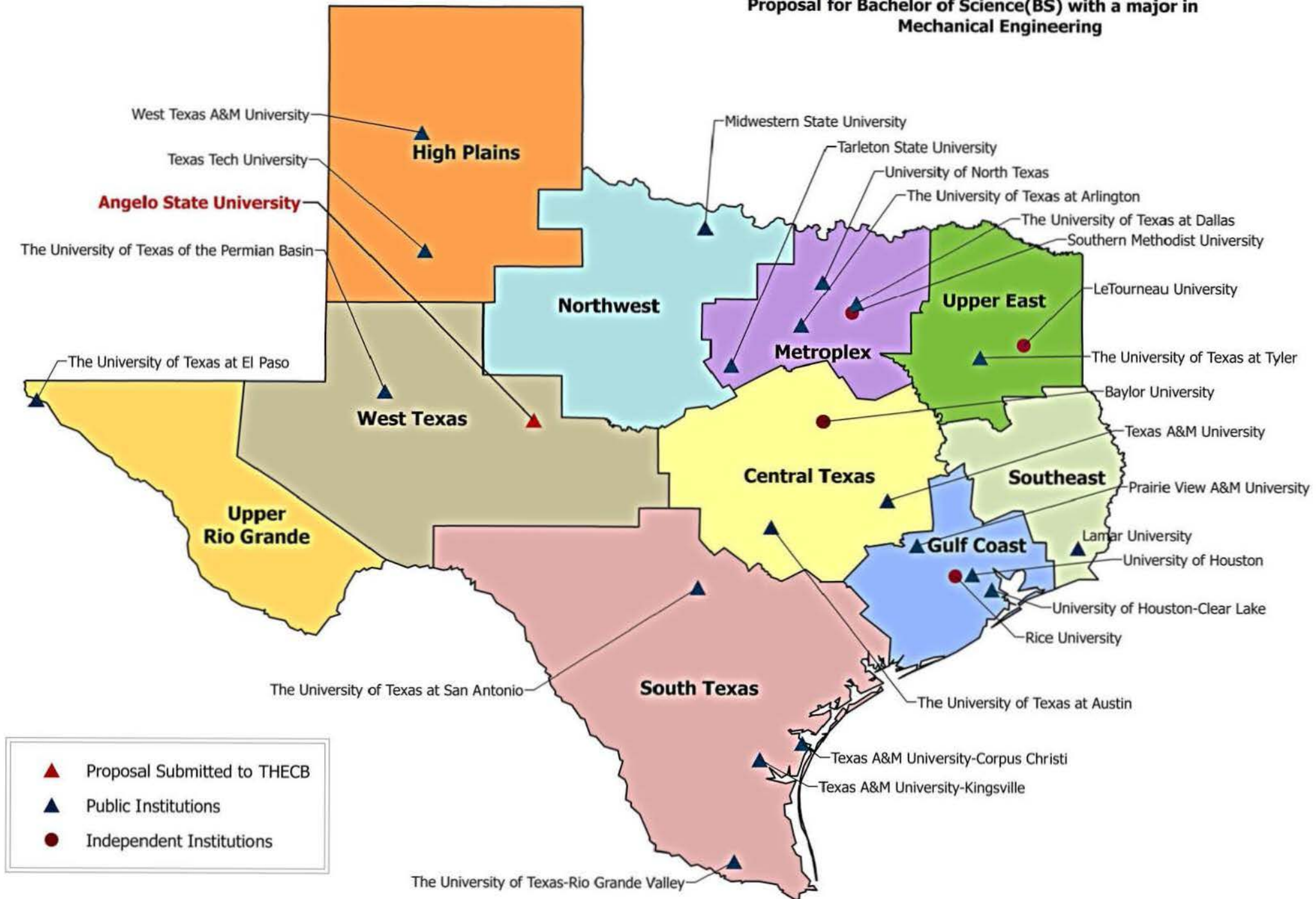
Instruction		
Measure of Excellence	Fall 2017	
Undergraduate Classes with < 20 Students	33.4%	
Undergraduate Classes with > 50 Students	4.8%	
% of Teaching Faculty Tenured/Tenure-track *	59.3%	
Student/Faculty Ratio *	22:1	

\* Fall 2016 Data

Financial Aid		
Enrolled in FY 2016		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	\$0
Federal (Pell) Grants	0%	\$0
Federal Student Loans	0%	\$0

Funding		
Source	FY 2017 Amount	Pct of Total
Appropriated Funds	\$44,632,271	39.4%
Federal Funds	\$11,847,468	10.4%
Tuition & Fees	\$39,260,610	34.6%
<b>Total Revenue</b>	<b>\$113,404,285</b>	<b>100.0%</b>

## Proposal for Bachelor of Science(BS) with a major in Mechanical Engineering





Committee on Academic and Workforce Success

AGENDA ITEM V-C (2)

Consideration of adopting the staff recommendation to the Committee relating to the request from University of Houston for a Doctor of Medicine (MD) degree with a major in Medicine

RECOMMENDATION: Pending

**Rationale:**

The University of Houston (UH) proposes to offer a program leading to the MD degree beginning in fall 2020. The proposed program would be initially housed in a new building on the main campus in Houston, near the Texas Medical Center and would require students to complete 158 semester credit hours (SCH). The institution proposes to progressively increase its class size in the first five years. The inaugural and second class would each enroll 30 students, the program would increase enrollment to 60 students in each entering class for years three and four, and the program would increase to an entering class of 120 students in year five.

The UH proposed MD program's focus would be the development of physicians who would be predisposed to select primary care medicine and provide care and treatment to the state's underserved, including urban inner-city and rural populations. The proposed program would accomplish this through its curriculum and experiential learning opportunities, which would focus on primary care. The proposed program would also emphasize and focus recruitment efforts on students from underrepresented groups, building on UH's diverse student body. The institution's proposal states within the program's first ten years of operation that it has two goals: 1) 50 percent of its graduates select to practice primary care, and 2) 50 percent of its graduates are from underrepresented minorities.

UH would seek special item and formula funding from the Texas Legislature to support the proposed program. State funding is estimated to support 30 percent of the program's costs with the remaining funds coming from student tuition and fees, reallocated institutional funds, and charitable contributions.

**Contingencies (if the recommendation is approval):**

In accordance with the institution's proposed hiring schedule, UH hired seven core faculty and will hire 20 additional core faculty to start the proposed program. The institution will provide documentation of hires by June 1, 2020, through submission of letters of intent, curricula vitae, and provide a list of courses to be taught.

The institution will seek accreditation for its MD degree program from the Liaison Committee on Medical Education.

**University of Houston** (*Accountability Peer Group: Emerging Research Institutions, Sector: Public Universities*)

<b>Completion Measures</b>	<b>Institution</b>	<b>Sector</b>
<b>Graduation Rate</b>	Master's 5-Year	88.6%
	Doctoral 10-Year	63.1%
<b>Status of Recently Approved Doctoral Programs</b>	<p>The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: <b>Yes</b> <b>No</b> <u>N/A</u></p> <p><b>Recently Approved Doctoral Programs:</b></p> <p>EdD in Curriculum and Instruction (2017) (new program/no data)</p> <p>PhD in Petroleum Engineering (2015) (projected 14, enrolled 25)</p> <p>PhD in Geosensing Systems Engineering and Sciences (2015) (projected 14, enrolled 15)</p> <p>PhD in Higher Education and Leadership Studies (2014) (projected 28, enrolled 23)</p> <p>PhD in Curriculum and Instruction (2014) (projected 49, enrolled 43)</p> <p>PhD in Hospitality Management (2014) (projected 19, enrolled 12)</p> <p>The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <b>Yes</b> <b>No</b> <u>N/A</u></p>	

**Proposed Program:**

UH proposes to offer an MD program beginning in fall 2020 with an incoming class of 30 students at the main campus in Houston. The proposed program would require students to complete courses in the scientific foundations of medicine, followed by clinical clerkships. UH estimates that the proposed MD program would require 158 SCH, including 134 hours of required course work and 24 hours of prescribed electives/electives, which is comparable to other Texas medical programs. Requirements would not vary for students entering with a master's degree versus a bachelor's degree.

UH has strong related and supporting programs and offers the state's only public Optometry program. The proposed MD program would build on the institution's strong foundation in the sciences and professional health programs. UH has a strong track record of employment for graduates of its Optometry, Pharmacy, and PhD Pharmacology programs. Graduates are employed in either academia or in their particular health field.

National and state job projections for physicians show increasing demand for their services over the next 10 to 15 years, with particular need for primary care doctors in rural areas of the state, which are historically underserved. Since 2004, the number of students entering Texas medical schools increased 52 percent, from 1,346 to 2,052. From fall 2012 to fall 2017, an additional 292 first-year medical students entered Texas medical schools.

UH has seven core faculty and 37 existing support faculty in place, with plans to hire an additional 20 core faculty by Year 1 and increase its core faculty to 46 by Year 5. The institution was able to identify support faculty from its existing health-related and science programs to teach core courses in the proposed program. UH would provide administration, facilities, faculty, and expertise from its existing resources. UH has designated existing facilities in place to accommodate the proposed program's labs, faculty, and students. The institution will pursue national accreditation through the Liaison Committee on Medical Education (LCME).

UH provided clear and comprehensive plans for clerkships, and offered specific plans to develop graduate medical education positions (GME) that satisfy statutory requirements of Texas Education Code 61.05221. UH entered into an agreement with Hospital Corporation of America (HCA) Gulf Coast Division Health System, which has 15 acute care hospitals, 3 specialty hospitals, 10 free-standing emergency rooms, 10,000 active physicians, and more than 15,000 employees to develop more than 300 residency positions in the next few years. In March, HCA Gulf Coast Division hired a vice-president of GME to work with UH to develop residency positions. HCA Gulf Coast Division hospitals and clinics would serve the proposed program as its main clinical teaching facilities.

The institution also has signed Memorandum of Understanding agreements with four federally qualified health centers, with 15 clinic locations; St. Joseph Medical Center, a 792-bed full service general acute care hospital with two locations; Harris Health System, the safety net healthcare system owned and operated by Harris County, which also serves as a clinical setting for Baylor College of Medicine and The University of Texas Health Science Center Houston McGovern Medical School; and The University of Texas MD Anderson Cancer Center.

Although student financial support is not a typical feature of medical schools, UH has made provisions for tuition assistance. A donation of approximately \$3.2 million would cover the four-year tuition and fees of the inaugural class of MD students. Additional fundraising efforts for student scholarships are underway, and are intended to offset tuition for future medical students.

The institution estimates that five-year costs would total \$119,245,522.

### **Existing Programs:**

Texas has 12 medical schools that currently offer programs leading to either the MD or DO; 10 are located in public institutions of higher education and two are in private or independent higher education institutions. One additional institution was approved by the THECB in August 2018 with an anticipated start date of fall 2020. Ten institutions award the MD degree, and three award the DO degree.

### **State Funded Programs:**

Baylor College of Medicine (Houston) (MD)

Texas A&M University Health Science Center, College of Medicine (College Station, Temple, Dallas, Round Rock, and Houston) (MD)

Texas Tech University Health Sciences Center, School of Medicine (Lubbock, Amarillo, and Odessa) (MD)

Texas Tech University Health Sciences Center El Paso, Foster School of Medicine (MD)

The University of Texas at Austin, Dell Medical School (MD)

The University of Texas Health Science Center at Houston, McGovern School of Medicine (MD)

The University of Texas Health Science Center at San Antonio, Long School of Medicine (MD)

The University of Texas Medical Branch Galveston, School of Medicine (MD)

The University of Texas Rio Grande Valley, School of Medicine (Edinburg, Harlingen, and Brownsville) (MD)

The University of Texas Southwestern Medical Center, School of Medicine (Dallas) (MD)

University of North Texas Health Science Center at Fort Worth, Texas College of Osteopathic Medicine (DO)

**Non-State Funded Programs:**

University of the Incarnate Word, School of Osteopathic Medicine (San Antonio) (DO)

Sam Houston State University, School of Medicine (Conroe) (DO)

UH's proposed program would be the fifth MD program in the Houston area. Five MD programs are offered within a 60-minute drive of UH's proposed program. These include Baylor College of Medicine (6.6 miles/20 minute drive), UTHSC Houston McGovern Medical School (6.6 miles/20 minute drive), UTMB Galveston (50 miles/1 hour drive), and Texas A&M University Health Science Center (Houston location) (4.6 miles/15 minute drive). Sam Houston's recently approved DO program would be located in Conroe (45 miles/1 hour drive).

Houston's population is one of the fastest growing in the nation. By 2020, Houston's population is expected to grow from 2.1 million to 2.5 million and by 2030, the city is projected to have 2.8 million residents. Houston is also home to the largest medical center in the world, the Texas Medical Center, which includes the largest children's hospital and The University of Texas MD Anderson Cancer Center.

<b><i>Start-Up Projections:</i></b>	<b><i>Yr. 1</i></b>	<b><i>Yr. 2</i></b>	<b><i>Yr. 3</i></b>	<b><i>Yr. 4</i></b>	<b><i>Yr. 5</i></b>
<i>Students Enrolled</i>	30	60	120	180	270
<i>Graduates</i>	0	0	0	30	30
<i>Avg. Financial Assistance</i> <sup>1</sup>	\$22,510	\$22,510	\$22,510	\$22,510	TBD
<i>Students Assisted</i>	30	30	30	30	-
<i>Core Faculty (FTE)</i>	37	41	47	50	56
<i>Total Costs</i>	\$19,849,022	\$21,460,410	\$24,052,577	\$25,660,325	\$28,223,187
<i>Total Funding</i>	\$19,849,022	\$21,460,410	\$24,052,577	\$25,660,325	\$28,223,187
<i>% From Formula Funding</i>	0	0	19%	27%	37%

<sup>1</sup> Student support covers tuition and fees for all four years of the inaugural class; subsequent support is contingent on UH's fundraising efforts.

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty	\$ 42,135,147
Program Administration	\$ 17,145,000
Clerical/Staff	\$ 11,765,000
Supplies and Materials	\$ 12,500,000
Other	
Institutional Dues	\$ 1,250,000
Insurance	\$ 5,000,000
Student Support <sup>2</sup>	\$
General Operating Expenses	\$ 29,450,375
<b>Total</b>	<b>\$ 119,245,522</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 3-5)	\$ 21,817,320
Other State Funding	
Special Item Request	\$ 20,000,000
Reallocation of Existing Resources	\$ 36,492,876
Federal Funding (In-Hand Only)	\$ 0
Tuition and Fees	\$ 14,144,460
Donations	\$ 18,181,818
Sponsored Research	\$ 2,800,196
Practice Plan Support	\$ 5,808,852
<b>Total</b>	<b>\$ 119,245,522</b>

<sup>2</sup> The institution secured a donation of \$3.2 million which will be used to cover the tuition and fees for the charter class; this is not a cost to the institution.

### **Major Commitments:**

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

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

# Online Resume for Legislators and Other Policymakers

## UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

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

Out-Of-State Peers: University Of Cincinnati-Main Campus, University Of Illinois At Chicago, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of South Carolina-Columbia

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

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Enrollment						
Race/Ethnicity	Fall 2012		Fall 2016		Fall 2017	
	Number	Percent	Number	Percent	Number	Percent
White	13,106	32.2%	11,730	26.8%	11,629	25.6%
Hispanic	10,133	24.9%	12,760	29.1%	13,873	30.6%
African American	4,959	12.2%	4,700	10.7%	4,884	10.8%
Asian	7,842	19.2%	9,076	20.7%	9,415	20.8%
International	3,614	8.9%	3,995	9.1%	3,865	8.5%
Other & Unknown	1,093	2.7%	1,513	3.5%	1,698	3.7%
<b>Total</b>	<b>40,747</b>	<b>100.0%</b>	<b>43,774</b>	<b>100.0%</b>	<b>45,364</b>	<b>100.0%</b>
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	3,296	10.5%	3,991	11.5%	4,011	11.1%
Other Institutions	591	1.9%	808	2.3%	777	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
2013	\$9,311	.0%	\$9,148	.0%
2014	\$9,888	6.2%	\$9,345	2.2%
2015	\$10,331	4.5%	\$9,598	2.7%
2016	\$10,331	.0%	\$9,777	1.9%
2017	\$11,078	7.2%	\$10,201	4.3%
2018	\$11,078	.0%	\$10,443	2.4%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2015	40%	\$6,959	48%	\$7,425	47%	\$6,906
2016	0%	\$0	0%	\$0	0%	\$0
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2015	56%	\$7,261	57%	\$7,367	65%	\$7,088
2016	0%	\$0	0%	\$0	0%	\$0
<b>Federal (Pell) Grants</b>						
2015	38%	\$4,153	39%	\$4,193	32%	\$3,890
2016	0%	\$0	0%	\$0	0%	\$0

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates		
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Cohort	Institution Rate	Peer Group Rate
Cohort		3,564	4,010	4,263	Fall 2008 4-year	20.4%	26.3%
Total		91.1%	90.6%	90.9%	Fall 2012 4-year	32.2%	31.4%
Same		83.1%	84.6%	84.3%	Fall 2013 4-year	34.1%	34.4%
Other		8.0%	6.0%	6.5%	Fall 2007 5-year	42.7%	47.9%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2011 5-year	50.7%	52.1%
		Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Fall 2012 5-year	56.7%	54.6%
Institution Persistence					Fall 2006 6-year	53.6%	56.5%
Cohort		3,456	3,901	4,004	Fall 2010 6-year	58.3%	59.4%
Total		82.8%	86.0%	83.5%	Fall 2011 6-year	61.4%	60.8%
Same		66.7%	75.6%	72.5%	National Comparison (IPEDS Definition)		
Other		16.1%	10.5%	11.1%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2007 4-year	15.0%	28.0%
Cohort		3,355	3,964	4,012	Fall 2011 4-year	20.0%	34.0%
Total		81.0%	82.3%	82.5%	Fall 2012 4-year	23.0%	34.4%
Same		62.7%	67.3%	67.8%	Fall 2006 5-year	37.0%	50.8%
Other		18.3%	15.0%	14.7%	Fall 2010 5-year	42.0%	56.8%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2011 5-year	43.0%	56.8%
					Fall 2005 6-year	46.0%	56.8%
					Fall 2009 6-year	51.0%	62.0%
					Fall 2010 6-year	51.0%	61.8%
Institution	Sam	SCH	Peer Group Average	Sam	SCH		
Grade			Grade				

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 2013	3,832	11.45	147.17	3,275	11.08	143.79
FY 2016	4,705	11.57	143.00	3,673	11.27	139.87
FY 2017	4,793	11.00	142.00	3,929	10.72	139.00

Six-year Graduation & Persistence Rate, Fall 2011		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	81	55.6%
Peer Group	285	49.5%
<i>For Students NOT Needing Dev Ed</i>		
Institution	3,483	75.6%
Peer Group	3,213	73.2%

\*Peer Group data is average for peer group.

Funding						
Source	FY 2012 Amount	Pct of Total	FY 2016 Amount	Pct of Total	FY 2017 Amount	Pct of Total
Appropriated Funds	\$238,026,526	30.6%	\$282,553,563	29.1%	\$284,455,030	27.5%
Federal Funds	\$97,555,406	12.5%	\$126,803,264	13.1%	\$126,578,428	12.3%
Tuition & Fees	\$299,359,861	38.5%	\$337,284,686	34.7%	\$351,843,198	34.1%
<b>Total Revenue</b>	<b>\$777,351,635</b>	<b>100.0%</b>	<b>\$970,855,528</b>	<b>100.0%</b>	<b>\$1,033,115,696</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

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

Out-Of-State Peers: University Of Cincinnati-Main Campus, University Of Illinois At Chicago, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of South Carolina-Columbia

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

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Enrollment		
Race/Ethnicity	Fall 2017 Number	Percent
White	11,629	25.6%
Hispanic	13,873	30.6%
African American	4,884	10.8%
Asian	9,415	20.8%
International	3,865	8.5%
Other & Unknown	1,698	3.7%
<b>Total</b>	<b>45,364</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	4,011	11.1%
Other Institutions	777	2.2%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Entering			
Measure	Fall	Rate	
4-year Rate Total	2013	34.1%	
Same Institution		32.6%	
Other Institutions		1.6%	
5-year Rate Total	2012	56.7%	
Same Institution		52.2%	
Other Institutions		4.6%	
6-year Rate Total	2011	61.4%	
Same Institution		53.7%	
Other Institutions		7.7%	
<a href="#">Grad Rates by Ethnicity</a>			

1-Year Persistence, Fall 2016	
Total	90.9%
Same	84.3%
Other	6.5%
2-Year Persistence, Fall 2015	
Total	83.5%
Same	72.5%
Other	11.1%

Avg Number SCH for Bachelor's Degree		
FY 2017 Average		
	Sem	SCH
All	11.00	142.00

Degrees Awarded	
Type	FY 2017
Bachelor's	6,749
Master's	1,903
Doctoral	369
Professional	427
<b>Total</b>	<b>9,448</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2017 Rate
Education*	94.70%
Law	%
Pharmacy	%
Nursing	%
Engineering	%

\*Data for FY 2016

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2017		
Test Section	ACT	SAT
Composite		
Math	<a href="http://www.CollegePortraits.org">http://www.CollegePortraits.org</a>	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2017			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	4,341	76.0%	32.7%
African American	3,746	44.1%	34.0%
Hispanic	8,479	54.8%	36.4%
Asian	3,682	81.3%	44.6%
International	1,038	65.7%	20.7%
Other	542	75.8%	37.5%
<b>Total</b>	<b>21,828</b>	<b>62.7%</b>	<b>36.3%</b>

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2018
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2013	\$9,311	.0%	\$9,125	.0%	Total Academic Cost
2014	\$9,888	5.8%	\$9,267	1.5%	On-campus Room & Board
2015	\$10,331	4.3%	\$9,493	2.4%	Books & Supplies
2016	\$10,331	.0%	\$9,698	2.1%	Off-Campus Transportation & Personal Expenses
2017	\$11,078	6.7%	\$10,076	3.8%	Total Cost
2018	\$11,078	.0%	\$10,352	2.7%	

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

Instruction		
Measure of Excellence	Fall 2017	
Undergraduate Classes with < 20 Students	26.1%	
Undergraduate Classes with > 50 Students	22.9%	
% of Teaching Faculty Tenured/Tenure-track *	58.7%	
Student/Faculty Ratio *	23:1	

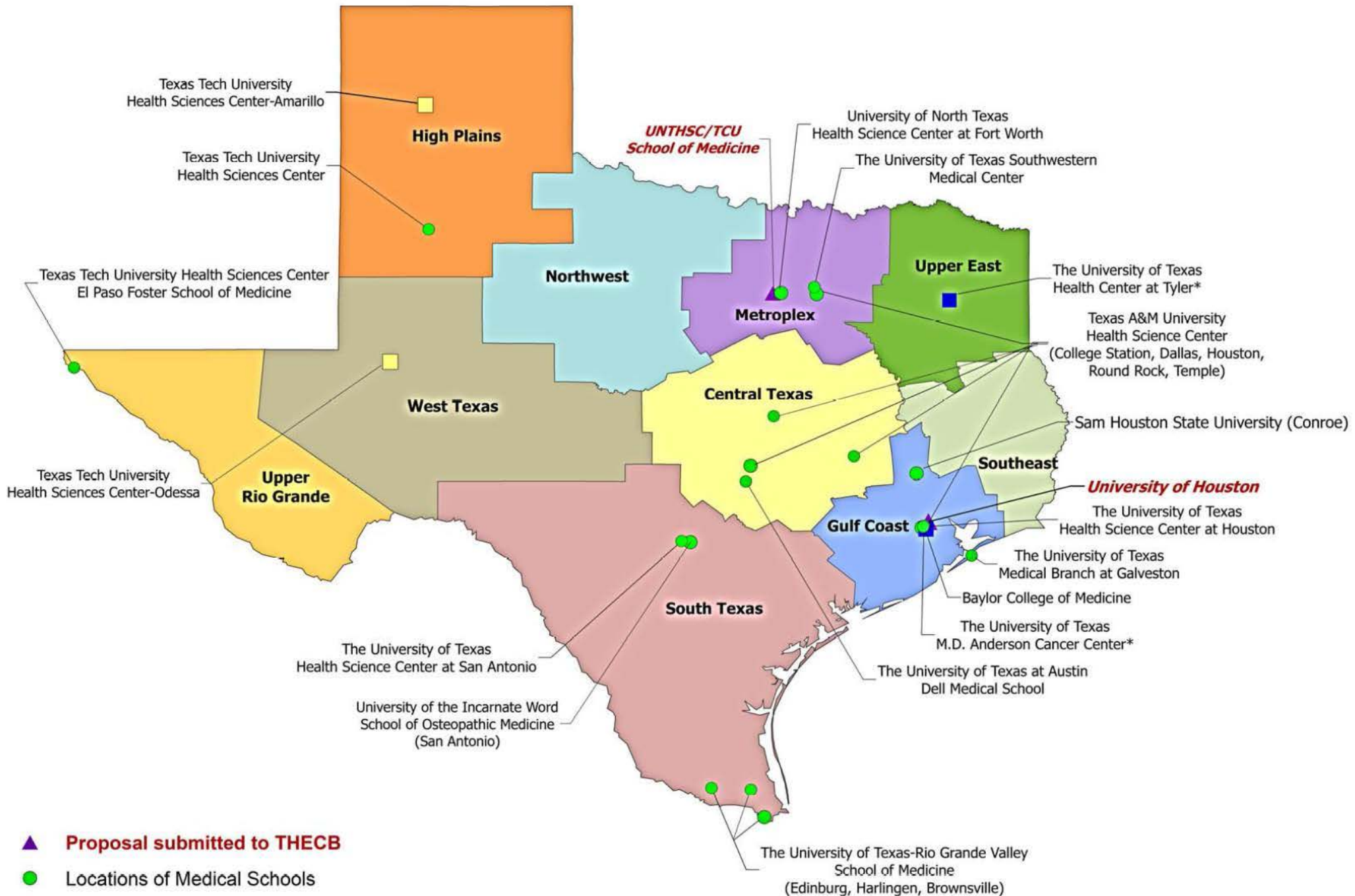
\* Fall 2016 Data

Financial Aid		
Enrolled in FY 2016		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	\$0
Federal (Pell) Grants	0%	\$0
Federal Student Loans	0%	\$0

Funding		
Source	FY 2017 Amount	Pct of Total
Appropriated Funds	\$284,455,030	27.5%
Federal Funds	\$126,578,428	12.3%
Tuition & Fees	\$351,843,198	34.1%
<b>Total Revenue</b>	<b>\$1,033,115,696</b>	<b>100.0%</b>



## Proposal for a Doctor of Medicine (MD) degree with a major in Medicine





Committee on Academic and Workforce Success

AGENDA ITEM V-C (3)

Consideration of adopting the staff recommendation to the Committee relating to the request from the University of North Texas Health Science Center for a Doctor of Medicine (MD) degree with a major in Medicine

RECOMMENDATION: Pending

**Rationale:**

The University of North Texas Health Science Center (UNTHSC) proposes to offer a program leading to the MD degree beginning in summer 2019. The proposed program would be offered at the main campus in Fort Worth and require students to complete 185 semester credit hours (SCH). The institution proposes to enroll 60 students in the program. UNTHSC has awarded the Doctor of Osteopathic Medicine (DO) degree since 1974 and its entering class size would remain at its existing level of approximately 220 medical students.

The proposed MD program would be offered in partnership with Texas Christian University (TCU), a private university located in Fort Worth. The partnership builds on the strengths of UNTHSC's well-recognized osteopathic medical school, and the strengths of TCU in liberal arts. UNTHSC would provide administration, facilities, faculty, and expertise from its existing DO program, and TCU would provide facilities and a significant portion of the initial financing. TCU is drawing upon its community and donor support network to contribute financing for the program, including student support. The proposed MD program would be jointly governed by the two institutions.

The UNTHSC and TCU's proposed medical school's mission is to transform health care by inspiring empathetic scholars through an innovative curriculum focused on developing physician leaders. The vision is for the proposed program to be a leader in medical education, delivery of care, and scholarship. In order to become nationally competitive, UNTHSC has designed the program using best educational practices and innovative pedagogies from medical schools across the country. These pedagogical innovations include an integrated first-year curriculum that prepares students for their clinical practice with a blend of basic science content and clinical application, a longitudinal integrated clerkship framework that promotes continuity of care while including experience with multiple specialties, and a flipped classroom approach that encourages students to apply concepts from their self-directed learning to patient care situations with the goal of training "empathetic scholar" graduates. The concept of an "empathetic scholar" focuses on the development of communication skills, including active listening. Physicians prepared as empathetic scholars would focus attention on individual patient needs and work as leaders/collaborators in interprofessional teams.

Funding for the program would come primarily from donations and student tuition and fees. Students would pay tuition and fees of \$58,599 in Year 1 of the program. Tuition would increase in each following year by 3.5 percent, while fees would remain constant at \$699.25 for all students. Tuition and fees for the first cohort of students are estimated at \$245,557, and tuition and fees in Year 5 would generate an estimated \$16,027,637 to support the proposed program. UNTHSC will not request formula funding to support the program, relying instead on a combination of the institution's Higher Education Fund, student tuition and fees, community donations, and financial support from TCU.

**Contingencies (if the recommendation is approval):**

In accordance with the institution's proposed hiring schedule, UNTHSC hired 32 core faculty to start the proposed program. The institution will provide documentation of these hires by June 1, 2019, through submission of letters of intent, curricula vitae, and provide a list of courses to be taught.

In accordance with the institution's proposal, UNTHSC will not seek formula funding for students enrolled in the proposed MD program.

The institution will seek accreditation for its MD degree program from the Liaison Committee on Medical Education.

**University of North Texas Health Science Center** (*Accountability Peer Group: Health-Related Institutions, Sector: Public Health-Related Institutions*)

<b>Completion Measures</b>		<b>Institution</b>	<b>Sector</b>
<b>Graduation Rate</b>	Master's 5-Year	66.8%	74.1%
	Doctoral 10-Year	40.9%	59.8%
	Medical Program 5-Year	95.7%	89.6%
<b>Status of Recently Approved Doctoral Programs</b>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes	No <b><u>N/A</u></b>
	<b>Recently Approved Doctoral Programs:</b> UNTHSC has no recently approved doctoral programs The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	Yes	No <b><u>N/A</u></b>

**Proposed Program:**

UNTHSC proposes to offer an MD program beginning in summer 2019 with an incoming class of 60 students at the main campus in Fort Worth. The proposed program would require students to complete courses in the scientific foundations of medicine, followed by clinical clerkships. The proposed program would require students complete a total of 185 SCH, including 145 hours of required course work and 40 hours of electives, which is comparable to other Texas medical programs. Requirements would not vary for students entering with a master's degree versus a bachelor's degree.

UNTHSC has awarded the DO degree since 1974. The MD would be offered in partnership with TCU. UNTHSC would provide administration, facilities, faculty, and expertise

from its existing DO program, and TCU would provide a significant portion of the initial financing. The proposed MD program would be jointly governed by the two institutions.

UNTHSC has strong related and supporting programs, including a strong track record of employment for graduates of its DO and Physician Assistant (PA) programs. From 2007 to 2017, about 63 percent of its DO graduates went into primary care residency training after graduation. One hundred percent of UNTHSC's 2016 PA graduates were employed in their field after graduation.

National and state job projections for physicians show increasing demand for their services over the next 10 to 15 years, with particular need for primary care doctors in rural areas of the state, which are historically underserved. Since 2004, the number of students entering Texas medical schools increased 52 percent, from 1,346 to 2,052. From fall 2012 to fall 2017, an additional 292 first-year medical students entered Texas medical schools.

UNTHSC has 32 core faculty and 80 support faculty currently in place, with plans to hire 230 additional support faculty by Year 1. Both UNTHSC and TCU have designated existing facilities to accommodate the proposed program's labs, faculty, and students. The institution will pursue national accreditation through the Liaison Committee on Medical Education (LCME).

UNTHSC provided clear and comprehensive plans for clerkships, and offered specific plans to develop graduate medical education (GME) positions that satisfy statutory requirements of Texas Education Code 61.05221. The institution would utilize a distributed model for its clinical education. Both large and small physician groups, and hospital-owned outpatient clinics, would serve as training sites with the majority of teaching taking place in the ambulatory setting. The institution has signed agreements with 17 hospitals and ambulatory practices for its clinical placements. The institution has an agreement with Hospital Corporation of America (HCA) Medical City Healthcare to develop new GME programs. The institution anticipates that by 2023, the year of the first graduating class, they will have an additional 130 to 200 first-year GME positions. UNTHSC continues to work with health systems in the North Texas area to develop additional clinical opportunities.

Although student financial support is not a typical feature of medical schools, the UNTHSC and TCU partnership has made provisions for tuition assistance. A donation of \$3.2 million would cover the first-year tuition for the inaugural class of MD students. Additional fundraising efforts by TCU, UNTHSC, and the local community for student scholarships are underway, and are intended to offset at least 15 percent of tuition for future medical students.

The institution estimates that five-year costs would total \$185,629,698.

### **Existing Programs:**

Texas has 12 medical schools that currently offer programs leading to either the MD or DO; 10 are located in public institutions of higher education and two are in private or independent higher education institutions. One additional institution was approved by the THECB in August 2018 with an anticipated start date of fall 2020. Ten institutions award the MD degree, and three award the DO degree.

**State Funded Programs:**

Baylor College of Medicine (Houston) (MD)

Texas A&M University Health Science Center, College of Medicine (College Station, Temple, Dallas, Round Rock, and Houston) (MD)

Texas Tech University Health Sciences Center, School of Medicine (Lubbock, Amarillo, and Odessa) (MD)

Texas Tech University Health Sciences Center El Paso, Foster School of Medicine (MD)

The University of Texas at Austin, Dell Medical School (MD)

The University of Texas Health Science Center at Houston, McGovern School of Medicine (MD)

The University of Texas Health Science Center at San Antonio, Long School of Medicine (MD)

The University of Texas Medical Branch Galveston, School of Medicine (MD)

The University of Texas Rio Grande Valley, School of Medicine (Edinburg, Harlingen, and Brownsville) (MD)

The University of Texas Southwestern Medical Center, School of Medicine (Dallas) (MD)

University of North Texas Health Science Center at Fort Worth, Texas College of Osteopathic Medicine (DO)

**Non-State Funded Programs:**

University of the Incarnate Word, School of Osteopathic Medicine (San Antonio) (DO)

Sam Houston State University, School of Medicine (Conroe) (DO)

In addition to the UNTHSC, Texas College of Osteopathic Medicine, one existing MD program is within a 60-minute drive of the proposed program. The University of Texas Southwestern Medical Center's MD program is located 36 miles, about an hour drive, from the proposed program.

The Dallas/Fort Worth Metropolitan area (DFW) grew faster than any other metropolitan area in the United States in 2017, adding 146,000 residents. Overall, DFW ranks as the fourth-largest metro area with 7,399,662 residents. Based on growth trends, DFW's population is projected to grow to approximately 10 million residents by 2030.

<b>Start-Up Projections:</b>	<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>	<b>Yr. 4</b>	<b>Yr. 5</b>
<i>Students Enrolled</i>	60	120	180	240	240
<i>Graduates</i>	0	0	0	60	60
<i>Avg. Financial Assistance<sup>1</sup></i>	\$57,500	TBD	TBD	TBD	TBD
<i>Students Assisted</i>	60	TBD	TBD	TBD	TBD
<i>Core Faculty (FTE)</i>	32	32	32	32	32
<i>Total Costs</i>	\$31,636,130	\$37,370,258	\$37,700,149	\$39,571,453	\$39,351,708
<i>Total Funding</i>	\$31,636,130	\$37,370,258	\$37,700,149	\$39,571,453	\$39,351,708
<i>% From Formula Funding</i>	0	0	0	0	0

<sup>1</sup> Student support covers tuition and fees for the first year of the inaugural class; subsequent support is contingent on UNTHSC and TCU's fundraising efforts.

FIVE-YEAR COSTS		FIVE-YEAR FUNDING	
Personnel		Formula Funding (Years 3-5)	\$ 0
Faculty	\$ 85,729,777	Higher Education Fund	\$ 22,000,000
Program Administration	\$ 3,318,650	Reallocation of Existing Resources	\$ 5,000,000
Clerical/Staff	\$ 57,277,623	Federal Funding (In-Hand Only)	\$ 0
Student Support	\$ 3,200,000	Tuition and Fees	\$ 53,522,173
Supplies and Materials	\$ 904,508	Donations	\$ 57,140,335
Library & IT Resources	\$ 270,615	TCU Funds	\$ 44,767,190
Facilities & Equipment	\$ 24,426,290	Student Support Funds	\$ 3,200,000
Travel	\$ 2,477,900		
Organizational Development	\$ 4,375,500		
Professional Services and Memberships	\$ 3,648,835		
<b>Total</b>	<b>\$ 185,629,698</b>	<b>Total</b>	<b>\$ 185,629,698</b>

**Major Commitments:**

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

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

# Online Resume for Legislators and Other Policymakers

## UNIVERSITY OF NORTH TEXAS HEALTH SCIENCE CENTER

Location: Fort Worth, Metroplex Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC - El Paso, 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: New York Medical College, University Of Mississippi Medical Center, Upstate Medical University At Syracuse

Degrees Offered: Master's, Doctoral, Professional

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Enrollment			
Category	Fall 2012	Fall 2016	Fall 2017
Medical School Students	857	916	914
Total Enrollment	1,943	2,366	2,270
Physicians Certified in Residency	221	413	439

Costs				
Average Annual Total Academic Costs for Resident Full-time Student				
Undergraduate Student			Graduate Student	
Year	Institution	Peer Group	Institution	Peer Group
FY 2013	.	\$5,785	.	\$4,819
FY 2017	.	\$5,723	\$4,777	\$6,377
FY 2018	.	\$4,925	\$4,752	\$6,540

Student Success													
Nursing and Allied Health Degrees Awarded							National Data: Nursing or Allied Health Degrees Awarded						
FY 2012		FY 2016		FY 2017			FY 2011		FY 2015		FY 2016		
Type	Peer Institution	Peer Group	Institution	Peer Group	Institution		Peer Group	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.
Bachelor's	0	281	0	306	0		329	Associate's	.	.	.	.	.
Master's	65	133	84	148	94		144	Bachelor's	.	106	.	52	.
Doctoral	0	6	0	11	0		12	Master's	41	66	70	119	.
Professional	0	28	43	31	40	33	Doctoral	.	1	40	39	.	

Research Expenditures	
Year	Amount
FY 2012	\$41,954,584
FY 2016	\$44,578,672
FY 2017	\$44,420,752

Percent of Medical School Students Practicing Primary Care in Texas after Graduation		
Year	Institution	Peer Group
FY 2012	34.40%	24.97%
FY 2016	40.00%	27.57%
FY 2017	39.00%	25.85%

Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License		
Year	Institution	Peer Group
FY 2012	95.50%	97.10%
FY 2016	95.00%	96.00%
FY 2017	99.00%	96.00%

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 2013	\$65,987,010	FY 2013	\$154,417,236
FY 2016	\$102,964,167	FY 2016	\$245,941,442
FY 2017	\$102,719,649	FY 2017	\$245,139,091

# Online Resume for Prospective Students, Parents and the Public

## UNIVERSITY OF NORTH TEXAS HEALTH SCIENCE CENTER

Location: Fort Worth, Metroplex Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC - El Paso, 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: New York Medical College, University Of Mississippi Medical Center, Upstate Medical University At Syracuse

Degrees Offered: Master's, Doctoral, Professional

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Fall 2017						
Race/Ethnicity	Total Students		Medical Students		Physicians Certified in Residency*	
	Number	% of Total	Number	% of Total	Number	% of Total
White	1,027	45.2%	471	51.5%	0	.0%
Hispanic	291	12.8%	108	11.8%	0	.0%
African American	157	6.9%	12	1.3%	0	.0%
Asian/Pacific Isl.	605	26.7%	290	31.7%	0	.0%
International	95	4.2%	2	.2%	0	.0%
Other & Unknown	95	4.2%	31	3.4%	0	.0%
<b>Total</b>	<b>2,270</b>	<b>100.0%</b>	<b>914</b>	<b>100.0%</b>	<b>439</b>	<b>100.0%</b>

\* Data for FY 2018

Costs	
Annual Academic Costs for Full-time Resident Student, FY 2018	
Type of Cost	Average Amount
Undergraduate	
Graduate	\$4,752
First-time Medical Student	\$19,167

[Rates of Tuition per SCH](#)

[Mandatory Fees as Defined by CB](#)

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

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

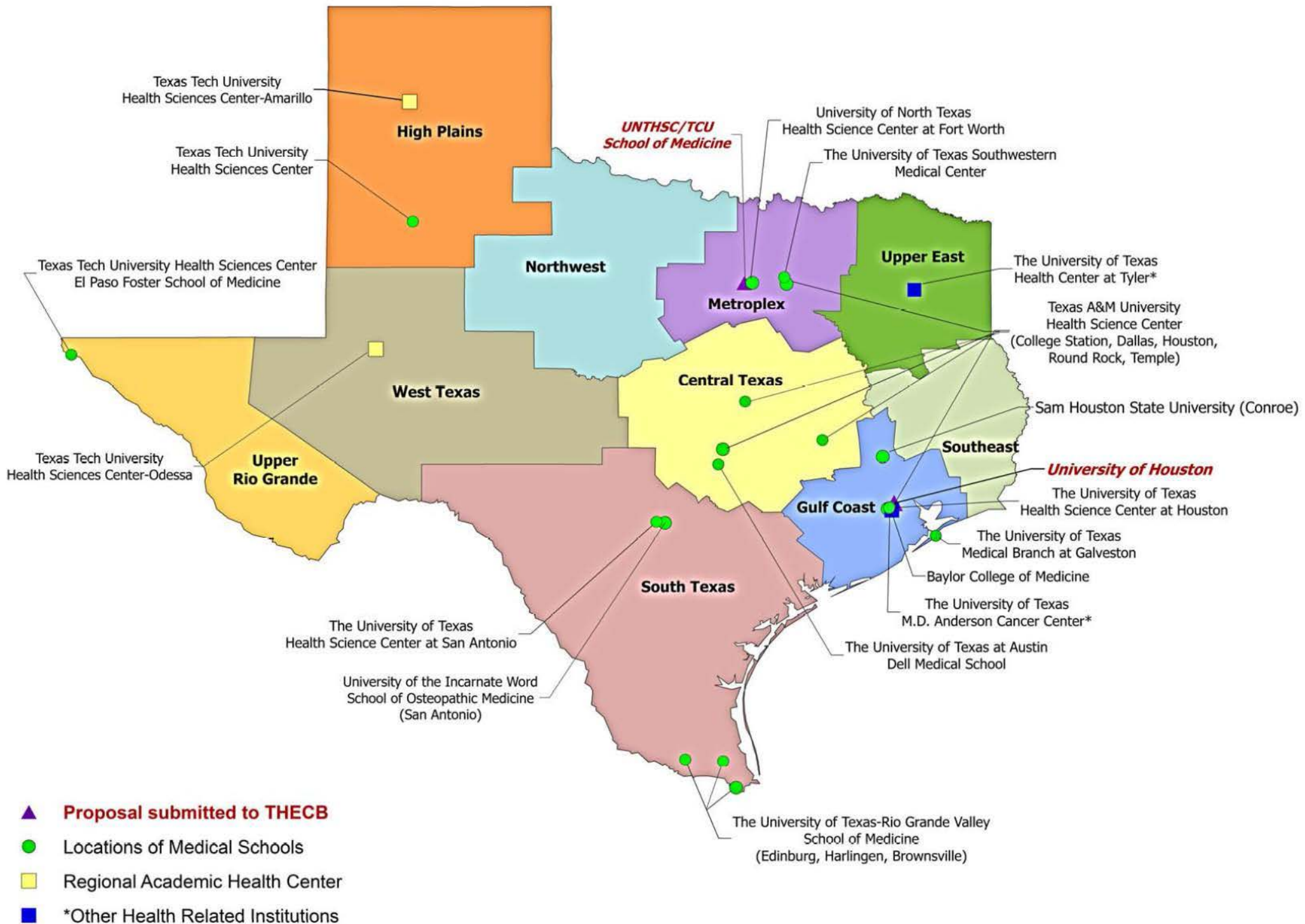
Financial Aid		
Need-based Aid for Graduate Students (GS)		
Fall 2016		
Type of Aid	% of GSs Receiving	Average Amount
Grants or Scholarships	62.6%	\$1,923
Loans	2.9%	\$7,981
Work Study		
Grants, Scholarships, Loans or Workstudy	64.6%	\$2,334

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 2017		
						Year	Institution	Peer Group
Year	Institution	Peer Group	Year	Institution	Peer Group	Bachelor's	0	329
FY 2017	99.00%	96.00%	FY 2017	39.00%	25.85%	Master's	94	144
						Doctoral	0	12
						Professional	40	33

First-time Licensure or Certification Examination Pass Rate		
FY 2017		
Field	Institution	Peer Group
Dental	N/A	94.0%
Allied Health	95.0%	95.0%
Nursing	N/A	97.2%
Pharmacy	N/A	93.5%
Medical	99.0%	96.0%

Research Expenditures	
Year	Amount
FY 2017	\$44,420,752

## Proposal for a Doctor of Medicine (MD) degree with a major in Medicine





Committee on Academic and Workforce Success

AGENDA ITEM V-D

Consideration of adopting the staff recommendation to the Committee relating to the Aerospace and Aviation Report (*Senate Bill 458, 84th Texas Legislature, Regular Session*)

RECOMMENDATION: Approval

Background Information:

The Aerospace and Aviation Office, part of the Texas Economic Development and Tourism Office, Office of the Governor, partners with the Coordinating Board for its charge to foster technological advancement and economic development for spaceport activities by strengthening higher education programs and supporting aerospace activities as directed by Texas Government Code, Chapter 481, Subchapter A, Section 481.0066.

The Aerospace and Aviation Office is to submit a report to the legislature and governor by December 1 of each even-numbered year. As part of the partnership, the Coordinating Board provides a summary of research in aerospace technology research conducted by public senior colleges or universities.

The Coordinating Board 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-E

Consideration of adopting the staff recommendation to the Committee relating to the Block Scheduled Workforce Programs at Public Junior Colleges Report (House Bill 1583, 84th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

#### Background Information:

House Bill 1583, passed by 84th Legislature, Regular Session (2015), required Texas public junior colleges to offer five associate degree or certificate programs from the fields of health science, nursing, or career and technology as block scheduled programs by the fall of 2016 in addition to existing block schedule offerings they might already offer. Not later than November 1, 2018, the Coordinating Board shall submit to the governor and legislature a detailed report on the effectiveness of block scheduling and its recommendations related to block scheduling.

Block scheduled programs are one means of influencing institutional practices to improve student success and raise graduation rates. A block scheduled program enables students to enroll in a group (or "block") of courses rather than individual courses and allows the college to provide the schedule for the next semester in advance. Scheduling predictability makes it possible for students to plan their work and personal activities around a known class schedule, which should, in turn, help students complete college faster without repeating or taking unnecessary courses.

House Bill 1583 seeks to provide course scheduling predictability by requiring block scheduled programs that allow a full-time student to enroll in a defined block of courses at a predictable period of time, such as a morning, full-day, afternoon, evening, or weekend. The courses would be blocked for each future semester during the same time slot for the duration of the program. As an example, an associate degree normally requires 60 semester credit hours (SCH), or about 20 courses. Five courses per semester might be offered between 8:00 a.m. and 12:00 p.m. for four consecutive semesters.

Student data for this report were collected from Texas public junior colleges as part of a special data collection process. The data were submitted for four semesters – Fall 2016, Spring 2017, Summer 2017, and Fall 2017. Each college was required to report specific data items for students enrolled in block scheduled programs after each semester. The block schedule data were aggregated into one database and integrated with the Coordinating Board's existing student data system to generate the analysis provided in this report.

During the four terms data were collected for students enrolled in block scheduled programs, a total of 3,056 awards were conferred. The number of awards, in particular, is not surprising because the majority of the students were enrolled in Level I or II certificate programs. Also, many Level I certificates feed into a Level II certificate, so a student may be required to complete as few as 30 SCH to receive both awards.

Students who had completed some college were not excluded from the study; the impact of students holding prior credit and finishing during this period is likely a factor in the award numbers. Also, because some students received multiple awards, the total number of awards seems to suggest block scheduling was highly successful compared to traditionally scheduled programs.

While there seems to be an increase in completion rates for block scheduled programs, persistence rates were not as positive. The one-year persistence rate for all first-time, community college degree-seeking undergraduates enrolled in at least 12 semester credit hours in the fall of 2016 to fall of 2017 was 68.2 percent. The persistence rate for block scheduled students during the same time period was 21 percent. This may be due to the fact that many block scheduled programs required less than one year to complete.

The report is provided under separate cover.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-F

Consideration of adopting the staff recommendation to the Committee relating to the Bachelor of Science in Dental Hygiene at Tyler Junior College Report (House Bill 3348, 84th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 130.304 directs the Texas Higher Education Coordinating Board (THECB) to "establish a pilot project to examine the feasibility and effectiveness of authorizing baccalaureate degree programs in the field of dental hygiene at a public junior college that offers a degree program in that field." This statute charged the THECB to prepare a progress report on the pilot project no later than January 1, 2017. The THECB is also directed to provide another report on the effectiveness of the pilot project, including any recommendations for legislative action regarding the offering of baccalaureate degree programs in the field of dental hygiene by a public junior college, no later than January 1, 2019. The THECB is required to "deliver a copy of each report to the governor, the lieutenant governor, the speaker of the house of representatives, and the chair of the standing committee of each house of the legislature with primary jurisdiction over higher education."

The THECB submitted the first report, *Progress Report on the Bachelor of Science in Dental Hygiene at Tyler Junior College*, to the governor and the chairs of the House and Senate Higher Education Committees on August 25, 2016. This second report provides data and information about the performance of the dental hygiene program as provided by Tyler Junior College.

The statutory environment has changed considerably since the passage of House Bill 3348. Given that baccalaureate programs at community colleges are no longer a pilot project, examining the feasibility and effectiveness of authorizing baccalaureate degree programs in any particular field, outside of the regular proposal approval process and program review, is no longer necessary. Community colleges who meet the criteria set in statute may request authority to offer bachelor's degrees in dental hygiene at their own discretion. Accordingly, the THECB has no recommendations for legislative action regarding the offering of baccalaureate degree programs in the field of dental hygiene by a public junior or community college.

The report is provided under separate cover.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-G

Consideration of adopting the staff recommendation to the Committee relating to the Report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education (*Senate Bill 37, 84th Texas Legislature, Regular Session*)

RECOMMENDATION: Approval

Background Information:

Texas Education Code (TEC), Section 61.0664, authorized through the passage of Senate Bill (SB) 37, 84th Legislature, Regular Session, requires the Texas Higher Education Coordinating Board (THECB) to conduct an ongoing study on the college recruitment of persons with intellectual and developmental disabilities (IDD). The purpose of the report is to identify previously made recruitment efforts, limitations on recruitment and possible methods for recruitment. The report is to be submitted to the Governor and members of the Legislature by November 1 of each even-numbered year.

To this end, THECB staff, with the assistance of stakeholders from institutions of higher education (IHEs) and the community, developed a survey instrument for collecting recruitment-related data from the institutions. On July 31, 2018, the THECB distributed a memorandum to the presidents of all Texas public higher education institutions and the THECB's community college liaisons with instructions for accessing the survey and a request that survey responses be submitted to the THECB by August 31, 2018.

The Report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education is based on the results of that survey. It includes the number of institutions responding to the survey, a list of the survey questions, and, for those institutions reporting recruitment activities, a summary of their responses. In addition to the study on recruitment, SB 37 also required that the THECB collect administrative data on students with IDD enrolled in public IHEs. Through collaboration with stakeholders, a rule was drafted and approved by the THECB Board (Texas Administrative Code, Section 4.12) that requires all IHEs to indicate whether an enrolled student is identified as having an IDD, which allows the agency to track their academic success. The report also includes summary information obtained through those new data collection efforts.

The report is provided under separate cover.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-H

Consideration of adopting the staff recommendation to the Committee relating to the report on the effectiveness of the Advise TX program (Rider 53, 85th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

Staff request approval of the report to the Governor and Legislative Budget Board in response to Rider 53, General Appropriations Act, 85th Texas Legislature, Regular Session, which requires the Texas Higher Education Coordinating Board (THECB) to evaluate the effectiveness of the Advise TX program.

Advise TX is a partner program of the national College Advising Corps (CAC) and a priority program of the current Texas higher education plan, *60x30TX*. Advise TX places recent university graduates on high school campuses as near-peer college advisers to lead low-income and first-generation students to postsecondary education.

Currently, the THECB contracts with Texas A&M University, Texas Christian University, The University of Texas at Austin, and Trinity University to hire 112 near-peer college advisers to serve 110 high schools. Each chapter recruits, hires, and trains its own graduates to serve as advisers in selected partner high schools.

Advise TX advisers receive intensive training that focuses on college access, financial aid, and other student services. Advisers provide admissions and financial aid advising to students and their families and help identify the college that best fits their career aspirations and academic preparation.

In response to Rider 53, the THECB, in coordination with CAC, worked with Dr. Eric Bettinger, Associate Professor at Stanford University and Evaluation and Assessment Solutions for Education (EASE), to prepare a report on the impact of the Advise TX program on college-going rates. The report provides research and evaluation with an overview of five areas of research including a randomized controlled trial (RCT) of Advise TX impact between 2012-2016 and the program's impact on college enrollment and persistence, pathways to college, school culture, and advisers' attitudes and life choices.

Findings from the RCT 2012-2016 study show Advise TX increased college enrollment rates by over three percentage points, especially for low-income students. It was determined that the size of the high school was found to be a mediating factor in the success of the program. Advisers increase enrollment rates overall, but in large schools, the increased number of college attendees provides small percentage changes due to school size.

The evaluation also shows the program demonstrated an increase in year-to-year college enrollment and persistence rates. The data show that average college enrollment rates increased by 2.02 percentage points for high schools served between 2015-2016 and 2016-2017. Additionally, in the sample of high schools with complete persistence rate data available, representing the average one-year rates for the classes of 2012-2016, the average persistence rate increased by three percentage points. For the cohort of high schools that first implemented Advise TX in 2011-2012, high schools saw an average of a five percentage point increase between the classes of 2012 and 2016.

The report is provided under separate cover.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-J

Update to the Committee on the Assessment of Graduate Medical Education Positions Report  
(Senate Bill 215, 83rd Texas Legislature, Regular Session)

Recommendation: No action required

Background Information:

Texas Education Code, Section 61.0661 requires the Coordinating Board to conduct an assessment of the adequacy of opportunities for graduates of medical schools in the state to enter graduate medical education in the state and to report the results of the assessment to the Texas Legislature by December 1 of each even-numbered year. The report will present the required data and analysis, including:

- 1) a comparison of the number of first-year graduate medical education positions available with the number of medical school graduates;
- 2) a statistical analysis of recent trends in and projections of the number of medical school graduates and first-year graduate medical education positions;
- 3) methods and strategies for achieving a ratio for the number of first-year graduate medical education positions to the number of medical school graduates in the state of at least 1.1:1; and
- 4) an evaluation of current and projected physician workforce needs of the state, by total number and by specialty.

The report is being drafted by Coordinating Board staff, based on data recently received. Staff will request the Board approve the report at their October 25, 2018 meeting.

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



Committee on Academic and Workforce Success

AGENDA ITEM V-K

Update to the Committee on the Advanced Placement Report (House Bill 1992, 85th Texas Legislature, Regular Session)

RECOMMENDATION: No action required

Background Information:

In 2015, the 84th Texas Legislature, Regular Session, passed House Bill (HB) 1992, instructing institutions of higher education, as they establish the minimum score required for the award of course credit on an AP examination, not to require a score of more than 3 unless the institution's chief academic officer determines, based on evidence, that a higher score on the examination is necessary to indicate a student is sufficiently prepared to be successful in a related, more advanced course for which the lower-division course is a prerequisite. The statute became effective in fall 2016.

HB 1992 directs the Texas Higher Education Coordinating Board to conduct a study and issue a report on the performance of students who receive undergraduate course credit for achieving required scores on one or more Advanced Placement (AP) exams. In conducting the study, THECB staff collaborated with Texas public institutions of higher education; the Undergraduate Education Advisory Committee; and other stakeholders, including the College Board.

Not later than January 1, 2019, the Board shall submit to the governor, lieutenant governor, speaker of the house of representatives, and each standing legislative committee with primary jurisdiction over higher education a report on the results of the study and any recommendations for legislative or other action. The report will include information on comparing the academic performance, retention rates, and graduation rates – disaggregated by score – of students who complete a lower-division course at an institution to students who receive credit for that course based on a score of 3 or more on an AP exam.

The report is being drafted by Coordinating Board staff, based on data recently sent by the College Board. Staff will request the Board approve the report at their October 25, 2018 meeting.

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

## Committee on Academic and Workforce Success

### AGENDA ITEM V-L

Update to the Committee on the Texas General Academic Institutions: Increasing Successful Community College Transfer Report (General Appropriations Act, Senate Bill 1, Article III, Section 49, 85th Texas Legislature, Regular Session)

RECOMMENDATION: No action required

#### Background Information:

The General Appropriations Act, Senate Bill 1, Article III, Section 49, 85th Texas Legislature, Regular Session for the 2018-19 biennium directs the public universities to submit an annual report to the Coordinating Board that details institutional efforts to increase the number, success, and persistence of community college transfer students. Section 49 also requires the Coordinating Board to collect and analyze these institutional reports along with institutional performance data. The Coordinating Board must then submit an annual report to the Texas Legislature that evaluates actions to increase the number, success, and persistence of community college transfer students and make recommendations. This will be the ninth annual report since 2010. The report must be delivered to the governor, House Appropriations Committee, Senate Finance Committee, and the Legislative Budget Board by November 1 of each year.

A survey was developed and distributed to the public universities in June 2018. The survey asked for information regarding institutional efforts to serve current and future transfer students. These efforts include local and regional articulation agreements with faculty collaboration, community college program enhancements, student outreach and advising, website information development, targeted financial aid, university student success programs, degree program alignment, and participation in statewide initiatives. Board staff collected the survey responses which serve as the institutional reports required by Section 49. The Coordinating Board staff is conducting the required analysis of the responses and institutional data from the Coordinating Board Management (CBM) reports.

The report is being drafted by Coordinating Board staff, based on data recently received. Staff will request the Board approve the report at their October 25, 2018 meeting.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-M

Update to the Committee on Best Practices in the Transfer of Course Credit Between Public Institutions of Higher Education Report (Senate Bill 802, 85th Texas Legislature, Regular Session)

RECOMMENDATION: No action required

Background Information:

Senate Bill 802, 85th Texas Legislature, Regular Session, directed the Coordinating Board to conduct a study of the best practices in credit transfer, including dual credit. The study is required to evaluate existing articulation agreements and to identify institutions that are implementing best practices. Institutions of higher education were instructed to provide information to the Coordinating Board to facilitate the study.

The scope of the study is set as transfer of semester credit hours (SCH) earned at public two-year institutions and the application of students' earned SCH (transfer or institutional) at a public university without resulting in excess hours for the students at graduation with a bachelor's degree. These parameters were placed on the study because of the statewide emphasis and policy initiatives intended to improve pathways between two- and four-year institutions, rather than addressing the student and credit mobility between four-year institutions. Additionally, as related to articulation agreements, such agreements are typically between two-year and four-year institutions, not four-year to four-year. A factor in defining the scope of the study was the unavailability of data to determine exactly which courses are applied to a degree. This information (courses applied to degree requirements) is not reported to the Coordinating Board and would require access to individual institutions' degree auditing functions and student records protected by the Federal Education Rights and Privacy Act. To complete its charge, the Coordinating Board staff analyzed data reported by general academic institutions and collected from the Coordinating Board Management (CBM) reports to identify institutions demonstrating efficiency in applying earned SCH and to determine a sample of institutions to survey about their practices. The sample group of institutions also submitted copies of articulation agreements for evaluation.

The report is being drafted by Coordinating Board staff, based on data recently received. Staff will request the Board approve the report at their October 25, 2018 meeting.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-N

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.

**Argosy University, Dallas, Texas**

On June 26, 2018, Dream Center Education Holdings, LLC (DCEH), notified the THECB of its intention to close Argosy University-Dallas, 5001 Lyndon B. Johnson Freeway Dallas TX 75244, and its additional learning site, Argosy University-Dallas Kindred Healthcare, 9525 Greenville Avenue, Dallas TX 75243. The campus ceased enrollment as of June 29, 2018. At the time the closure was announced, Argosy University-Dallas and its additional learning site had 324 students, of which 72 will graduate on or before December 31, 2018. DCEH will work with each student to determine the best path for teach out, including a fully online format, as many students already take a significant portion of courses online. The teach-out plan includes reduced tuition for students who complete via Argosy Online, transfer to another Argosy campus, complete their program through another DCEH campus, or complete an accelerated teach out. The institution expects to complete the teach outs by December 31, 2018.

Both the institution's accreditor and the US Department of Education have been notified. The Certificates of Authorization for both locations will end upon notification that the last student has graduated or transferred to another location or institution. Student transcripts will be available through DCEH.

**Strayer University, North Dallas, Texas**

On July 2, 2018, Strayer University notified the THECB of its intention to close its North Dallas, Texas campus, 8111 LBJ Freeway, Suite 1100, Dallas, TX 75351, effective December 17, 2018. Students were notified July 7, 2018. Operations and resources will be consolidated with the nearby Irving and Cedar Hill campuses. The Irving campus is 11.9 miles from the North Dallas campus. The Cedar Hill campus is 27.8 miles from the North Dallas campus. Students will be allowed to complete their programs through the nearby campuses or Strayer

University's online global campus. Approval of the closure is pending with Strayer University's accreditor, Middle States Commission on Higher Education. The Certificate of Authorization will end upon notification that the last student has graduated or transferred to another location or institution. All student records will be held in Strayer University's Office of the Registrar, Herndon, Virginia.

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-O

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

RECOMMENDATION: Approval

Background Information:

The English Language & Literature Field of Study (FOS) Advisory Committee was charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the English Language & Literature degree program into which a student transfers. The FOS also applies to Creative Writing, Technical Writing, Rhetoric, and related degree programs. Students completing an English Language & Literature FOS receive full academic credit toward the degree program for the block of courses transferred.

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

**Recommendations of the 2018 English Language & Literature  
FOS Advisory Committee**

The committee recommends adoption of the 2018 FOS curriculum. The FOS for English Language & Literature shall consist of 12 lower-division semester credit hours that are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Table 1 shows the curriculum the committee proposes for Coordinating Board approval.

**Table 1: Proposed 2018 English Language & Literature Field of Study Curriculum**

<b>Course Title</b>	<b>Course Number</b>	<b>Semester Credit Hours</b>
Composition I	ENGL 1301	3
Composition II	ENGL 1302	3
Choose two of the following Literature Survey courses. Note: To avoid duplication of content, one-half of a two-semester survey in British, American, or World Literature cannot be taken in conjunction with the single-semester course in the same topic. [For example, World Literature I (ENGL 2332) cannot be taken with World Literature (ENGL 2331).] <ul style="list-style-type: none"> <li>• ENGL 2321: British Literature (single-semester course)</li> <li>• ENGL 2322: British Literature I</li> <li>• ENGL 2323: British Literature II</li> <li>• ENGL 2326: American Literature (single-semester course)</li> <li>• ENGL 2327: American Literature I</li> <li>• ENGL 2328: American Literature II</li> <li>• ENGL 2331: World Literature (single-semester course)</li> <li>• ENGL 2332: World Literature I</li> <li>• ENGL 2333: World Literature II</li> <li>• ENGL 2341: Forms of Literature</li> <li>• ENGL 2351: Mexican American Literature</li> </ul>		6
<b>TOTAL</b>		<b>12</b>

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on April 23, 2018. The 30-day comment period ended on May 22, 2018. The following comments were received and reviewed by the committee.

**Institutional representatives recommended adding Forms of Literature (ENGL 2341) to the FOS.**

**COMMENTS:** Dallas County Community College District, Houston Community College, Northeast Community College, and Weatherford College were in favor of adding ENGL 2341 to the FOS. Forms of Literature is a course that introduces students to selected genres or forms of literature.

**COMMITTEE RESPONSE:** The committee agreed that the course is an effective introduction to important introductory topics in English Language & Literature, and it offers colleges flexibility to teach thematic material. **The committee made a change to the proposed FOS and added ENGL 2341 to the list of available options for the six SCH of Literature Survey courses.**

**Institutional representatives recommended adding courses to the FOS.**

**COMMENTS:** San Jacinto College was in favor of adding Introduction to Fiction (ENGL 2305), Literature and Film (ENGL 2341), African American Literature, and LGBTQ Literature to the FOS.

**COMMITTEE RESPONSE:** These courses are not currently listed in the *Academic Course Guide Manual* (ACGM), and most are best suited for the upper-division level. **The committee made no changes to the proposed FOS.**

**Institutional representatives recommended deleting courses from the FOS.**

**COMMENTS:** Cisco College was in favor of deleting Mexican American Literature (ENGL 2351) from the list of literature survey options because it singles out one group.

**COMMITTEE RESPONSE:** The Mexican American Literature course is the only ethnicity-based course in the ACGM, and the committee felt it is important to Texas culture. **The committee made no changes to the proposed FOS.**

**Institutional representatives recommended creating separate tracks within the FOS for Technical Writing and Creative Writing.**

**COMMENTS:** San Jacinto College and Northeast Community College recommended creating separate lists of courses within the FOS for Technical Writing and Creative Writing. San Jacinto College recommended that the Technical Writing track include Technical & Business Writing (ENGL 2311), and the Creative Writing track include British Literature II (ENGL 2323) or American Literature II (ENGL 2328).

**COMMITTEE RESPONSE:** The committee considered separate tracks for Technical Writing and Creative Writing during deliberations, and committee members decided the proposed FOS applied to all English Language & Literature majors while allowing room for students to take additional core or elective courses to fit their needs. **The committee made no changes to the proposed FOS.**



**Institutional representatives recommended requiring courses instead of making them optional in the FOS.**

**COMMENTS:** San Jacinto College recommended requiring British Literature II (ENGL 2323) and at least one semester of the World Literature Survey (ENGL 2331, ENGL 2332, ENGL 2333) in the FOS.

**COMMITTEE RESPONSE:** The committee felt that a range of choices in the required six SCH of literature surveys offers flexibility to students and institutions. **The committee made no changes to the proposed FOS.**

**Institutional representatives recommended adjusting the content of existing ACGM courses.**

**COMMENTS:** San Jacinto College recommended adjusting the course descriptions of World Literature, American Literature, and British Literature survey courses to include "voices who have traditionally been disenfranchised from a spot in the literary canon." San Jacinto College recommended requiring that literary analysis be included in Composition courses (ENGL 1301 and 1302).

**COMMITTEE RESPONSE:** The committee felt that diverse perspectives are already typically included in the survey courses. The addition of Forms of Literature (ENGL 2341) allows interested faculty members to teach thematic courses that could center on underrepresented voices. Teachers who wish to include literature in Composition courses are already free to do so. **The committee made a change to the proposed FOS and added ENGL 2341 to the list of available options for the six SCH of Literature Survey courses.**

**Institutional representatives recommended course substitutions.**

**COMMENTS:** San Jacinto College recommended that Technical Writing (ENGL 2311) be allowed to substitute for Composition (ENGL 1301 or 1302).

**COMMITTEE RESPONSE:** The committee felt that both semesters of Composition are essential for all English majors. **The committee made no changes to the proposed FOS.**

**Institutional representatives were supportive of the FOS.**

**COMMENTS:** Houston Community College and Weatherford College were supportive of the FOS as proposed.

**COMMITTEE RESPONSE:** No response needed.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-P

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

RECOMMENDATION: Approval

Background Information:

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

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

**Recommendations of the 2018 Sociology FOS Advisory Committee**

1. The committee recommends adoption of the 2018 FOS curriculum. The FOS for Sociology shall consist of 12 lower-division semester credit hours that are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Table 1 shows the curriculum the committee proposes for Coordinating Board approval.

**Table 1: Proposed 2018 Sociology Field of Study Curriculum**

Course Title	Course Number	SCH
Introduction to Sociology	SOCI 1301	3
Social Problems	SOCI 1306	3
Marriage and Family	SOCI 2301	3
Minority Studies	SOCI 2319	3
<b>TOTAL</b>		<b>12</b>

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on June 29, 2018. The 30-day comment period ended on July 29, 2018. The following comments were received and reviewed by the committee.

**COMMENT:** San Jacinto College recommended the inclusion of Social Psychology (SOC 2326), Human Sexuality (SOC 2306), and Criminology (SOC 2336) for the social impact of their topics and the critical thinking skills they teach.

**COMMITTEE RESPONSE:** The committee considered each of these courses carefully and determined that the course topics can be introduced in the recommended FOS courses. Further instruction in the topics can be reserved for upper-division courses. **The committee made no changes to the FOS.**

**COMMENT:** Texas A&M University-Central Texas stated that the name of "Minority Studies" (SOC 2319) is vague, out of step with national disciplinary standards, and sometimes an inaccurate description. The course title and description in the *Academic Course Guide Manual* (ACGM) should be updated.

**COMMITTEE RESPONSE:** Several committee members agreed that there need to be updates to Sociology courses in the ACGM. These issues are best taken up directly with the ACGM Advisory Committee. **The committee made no changes to the FOS.**

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

Committee on Academic and Workforce Success

AGENDA ITEM V-Q (1)

Consideration of adopting the Architecture and Construction Program of Study Advisory Committee's recommendation to the Committee relating to courses required for Architectural Drafting

RECOMMENDATION: Approval

Background Information:

The Architecture and Construction Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Architecture and Construction Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Architecture and Construction POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Design and Documentation POS Subcommittee was created to identify the block of courses that should be included in the Architectural Drafting POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Architecture and Construction POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Architectural Drafting POS Curriculum.

**Recommendations of the Architecture and Construction  
Program of Study Advisory Committee**

**Architectural Drafting Program of Study**

1. The Architecture and Construction Program of Study Advisory Committee recommends adoption of the Architectural Drafting Program of Study curriculum. The Program of Study Curriculum of Architectural Drafting shall consist of no more than 36 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

Table 1 shows the curriculum the advisory committee proposes for Coordinating Board approval.

**Table 1: Proposed Architectural Drafting Program of Study Curriculum**

<b>ARCHITECTURAL DRAFTING</b>			
<b>Discipline Courses</b>		<b>(MAX) SCH Subtotal:</b>	<b>36</b>
<u>Course Title</u>	<u>Course#</u>		<u>SCH</u>
Introduction to Technical Drawing	DFTG 1305/1405		3-4
Architectural Drafting - Residential	DFTG 1317/1417		3-4
Parametric Modeling and Design	DFTG 1345/1445		3-4
Structural Drafting	ARCE 1352/1452		3-4
Intermediate Computer-Aided Drafting	DFTG 2319/2419		3-4
Architectural Drafting - Commercial	DFTG 2328/2428		3-4
Advanced Computer-Aided Drafting	DFTG 2332/2432		3-4
Final Project - Advanced Drafting	DFTG 2338/2438		3-4
Mechanical, Electrical, and Plumbing (MEP) Systems	ARCE 2352/2452		3-4
<b>SUBTOTAL: Discipline Courses</b>	<b>SCH Subtotal:</b>		<b>27-36</b>
<b>Local Specialty Elective Technical Courses*</b>	<b>SCH Subtotal:</b>		<b>9-18</b>
<b>TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)</b>			<b>45</b>
*Colleges may select additional courses to complete a maximum of 45 SCH			

- Institutions offering Architectural Drafting programs are subject to the requirements of the *Workforce Education Course Manual (WECM)*, *Guidelines for Instructional Programs in Workforce Education (GIPWE)*, and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.
- No specific General Education courses were recommended with the Architectural Drafting Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on July 6, 2018. The 30-day comment period ended on August 6, 2018. The following comments were received and reviewed by the committee.

**COMMENT:** Tarrant County College recommended replacing DFTG 1345/DFTG 1445 "Parametric Modeling and Design" with SRVY 1301 "Introduction to Surveying," which would give students a ground-up perspective to the architectural industry.

**COMMITTEE RESPONSE:** The committee considered DFTG 1345/DFTG 1445 to be an appropriate course for the Program of Study, because it is also included in the General Drafting Program of Study. **The committee made no change to the proposed POS.**

**COMMENT:** Richland College, Mountain View College, and Eastfield College of the Dallas County Community College District commented that combining of courses DFTG 1325, DFTG 1315, and DFTG1309/1409 into DFTG 1305/1405 would impact dual credit.

**COMMITTEE RESPONSE:** The committee considered the content of the resulting course to be important to meeting the requirements of business and industry and should be included in the course without regard to where the course was taught. **The committee made no change to the proposed POS.**

**COMMENT:** Richland College, Mountain View College, and Eastfield College of the Dallas County Community College District commented that DFTG 1309 is Basic CAD and should remain as an introductory course. Houston Community College recommended that DFTG 1309 should be a prerequisite for both DFTG 2319/2419 "Intermediate Computer-Aided Drafting" and DFTG 2332/2432 "Advanced Computer-Aided Drafting."

**COMMITTEE RESPONSE:** The committee has not recommended any changes be made to DFTG 1309. **The committee made no change to the proposed POS.**

**COMMENT:** Richland College, Mountain View College, and Eastfield College of the Dallas County Community College District commented that DFTG 2431 is not listed in the POS but should remain as a local specialty course option.

**COMMITTEE RESPONSE:** The committee did not recommend removing DFTG 2431 from the list of courses available for local specialty elective technical courses. **The committee made no change to the proposed POS.**

**COMMENT:** Richland College, Mountain View College, and Eastfield College of the Dallas County Community College District commented that DFTG 1315 should not have been combined because the content allows for in-depth teaching of how to read architectural plans and drawing.

**COMMITTEE RESPONSE:** The committee did not recommend removing DFTG 1315, which is still available for institutions to use as a local specialty elective technical course. **The committee made no change to the proposed POS.**

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

Committee on Academic and Workforce Success

AGENDA ITEM V-Q (2)

Consideration of adopting the Architecture and Construction Program of Study Advisory Committee's recommendation to the Committee relating to courses required for Electrical Lineworker

RECOMMENDATION: Approval

Background Information:

The Architecture and Construction Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Architecture and Construction Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Architecture and Construction POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Electrical, Plumbing and Pipefitting POS Subcommittee was created to identify the block of courses that should be included in the Electrical Lineworker POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Architecture and Construction POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Electrical Lineworker POS Curriculum.

**Recommendations of the Architecture and Construction  
Program of Study Advisory Committee**

**Electrical Lineworker Program of Study**

1. The Architecture and Construction Program of Study Advisory Committee recommends adoption of the Electrical Lineworker Program of Study curriculum. The Program of Study Curriculum of Electrical Lineworker shall consist of no more than 27 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

Table 1 shows the curriculum the advisory committee proposes for Coordinating Board approval.

**Table 1: Proposed Electrical Lineworker Program of Study Curriculum**

<b>ELECTRICAL LINEWORKER</b>			
<b>Discipline Courses</b>		<b>(MAX) SCH Subtotal:</b>	<b>27</b>
<i>Course Title</i>	<i>Course#</i>	<i>Max SCH</i>	
Basic Electrical Theory	ELPT 1311/1411	3-4	
Electrical Calculations I	ELPT 1215/1315	2-3	
Climbing Skills	LNWK 1211/1311	2-3	
Distribution Operations	LNWK 1241	2	
Live Line Safety	LNWK 2321	3	
Distribution Line Construction	LNWK 2322	3	
Transformer Connections	LNWK 1231/1331	2-3	
Troubleshooting Distribution Systems	LNWK 2324	3	
Rigging and Conveying Systems	HYDR 1201/1301	2-3	
<b>SUBTOTAL: Discipline Courses</b>		<b>SCH Subtotal:</b>	<b>22-27</b>
<b>Local Specialty Elective Technical Courses*</b>		<b>SCH Subtotal:</b>	<b>18-23</b>
<b>TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)</b>			<b>45</b>
*Colleges may select additional courses to complete a maximum of 45 SCH			

- Institutions offering Electrical Lineworker programs are subject to the requirements of the Workforce Education Course Manual (WECM), Guidelines for Instructional Programs in Workforce Education (GIPWE), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.
- No specific General Education courses were recommended with the Electrical Lineworker Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on July 6, 2018. The 30-day comment period ended on August 6, 2018. No comments were received during the comment period.

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



Committee on Academic and Workforce Success

AGENDA ITEM V-Q (3)

Consideration of adopting the Architecture and Construction Program of Study Advisory Committee's recommendation to the Committee relating to courses required for Industrial Electrician

RECOMMENDATION: Approval

Background Information:

The Architecture and Construction Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Architecture and Construction Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Architecture and Construction POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Electrical, Plumbing and Pipefitting POS Subcommittee was created to identify the block of courses that should be included in the Industrial Electrician POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Architecture and Construction POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Industrial Electrician POS Curriculum.

**Recommendations of the Architecture and Construction  
Program of Study Advisory Committee**

**Industrial Electrician Program of Study**

1. The Architecture and Construction Program of Study Advisory Committee recommends adoption of the Industrial Electrician Program of Study curriculum. The Program of Study Curriculum of Industrial Electrician shall consist of no more than 26 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

Table 1 shows the curriculum the advisory committee proposes for Coordinating Board approval.

**Table 1: Proposed Industrial Electrician Program of Study Curriculum**

<b>INDUSTRIAL ELECTRICIAN</b>			
<b>Discipline Courses</b>		<b>(MAX) SCH Subtotal:</b>	<b>26</b>
<i>Course Title</i>	<i>Course#</i>	<i>Max SCH</i>	
Basic Electrical Theory	ELPT 1311/1411	3-4	
Introduction to Electrical Safety and Tools	ELPT 1221/1321	2-3	
Motor Control	ELPT 1341/1441	3-4	
Industrial Wiring	ELPT 1357/1457	3-4	
Motors and Transformers	ELPT 2305/2405	3-4	
AC/DC Drives	ELPT 2231/2331	2-3	
Electrical Testing and Maintenance	ELPT 2347/2447	3-4	
<b>SUBTOTAL: Discipline Courses</b>		<b>SCH Subtotal:</b>	<b>19-26</b>
<b>Local Specialty Elective Technical Courses*</b>		<b>SCH Subtotal:</b>	<b>19-26</b>
<b>TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)</b>			<b>45</b>
*Colleges may select additional courses to complete a maximum of 45 SCH			

- Institutions offering Industrial Electrician programs are subject to the requirements of the Workforce Education Course Manual (WECM), Guidelines for Instructional Programs in Workforce Education (GIPWE), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.
- No specific General Education courses were recommended with the Industrial Electrician Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on July 6, 2018. The 30-day comment period ended on August 6, 2018. No comments were received during the comment period.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-Q (4)

Consideration of adopting the Architecture and Construction Program of Study Advisory Committee's recommendation to the Committee relating to courses required for Residential and Commercial Electrician

RECOMMENDATION: Approval

Background Information:

The Architecture and Construction Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Architecture and Construction Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Architecture and Construction POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Electrical, Plumbing and Pipefitting POS Subcommittee was created to identify the block of courses that should be included in the Residential/Commercial Electrician POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Architecture and Construction POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Residential/Commercial Electrician POS Curriculum.

**Recommendations of the Architecture and Construction  
Program of Study Advisory Committee**

**Residential/Commercial Electrician Program of Study**

1. The Architecture and Construction Program of Study Advisory Committee recommends adoption of the Residential/Commercial Electrician Program of Study curriculum. The Program of Study Curriculum of Residential/Commercial Electrician shall consist of no more than 29 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

Table 1 shows the curriculum the advisory committee proposes for Coordinating Board approval.

**Table 1: Proposed Residential/Commercial Electrician Program of Study Curriculum**

<b>RESIDENTIAL/COMMERCIAL ELECTRICIAN</b>			
<b>Discipline Courses</b>		<b>(MAX) SCH Subtotal:</b>	<b>29</b>
<i>Course Title</i>	<i>Course#</i>	<i>Max SCH</i>	
Basic Electrical Theory	ELPT 1311/1411	3-4	
Introduction to Electrical Safety and Tools	ELPT 1221/1321	2-3	
National Electrical Code I	ELPT 1225/1325	2-3	
Residential Wiring	ELPT 1329/1429	3-4	
Motor Control	ELPT 1341/1441	3-4	
Commercial Wiring	ELPT 1345/1445	3-4	
Transformers	ELPT 2323/2423	3-4	
National Electrical Code II	ELPT 2225/2325	2-3	
<b>SUBTOTAL: Discipline Courses</b>		<b>SCH Subtotal:</b>	<b>21-29</b>
<b>Local Specialty Elective Technical Courses*</b>		<b>SCH Subtotal:</b>	<b>16-24</b>
<b>TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)</b>			<b>45</b>
*Colleges may select additional courses to complete a maximum of 45 SCH			

- Institutions offering Residential/Commercial Electrician programs are subject to the requirements of the Workforce Education Course Manual (WECM), Guidelines for Instructional Programs in Workforce Education (GIPWE), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.
- No specific General Education courses were recommended with the Residential/Commercial Electrician Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on July 6, 2018. The 30-day comment period ended on August 6, 2018. The following comments were received and reviewed by the committee.

**COMMENT:** North Lake College (Dallas County Community College District) commented that the POS could adversely impact the degree offered by North Lake College if courses in the POS are limited and other courses like ELPT 2443 and ELPT 2427 are deleted from WECM and cannot be included in the local specialty. The suggestion is to allow ELPT 1357 or ELPT 1345 in the POS as an option.

**COMMITTEE RESPONSE:** The subcommittee did not recommend deleting any courses from the WECM; all courses in the WECM are available for colleges to use for local specialty elective technical courses. **The committee made no change to the proposed POS.**

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

## Committee on Academic and Workforce Success

### AGENDA ITEM V-Q (5)

#### Consideration of adopting the Architecture and Construction Program of Study Advisory Committee's recommendation to the Committee relating to courses required for Heating, Ventilation, and Air Conditioning

RECOMMENDATION: Approval

#### Background Information:

The Architecture and Construction Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Architecture and Construction Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Architecture and Construction POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Heating, Ventilation, and Air Conditioning POS Subcommittee was created to identify the block of courses that should be included in the Heating, Ventilation, and Air Conditioning POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Architecture and Construction POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Heating, Ventilation, and Air Conditioning POS Curriculum.

#### **Recommendations of the Architecture and Construction Program of Study Advisory Committee**

#### **Heating, Ventilation, and Air Conditioning Program of Study**

1. The Architecture and Construction Program of Study Advisory Committee recommends adoption of the Heating, Ventilation, and Air Conditioning Program of Study curriculum. The Program of Study Curriculum of Heating, Ventilation, and Air Conditioning shall consist of no more than 24 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

Table 1 shows the curriculum the advisory committee proposes for Coordinating Board approval.

**Table 1: Proposed Heating, Ventilation, and Air Conditioning Program of Study Curriculum**

<b>HEATING, VENTILATION, AND AIR CONDITIONING</b>			
<b>Discipline Courses</b>		<b>(MAX) SCH Subtotal:</b>	<b>24</b>
<i>Course Title</i>	<i>Course#</i>	<i>Max SCH</i>	
Basic Electricity for HVAC	HART 1301/1401	3-4	
Air Conditioning Control Principles	HART 1303/1403	3-4	
Refrigeration Principles	HART 1307/1407	3-4	
Residential Air Conditioning	HART 1341/1441	3-4	
Gas and Electric Heating	HART 1345/1445	3-4	
Air Conditioning Installation and Startup	HART 2338/2438	3-4	
<b>SUBTOTAL: Discipline Courses</b>		<b>SCH Subtotal:</b>	<b>18-24</b>
<b>Local Specialty Elective Technical Courses*</b>		<b>SCH Subtotal:</b>	<b>21-27</b>
<b>TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)</b>			<b>45</b>
*Colleges may select additional courses to complete a maximum of 45 SCH			

- Institutions offering Heating, Ventilation, and Air Conditioning programs are subject to the requirements of the Workforce Education Course Manual (WECM), Guidelines for Instructional Programs in Workforce Education (GIPWE), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.
- No specific General Education courses were recommended with the Heating, Ventilation, and Air Conditioning Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on July 6, 2018. The 30-day comment period ended on August 6, 2018. The following comments were received and reviewed by the committee.

**COMMENT:** Instructors and professionals involved with the HVAC program at Amarillo College are supportive of the work done in this area, and in favor of the benefits of establishing a common program of study curriculum; however, the current direction given by our advisory board has led to offerings designed to meet those needs. Specifically related to the sequence proposed for HVAC, Amarillo College is currently offering this program as a specialized extension of a broad Industrial Maintenance Program leading to level 1 and 2 certificates and an AAS degree with that focus.

ELPT1311 Basic Electrical Theory

IEIR1312 Distribution Systems/Motor Controls

INMT1305 Introduction to Industrial Maintenance

HART1307

HART2338

HART1345

The current curriculum allows students the opportunity to learn the fundamental skills required in a broad range of industrial settings, then extend that learning into a specialty area resulting in a more robust understanding of general industrial skills and a more marketable potential employee. The sequence and structure of this career pathway have been established with input from a local workforce advisory board, and are uniquely designed to fit the needs expressed by those constituents. Amarillo College diligently applies fair policies in each situation related to reviewing and granting transfer credit, in an effort to help every student advance their education without unnecessary duplication of coursework.

**COMMITTEE RESPONSE:** The subcommittee only considered courses in Heating, Ventilation, and Air Conditioning (HVAC) programs. Institutions may use alternative courses in programs that are not specifically identified as HVAC POS. **The committee made no change to the proposed POS.**

**COMMENT:** Collin College and San Jacinto College commented that HART 1303/1403 "Air Conditioning Control Principles" has proven to be useful by some colleges, but not all. Implementing this course as a statewide mandate with its existing course description will not serve to strengthen either existing or upcoming HVAC degrees. The option of including the higher course of HART 2334/2434 "Advanced A/C Controls" as a second or third semester course would guarantee the application of those same learner outcomes at a higher level and eliminate the stumbling block created by mandating a fifth first-semester course. Adding this course would cause institutions to remove an advanced class in order to keep their programs at 60 SCH.

**COMMITTEE RESPONSE:** The subcommittee considered the content of HART 1303/1403 as an important component of the program that was recommended by the business and industry representatives on the subcommittee. **The committee made no change to the proposed POS.**

**COMMENT:** Lamar State College-Port Arthur commented that in reviewing the proposed HVAC program of study, we find the courses proposed to be appropriate for the program of study. In reviewing the WECM course, HART 2338/2438 Air Conditioning Installation and Setup, the proposed end-of-course outcomes change was considered to be reflective of current industry standards. Cedar Valley College and Eastfield College of the Dallas County Community College District commented that the POS would not have detrimental impact on the degrees they offered. Houston Community College instructional leaders reviewed the proposed program of study and did not have any specific feedback for the committee.

**COMMITTEE RESPONSE:** No response required.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-Q (6)

Consideration of adopting the Architecture and Construction Program of Study Advisory Committee's recommendation to the Committee relating to courses required for Pipefitting

RECOMMENDATION: Approval

Background Information:

The Architecture and Construction Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Architecture and Construction Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Architecture and Construction POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Electrical, Plumbing and Pipefitting POS Subcommittee was created to identify the block of courses that should be included in the Pipefitting POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Architecture and Construction POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Pipefitting POS Curriculum.

**Recommendations of the Architecture and Construction  
Program of Study Advisory Committee**

**Pipefitting Program of Study**

1. The Architecture and Construction Program of Study Advisory Committee recommends adoption of the Pipefitting Program of Study curriculum. The Program of Study Curriculum of Pipefitting shall consist of no more than 19 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.



Table 1 shows the curriculum the advisory committee proposes for Coordinating Board approval.

**Table 1: Proposed Pipefitting Program of Study Curriculum**

<b>PIPEFITTING</b>			
<b>Discipline Courses</b>		<b>(MAX) SCH Subtotal:</b>	<b>19</b>
<i>Course Title</i>	<i>Course#</i>	<i>Max SCH</i>	
Basic Blueprint Reading for Pipefitters	PFPB 1305	3	
Basic Pipefitting Skills	PFPB 1308/1408	3-4	
Pipe Fabrication and Installation I	PFPB 2307/2407	3-4	
Piping Standards and Materials	PFPB 2308/2408	3-4	
Pipe Fabrication and Installation II	PFPB 2341/2441	3-4	
<b>SUBTOTAL: Discipline Courses</b>		<b>SCH Subtotal:</b>	<b>15-19</b>
<b>Local Specialty Elective Technical Courses*</b>		<b>SCH Subtotal:</b>	<b>26-30</b>
<b>TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)</b>			<b>45</b>
*Colleges may select additional courses to complete a maximum of 45 SCH			

- Institutions offering Pipefitting programs are subject to the requirements of the Workforce Education Course Manual (WECM), Guidelines for Instructional Programs in Workforce Education (GIPWE), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.
- No specific General Education courses were recommended with the Pipefitting Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on July 6, 2018. The 30-day comment period ended on August 6, 2018. No comments were received during the comment period.

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

## Committee on Academic and Workforce Success

### AGENDA ITEM V-Q (7)

#### Consideration of adopting the Architecture and Construction Program of Study Advisory Committee's recommendation to the Committee relating to courses required for Plumbing

RECOMMENDATION: Approval

#### Background Information:

The Architecture and Construction Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Architecture and Construction Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Architecture and Construction POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Electrical, Plumbing and Pipefitting POS Subcommittee was created to identify the block of courses that should be included in the Plumbing POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Architecture and Construction POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Plumbing POS Curriculum.

### **Recommendations of the Architecture and Construction Program of Study Advisory Committee**

#### **Plumbing Program of Study**

1. The Architecture and Construction Program of Study Advisory Committee recommends adoption of the Plumbing Program of Study curriculum. The Program of Study Curriculum of Plumbing shall consist of no more than 18 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

Table 1 shows the curriculum the advisory committee proposes for Coordinating Board approval.

**Table 1: Proposed Plumbing Program of Study Curriculum**

<b>PLUMBING</b>			
<b>Discipline Courses</b>		<b>(MAX) SCH Subtotal:</b>	<b>18</b>
<i>Course Title</i>	<i>Course#</i>	<i>Max SCH</i>	
Plumbing Maintenance and Repair	PFPB 1321/1421	3-4	
Plumbing Codes I	PFPB 1323	3	
Backflow Prevention	PFPB 1247/1347	2-3	
Residential Construction Plumbing I	PFPB 2309/2409	3-4	
Commercial Construction and Fixture Setting	PFPB 2336/2436	3-4	
<b>SUBTOTAL: Discipline Courses</b>		<b>SCH Subtotal:</b>	<b>14-18</b>
<b>Local Specialty Elective Technical Courses*</b>		<b>SCH Subtotal:</b>	<b>27-31</b>
<b>TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)</b>			<b>45</b>
*Colleges may select additional courses to complete a maximum of 45 SCH			

- Institutions offering Plumbing programs are subject to the requirements of the Workforce Education Course Manual (WECM), Guidelines for Instructional Programs in Workforce Education (GIPWE), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.
- No specific General Education courses were recommended with the Plumbing Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on July 6, 2018. The 30-day comment period ended on August 6, 2018. No comments were received during the comment period.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-R (1)

Consideration of adopting the Health Science Program of Study Advisory Committee's recommendation to the Committee relating to courses required for Dental Hygiene

RECOMMENDATION: Approval

Background Information:

The Health Science Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Health Science Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Health Science POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Dental Hygiene POS Subcommittee was created to identify the block of courses that should be included in the Dental Hygiene POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the degree program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Health Science POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Dental Hygiene POS Curriculum.

**Recommendations of the Health Science  
Program of Study Advisory Committee**

**Dental Hygiene Program of Study**

1. The Health Science Program of Study Advisory Committee recommends adoption of the Dental Hygiene Program of Study curriculum. The Program of Study Curriculum of Dental Hygiene shall consist of no more than 59 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

Table 1 shows the curriculum the advisory committee proposes for Coordinating Board approval.

**Table 1: Proposed Dental Hygiene Program of Study Curriculum**

<b>DENTAL HYGIENE</b>		
<b>Discipline Courses</b>	<b>(MAX) SCH Subtotal:</b>	<b>47</b>
<u>Course Title</u>	<u>Course#</u>	<u>SCH</u>
Orofacial Anatomy, Histology & Embryology	DHYG 1201/1301	2-3
Dental Radiology	DHYG 1304/1404	3-4
Periodontology	DHYG 1211/1311	2-3
Community Dentistry	DHYG 1215/1315	2-3
Dental Materials	DHYG 1219/1319	2-3
Preclinical Dental Hygiene*	DHYG 1331/1431	3-4
Pharmacology for the Dental Hygienist	DHYG 1235/1335	2-3
General and Oral Pathology	DHYG 1239/1339	2-3
Clinical* - Dental Hygiene/Hygienist (Healthy, Maintenance to Slight Periodontal Disease)	DHYG xx61	2-3
Clinical* - Dental Hygiene/Hygienist (Mild to Moderate Periodontal Case Types)	DHYG xx62	2-3
Clinical* - Dental Hygiene/Hygienist (Moderate to Advanced Periodontal Case Types)	DHYG xx63	2-3
Dental Hygiene Practice*	DHYG 2153/2253	1-2
Dental Hygiene Care I*	DHYG 2201/2301	2-3
Dental Hygiene Care II*	DHYG 2231/2331	2-3
Preventive Dental Hygiene Care	DHYG 1227/1327	(2-3)
OR Preventive Dental Hygiene I AND Preventive Dental Hygiene II	OR DHYG 1203 AND DHYG 2233	or (4)
<b>SUBTOTAL: Discipline Courses</b>	<b>SCH Subtotal:</b>	<b>31-47</b>
<b>General Education Courses</b>	<b>SCH Subtotal:</b>	<b>12</b>
Anatomy & Physiology I	BIOL 2401	4
Anatomy & Physiology II	BIOL 2402	4
Microbiology	BIOL 2421	4
<b>Local Specialty Elective Technical Courses*</b>	<b>SCH Subtotal:</b>	<b>9-15</b>
<b>TOTAL - Program of Study recommendations (MAX 68 SCH with 15 SCH General Education)</b>		<b>68</b>
*Colleges may select additional courses to complete a maximum of 68 SCH		

- Institutions offering Dental Hygiene programs are subject to the requirements of the Workforce Education Course Manual (WECM), Guidelines for Instructional Programs in Workforce Education (GIPWE), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.

3. General Education courses in Anatomy & Physiology I (BIOL 2401, 4 SCH), Anatomy & Physiology II (BIOL 2402, 4 SCH), and Microbiology (BIOL 2421, 4 SCH) were recommended for the Dental Hygiene Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on March 14, 2018. The 30-day comment period ended on April 13, 2018. The following comment was received and reviewed by the committee.

**COMMENT:** Houston Community College recommended that training in medical emergencies should coincide with actual patient treatment in a clinical course and reinforced in a later course such as DHYG 2201/2301 "Dental Hygiene Care I," not in the pre-clinical class DHYG 1331/1431 "Preclinical Dental Hygiene."

**COMMITTEE RESPONSE:** The intent of the subcommittee was for DHYG 1331/1431 to be used as an introduction to provide foundational knowledge for management of medical emergencies. More intensive instruction in the management of medical emergencies may indeed be included in a later course such as Dental Hygiene Care I. **The committee made no change to the proposed POS.**

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

Committee on Academic and Workforce Success

AGENDA ITEM V-R (2)

Consideration of adopting the Health Science Program of Study Advisory Committee's recommendation to the Committee relating to courses required for Emergency Medical Services/Paramedic

RECOMMENDATION: Approval

Background Information:

The Health Science Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Health Science Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Health Science POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Emergency Medical Services POS Subcommittee was created to identify the block of courses that should be included in the Emergency Medical Services/Paramedic POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the degree program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Health Science POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Emergency Medical Services/Paramedic POS Curriculum.

**Recommendations of the Health Science  
Program of Study Advisory Committee**

**Emergency Medical Services/Paramedic Program of Study**

1. The Health Science Program of Study Advisory Committee recommends adoption of the Emergency Medical Services/Paramedic Program of Study curriculum. The Program of Study Curriculum of Emergency Medical Services/Paramedic shall consist of no more than 45 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

Table 1 shows the curriculum the advisory committee proposes for Coordinating Board approval.

**Table 1: Proposed Emergency Medical Services/Paramedic Program of Study Curriculum**

<b>EMERGENCY MEDICAL SERVICES/PARAMEDIC</b>		
<b>Discipline Courses</b>	<b>(MAX) SCH Subtotal:</b>	<b>45</b>
<u>Course Title</u>	<u>Course#</u>	<u>SCH</u>
Emergency Medical Technician** AND Emergency Medical Technician Clinical or Practicum (2 SCH with EMSP 1401, 1 SCH with EMSP 1501)	EMSP 1401/1501 & EMSP ****	6
Introduction to Advanced Practice <sup>1</sup>	EMSP 1338/1438	3-4
Patient Assessment and Airway Management <sup>1</sup>	EMSP 1356/1456	3-4
Clinical and/or Practicum Courses	EMSP ****	8
Emergency Medical Technician**	EMSP 1355/1455	3-4
Trauma Management <sup>2</sup>	EMSP 2434/2534	4-5
Medical Emergencies <sup>2</sup>	EMSP 2330/2430	3-4
Special Populations	EMSP 2444/2544	4-5
Cardiology	EMSP 2143/2243	1-2
Assessment Based Management	EMSP 2205/2305	2-3
EMS Operations	EMSP 2206/2306	2-3
Emergency Pharmacology (or other similar pharmacology course)	EMSP 1401/1501	4-5
<b>SUBTOTAL: Discipline Courses</b>	<b>SCH Subtotal:</b>	<b>39-45</b>
<b>Local Specialty Elective Technical Courses*</b>	<b>SCH Subtotal:</b>	<b>0-6</b>
<b>TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)</b>		<b>60</b>
*Colleges may select additional courses to complete a maximum of 60 SCH		

- Institutions offering Emergency Medical Services-Paramedic programs are subject to the requirements of the Texas Department of State Health Services, Committee on Accreditation (CoAEMSP), the Workforce Education Course Manual (WECM), Guidelines for Instructional Programs in Workforce Education (GIPWE), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.
- No specific General Education courses were recommended with the Emergency Medical Services/Paramedic Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on March 14, 2018. The 30-day comment period ended on April 13, 2018. The following comments were received and reviewed by the committee.



**COMMENT:** Central Texas College commented that rounding out the EMT clinical course to 6 SCH would allow for many of the students to receive more financial aid and military benefits.

**COMMITTEE RESPONSE:** Colleges may add up to six semester credit hours (SCH) of Emergency Medical Services/Paramedic coursework (depending on their selection of the minimum credit hour options for some or all courses) to complete the program. **The committee made no change to the proposed POS.**

**COMMENT:** Amarillo College asked if students must be given credit if they are unable to provide adequate evidence of appropriate tracking from the previous institution, and if credit must be given to students who cannot complete the program within the time frame associated with the cohort they are transferring into.

**COMMITTEE RESPONSE:** Colleges are not required to give students credit for courses if the student does not meet the college's requirements.

**COMMENT:** Amarillo College commented that all the courses except three - EMSP 1356, EMSP 1355, and EMSP 2434 – have two semester credit hour course options.

**COMMITTEE RESPONSE:** The three courses are now listed with two semester credit hour course options.

**COMMENT:** Alvin Community College had concerns about the sequencing of the courses and the grouping of the clinical/practicum courses into one 8-SCH group.

**COMMITTEE RESPONSE:** Colleges are allowed to set their own sequence of courses with respect to exit points and clinical experiences.

**COMMENT:** Collin College commented on the importance of allowing the clinical/practicum portion of the program to have a range of SCHs.

**COMMITTEE RESPONSE:** The proposed Program of Study does not specify the length or number of clinical/practicum courses.

**COMMENT:** Temple College commented that Medical Emergencies (EMSP 2434) is not traditionally offered in the second semester or with the 2nd clinical course; Cardiology is usually offered in the second semester, which prepares the student to interpret ECGs which are part of the findings needed to support a diagnosis for specific disease processes covered in Medical Emergencies; and Medical Emergencies is then offered in the 3rd semester of the program. Medical Emergencies and Cardiology should not be offered in the same semester because this load would cause significant stress for the student.

**COMMITTEE RESPONSE:** The proposed Program of Study does not restrict a college from setting the sequence or timing (semester) in which the courses are taken within the program.

**COMMENT:** Austin Community College commented that they offer EMSP 1501 and 1160 outside of the paramedic program and only require the certification, regardless of where it was

obtained. Also, CoAEMSP is currently highly recommending incorporation of research in paramedic education such as what is taught in EMSP 2352 "EMS Research."

**COMMITTEE RESPONSE:** Students who already have EMT Certification are not required to take the six-SCH sequence in the Paramedic program. Also, colleges may add up to six SCH of coursework (based on their selection of the minimum credit hour options for some or all courses) to complete the program.

**COMMENT:** San Jacinto College-North Campus requested clarification on the statement "EMT Certification required for enrollment in Paramedic program. Students without EMT certification should take EMSP 1501 + EMSP 1160/1166 or EMSP 1401 + EMSP 1260/1266 prior to enrolling in the Paramedic program."

Also, their program requires that the student complete Advanced AEMT (EMSP 1338, 1355, 1356, and 1260) prior to enrolling into their Paramedic courses, and that the student also be certified as a Texas DSHS EMT-Basic or NREMT-Basic to attend AEMT or Paramedic clinicals. Anatomy and Physiology is an important component of EMS education and should be incorporated into the curriculum.

**COMMITTEE RESPONSE:** Students who already have EMT Certification are not required to take the six-SCH sequence in the Paramedic program.

The proposed program of study does not restrict a college from setting the sequence of courses or prerequisite requirements within the program.

Colleges may add up to six SCH of either technical or general education coursework (based on their selection of the minimum credit hour options for some or all courses) to complete the program. Institutions may include Anatomy and Physiology in the General Education coursework.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-R (3)

Consideration of adopting the Health Science Program of Study Advisory Committee's recommendation to the Committee relating to courses required for Occupational Therapy Assistant

RECOMMENDATION: Approval

Background Information:

The Health Science Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Health Science Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Health Science POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Rehabilitative Services POS Subcommittee was created to identify the block of courses that should be included in the Occupational Therapy Assistant POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the degree program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Health Science POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Occupational Therapy Assistant POS Curriculum.

**Recommendations of the Health Science  
Program of Study Advisory Committee**

**Occupational Therapy Assistant Program of Study**

1. The Health Science Program of Study Advisory Committee recommends adoption of the Occupational Therapy Assistant Program of Study curriculum. The Program of Study Curriculum of Occupational Therapy Assistant shall consist of no more than 26 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

Table 1 shows the curriculum the advisory committee proposes for Coordinating Board approval.

**Table 1: Proposed Occupational Therapy Assistant Program of Study Curriculum**

<b>OCCUPATIONAL THERAPY ASSISTANT</b>			
<b>Discipline Courses</b>		<b>(MAX) SCH Subtotal:</b>	<b>26</b>
<i>Course Title</i>	<i>Course#</i>	<i>SCH</i>	
Human Structure and Function	OTHA 1309/1409	3-4	
Therapeutic Interventions I	OTHA 1319/1419	3-4	
Therapeutic Use of Occupations or Activities I	OTHA 1315/1415	3-4	
Therapeutic Interventions II	OTHA 2305/2405	3-4	
Therapeutic Use of Occupations or Activities II	OTHA 2302/2402	3-4	
<b>SUBTOTAL: Discipline Courses</b>		<b>SCH Subtotal:</b>	<b>15-20</b>
<b>General Education Courses</b>			
Composition I	ENGL 1301	3	
Math	MATH x3xx	3	
<b>SUBTOTAL: General Education Courses</b>		<b>SCH Subtotal:</b>	<b>6</b>
		<b>SCH Subtotal:</b>	<b>21-26</b>
<b>Local Specialty Elective Technical Courses*</b>		<b>SCH Subtotal:</b>	<b>19-24</b>
<b>TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)</b>			<b>60</b>
*Colleges may select additional courses to complete a maximum of 60 SCH			

- The Accreditation Council for Occupational Therapy Education (ACOTE) is recognized as the accrediting agency for occupational therapy education by both the U.S. Department of Education and the Council for Higher Education Commission (AOTA, 2016). ACOTE Standard 6.7 (2011) states, "the program's curriculum design must reflect the mission and philosophy of both the occupational therapy assistant program and the institution and must provide the basis for program planning, implementation, and evaluation." Therefore, each occupational therapy educational program at both the graduate and undergraduate level develops a "unique" philosophy, forming the foundation for the program curriculum, reflective of the program and its institution. The curriculum and the program's unique curricular threads guide the sequencing and selection of coursework and the method in which accreditation standards are distributed throughout the coursework.
- Each Occupational Therapy Assistant program is allowed the flexibility to develop and implement its unique program of study, guided by their individual curriculum designs, to meet ACOTE accreditation standards.
- General Education courses in Composition I (ENGL 1301, 3 SCH) and Math (MATH x3xx, 3 SCH) were recommended for the Occupational Therapy Assistant Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on October 5, 2017. The 30-day comment period ended on November 6, 2017. The following comments were received and reviewed by the committee.

**COMMENT:** Lone Star College-Kingwood made the following comments:

- The proposed POS does not include over 50% of the courses in our current curriculum—vital courses are omitted such as our capstone course
- The proposed POS includes a course that we would NOT consider including in our curriculum: OTHA 2305 Therapeutic Interventions II
- OTA programs curriculum design reflects the philosophy and mission of each program and is developed at program level and has been approved by ACOTE. Changes in the curriculum should be determined and developed at program level
- The proposed changes would result in our program re-designing our curriculum and it would not be in congruence with our philosophy and mission
- The removal of the fieldwork courses which is how students get their hands-on experiences.

**COMMITTEE RESPONSE:**

- Colleges may add up to 30 semester credit hours (SCH) of Occupational Therapy Assistant coursework to complete the program.
- The course OTHA 2305 Therapeutic Interventions II in the Workforce Education Course Manual (WECM) has a description that is virtually identical in scope with the OTHA 2331 Physical Function course.
- The proposed Program of Study is not intended to alter the philosophy and mission of existing programs. The committee allowed for flexibility in the Program of Study to meet accreditation standards, regional needs, and avoid conflicts in clinical education placements.
- The changes proposed would not require a change in a curriculum re-design that would detract from the philosophy and mission as the changes allow for up to 30 SCH of variability of coursework to fit the individual needs of the Lone Star College-Kingwood program.
- Colleges may add up to 30 SCH of Occupational Therapy Assistant coursework to complete the program.

**COMMENT:** Tarrant County College commented that there is no type of documentation course in the proposed POS.

**COMMITTEE RESPONSE:** The proposed Program of Study is not intended to include all of the courses in the curriculum for the program. The committee also allowed for flexibility in the Program of Study to meet accreditation standards, regional needs, and avoid conflicts in clinical education placements. Colleges may add up to 30 SCH of Occupational Therapy Assistant coursework to complete the program.

**COMMENT:** Lone Star College-Tomball made supportive comments about the inclusion of flexibility with regard to the unique nature of each of the occupational therapy assistant

programs within the state, and that the proposed courses in the program of study will work well with very little need for program adjustment.

**COMMITTEE RESPONSE:** No committee response required.

**COMMENT:** Laredo Community College commented that they currently offer 4 of the 6 recommended courses, but they are willing to modify their curriculum to include the additional two courses to meet the recommendations of the committee.

**COMMITTEE RESPONSE:** No committee response required.

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

## Committee on Academic and Workforce Success

### AGENDA ITEM V-R (4)

#### Consideration of adopting the Health Science Program of Study Advisory Committee's recommendation to the Committee relating to courses required for Physical Therapist Assistant

RECOMMENDATION: Approval

#### Background Information:

The Health Science Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Health Science Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Health Science POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Rehabilitative Services POS Subcommittee was created to identify the block of courses that should be included in the Physical Therapist Assistant POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the degree program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Health Science POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Physical Therapist Assistant POS Curriculum.

### **Recommendations of the Health Science Program of Study Advisory Committee**

#### **Physical Therapist Assistant Program of Study**

1. The Health Science Program of Study Advisory Committee recommends adoption of the Physical Therapist Assistant Program of Study curriculum. The Program of Study Curriculum of Physical Therapist Assistant shall consist of no more than 51 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

Table 1 shows the curriculum the advisory committee proposes for Coordinating Board approval.

**Table 1: Proposed Physical Therapist Assistant Program of Study Curriculum**

<b>PHYSICAL THERAPIST ASSISTANT</b>		
<b>Discipline Courses</b>	<b>(MAX) SCH Subtotal:</b>	<b>51</b>
<i>Course Title</i>	<i>Course#</i>	<i>SCH</i>
<b>PRE-CLINICAL PHASE:</b>		
Introduction to Physical Therapy	PTHA 1309/1409	3-4
The Profession of Physical Therapy	PTHA 1201/1301	2-3
Functional Anatomy	PTHA 1313/1413	3-4
Pathophysiology for the Physical Therapist Assistant	PTHA 1321	3
Physical Agents	PTHA 1431/1531	4-5
Basic Patient Care Skills	PTHA 1305/1405	3-4
Essentials of Data Collection	PTHA 2201/2301	2-3
Therapeutic Exercise	PTHA 2409/2509	4-5
Communication in Health Care	PTHA 1225/1325	2-3
<b>TRANSITIONAL PHASE:</b>		
Rehabilitation Techniques	PTHA 2435/2535	4-5
Neurology	PTHA 2205/2305	2-3
Management of Neurological Disorders	PTHA 2431/2531	4-5
<b>CAPSTONE PHASE:</b>		
Issues in Health Care	PTHA 2217/2317	2-3
Professional Issues	PTHA 2239/2339	2-3
<b>SUBTOTAL: Discipline Courses</b>	<b>SCH Subtotal:</b>	<b>40-51</b>
<b>Local Specialty Elective Technical Courses*</b>	<b>SCH Subtotal:</b>	<b>0-11</b>
<b>TOTAL - Program of Study recommendations (MAX 66 SCH with 15 SCH General Education)</b>		<b>66</b>
*Colleges may select additional courses to complete a maximum of 66 SCH		

- The PTA Program of Study is a guide in sequencing the curriculum in Texas PTA Programs. The POS allows for flexibility so that each PTA program can adjust its curriculum to best meet the needs in the area that the program serves.
- Physical Therapist Assistant POS curriculum is categorized into three phases:
  - Pre-Clinical Phase – Recommended courses prior to first clinical experience
  - Transitional Phase – Recommended courses following initial clinical experience
  - Capstone Phase – Recommended final didactic courses
- No specific General Education courses were recommended with the Physical Therapist Assistant Program of Study curriculum.



5. Physical Therapist Assistant programs determine appropriate practicum/clinical sequencing based on a variety of factors, including local clinical site availability, stakeholder input, industry needs, and stated objectives.
6. Students in good academic standing should complete Year 1 prior to transfer attempt.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on March 14, 2018. The 30-day comment period ended on April 13, 2018. The following comments were received and reviewed by the committee.

**COMMENT:** Del Mar College commented that PTHA 1305/1405 should be Basic Patient Care Skills (currently has Best Patient Care Skills).

**COMMITTEE RESPONSE:** The course title has been corrected.

**COMMENT:** South Texas College, San Jacinto College-South Campus, and Houston Community College made the following comment:

The Texas Alliance of PTA Educators (TAPTAE) agree that the PTA program of study is appropriate, well designed, and provides a workable guide to development of future PTA curriculum. TAPTAE requests the following information be included in the PTA POS: "The PTA Program of Study is a guide in sequencing the curriculum in Texas PTA Programs. The POS allows for flexibility so that each PTA Program can adjust its curriculum to best meet the needs in the area that the Program serves."

**COMMITTEE RESPONSE:** The information has been added to the Program of Study as requested.

**COMMENT:** Victoria College submitted the following comments:

- We do not offer Introduction to Physical Therapy or Communication in Health Care. The material in the Introduction to Physical Therapy is in our Basic Patient Care Skills course and we require the students to take the college-wide Interpersonal Communication course in lieu of the Communication in Health Care. Adding these courses would require hiring more adjuncts or adding to their load, possibly causing the college's full time FTE to go up. This might not be fiscally advantageous for the college since it is a rural college so finding qualified instructors is difficult.
- Another problem is that not each program teaches the same content in each course. Additionally, program content may be tested at different levels that may differ from program to program (written test only, or demonstration of the skill for competence).

**COMMITTEE RESPONSE:**

- The subcommittee reviewed curricula in all Texas PTA programs and proposed a Program of Study that most closely matched the curriculum in the majority of programs. The committee also allowed for flexibility in the Program of Study to meet accreditation standards, regional needs, and avoid conflicts in clinical education placements.
- The validating of skills may be implemented at the program level if the need arises with a transfer student.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-R (5)

Consideration of adopting the Health Science Program of Study Advisory Committee's recommendation to the Committee relating to courses required for Radiologic Technology

RECOMMENDATION: Approval

Background Information:

The Health Science Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Health Science Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Health Science POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Radiologic Technology POS Subcommittee was created to identify the block of courses that should be included in the Radiologic Technology POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the degree program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Health Science POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Radiologic Technology POS Curriculum.

**Recommendations of the Health Science  
Program of Study Advisory Committee**

**Radiologic Technology Program of Study**

1. The Health Science Program of Study Advisory Committee recommends adoption of the Radiologic Technology Program of Study curriculum. The Program of Study Curriculum of Radiologic Technology shall consist of no more than 33 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

Table 1 shows the curriculum the advisory committee proposes for Coordinating Board approval.

**Table 1: Proposed Radiologic Technology Program of Study Curriculum**

<b>RADIOLOGIC TECHNOLOGY</b>			
<b>Discipline Courses</b>		<b>(MAX) SCH Subtotal:</b>	<b>33</b>
<u>Course Title</u>	<u>Course#</u>	<u>SCH</u>	
Introduction to Radiography and Patient Care*	RADR 1309/1409	3-4	
Basic Radiographic Procedures	RADR 1311/1411	3-4	
Principles of Radiographic Imaging I	RADR 1213/1313	2-3	
Intermediate Radiographic Procedures	RADR 2301/2401	3-4	
Principles of Radiographic Imaging II	RADR 2205/2305	2-3	
Radiographic Imaging Equipment	RADR 2209/2309	2-3	
Radiation Biology and Protection	RADR 2213/2313	2-3	
Radiographic Pathology	RADR 2117/2217	1-2	
Radiologic Technology Seminar	RADR 2235/2335	2-3	
Advanced Radiographic Procedures**	RADR 2331/2431	3-4	
<b>SUBTOTAL: Discipline Courses</b>		<b>SCH Subtotal:</b>	<b>23-33</b>
<b>Local Specialty Elective Technical Courses***</b>		<b>SCH Subtotal:</b>	<b>16-26</b>
<b>TOTAL - Program of Study recommendations (MAX 64 SCH with 15 SCH General Education)</b>			<b>64</b>
* RADR 1x01 Introduction to Radiography and RADR 1x03 Patient Care can be substituted for RADR 1x09 Introduction to Radiography and Patient Care ** Changes to WECM Course Descriptions and Outcomes *** Colleges may select additional courses to complete a maximum of 64 SCH			

2. No specific General Education courses were recommended with the Radiologic Technology Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on March 14, 2018. The 30-day comment period ended on April 13, 2018. The following comments were received and reviewed by the committee.

**COMMENT:** Houston Community College submitted the following comments:

- We no longer offer Principles of Radiography Imaging II (RADR 2205/2305) because much of the material covered in this class is no longer on the registry or a required base of knowledge.
- Advanced Medical Imaging (RADR 2233/2333) is not on the list but is necessary.

**COMMITTEE RESPONSE:**

- Although the ARRT removed the film/screen topics from their certification exam, they replaced it with digital imaging content. So the net amount of exam content was not affected.
- The committee doesn't believe the ARRT stresses advanced modalities enough to warrant having a whole course just on that. The advanced imaging modalities could be covered in either RADR 2305 or RADR 2309. As long as all of the course objectives for each of these courses is met in some form in the program courses, the Program of Study requirements are being met.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-S (1)

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

RECOMMENDATION:           Approval

Background Information:

The 85th Texas Legislature continued support for the Autism Grant Program, which was originally established in 2015 through the passage of Senate Bill 1, Article III, Section 50, 85th Texas Legislature, Regular Session. The program provides competitively awarded grants in support of Autism Spectrum Disorder (ASD) research and to expand treatments for children with ASD in Texas. Eligibility is limited to Texas public and independent institutions of higher education, which currently have a center conducting research and treatment of ASD.

An initial RFA was issued for the 2018 to 2019 biennium in May 2018, with 12 awards made to support two-year grants. Awards were made in the areas of Parent-directed Treatment, Teacher/Paraprofessional Training, and Innovative Treatment Models.

A second RFA, expected to be released in fall 2018, will request proposals for the Parent-directed Treatment category. Applications will be evaluated by agency staff and by a group of outside expert reviewers. Approximately \$1.8 million will be available for awards in Fiscal Year 2019.

Coordinating Board staff gathers data on the effectiveness of the programs and submits an annual report by September 1 of each year to the Legislative Budget Board, the Office of the Governor, the chair of the House Appropriations Committee, the chair of the Senate Finance Committee, the speaker of the house, and the lieutenant governor. The report is submitted each year to the Texas Higher Education Coordinating Board's July Quarterly Board Meeting.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-S (2)

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Minority Health Research and Education Grant Program

RECOMMENDATION:           Approval

Background Information:

The Minority Health Research and Education Grant Program (MHGP) was established as a result of the State's Tobacco Lawsuit Settlement and as codified in the Texas Education Code, Sections 63.301 through 63.302. Grants are funded by the interest earnings from the permanent fund for the program, which was created in 1999 as a result of the Settlement. The Coordinating Board requests applications from public and private accredited general academic and health-related institutions to award grants.

For Fiscal Year 2018, grants were awarded under MHGP to support projects focusing on student recruitment and retention in health degree programs that had previously reported low percentages of graduates among traditionally under-represented minority students. Clinical placement is a known challenge for program enrollment capacity in health professions education. The RFA for Fiscal Year 2019 will solicit educational projects to support eligible institutions' efforts in providing clinical training experiences to students. Sustainable academic-clinical partnerships will be developed in communities with health disparities, particularly those faced by minority populations. Consistent with the goals of *60x30TX*, the RFA focuses on acquisition of marketable skills and program completion through expanded enrollment.

The RFA is expected to be released in spring 2019. Applications will be evaluated by agency staff based on a standard set of criteria, and the highest scored applications will be recommended for grant awards. Approximately \$1.5 million will be available for awards in Fiscal Year 2019.

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-T

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

Original Project Cost: Up to \$2,250,000  
Additional Funding Request: \$650,000  
New Total Project Cost: Up to \$2,900,000  
Source of Funds: Strategy: Developmental Education  
Authority: General Appropriations Act, Senate Bill 1, Article III, Section 33  
85th Texas Legislature, Regular Session

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (THECB) released a Request for Applications (RFA) for the 2018 College Readiness and Success Models for 60x30TX (CRSM-2018) in order to award “funding based on completions” grants that support scaling and enhancing comprehensive strategies and activities to accomplish the priorities of the agency for achieving the goals and targets of the state’s higher education strategic plan, *60x30TX*.

The RFA was released specifically to support House Bill (HB) 2223, 85th Texas Legislature, Regular Session, which requires all Texas public institutions of higher education to develop and implement corequisite models and ensure that a certain percentage of their students enrolled in developmental education be enrolled in such models. In order to support colleges as they develop and implement corequisite models required by HB 2223, this grant request sought applications from interested institutions of higher education at various stages of development and scaling in preparation for the first phase, effective fall 2018.

The THECB received 38 applications, the most it has ever received for such solicitations. Because of the number of high-quality applications, the evaluation committee recommended that 18 grants be awarded to community colleges and universities representing regions throughout the state, with the capacity to directly impact up to 40,000 students over the grant period—nearly one quarter of all entering, underprepared first time in college students (fall 2016).

Staff is requesting that the initial approval to award \$2,250,000 (Board Meeting, July 27, 2017, Agenda Item X-P (5)) be increased by \$650,000 in order to support more institutions as they scale and enhance their corequisite models.

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



Committee on Academic and Workforce Success

AGENDA ITEM V-U (1)

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

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting a member appointment for the Graduate Education Advisory Committee (GEAC) to replace Dr. JoAnn Canales, former Dean of the College of Graduate Studies at Texas A&M University-Corpus Christi (TAMU-CC). TAMU-CC requested that the new Dean of the College of Graduate Studies, Dr. Karen McCaleb, serve as the institution's GEAC representative. Dr. Canales' term ends August 31, 2019.

Coordinating Board staff is requesting a member appointment for the Graduate Education Advisory Committee (GEAC) to replace Dr. DeBrenna Agbenyiga, former Vice Provost and Dean of the Graduate School at The University of Texas at San Antonio (UTSA). UTSA requested that the Interim Senior Vice Provost for Institutional Effectiveness and Strategic Initiatives; Interim Dean of Graduate School, Dr. Can Saygin, serve as the institution's GEAC representative. Dr. Agbenyiga's term ends August 31, 2019.

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

Nominees' current position and highest degree awarded:

**Karen McCaleb**, Interim Dean for the College of Graduate Studies, Texas A&M University-Corpus Christi  
EdD in Special Education, University of Northern Colorado

**Can Saygin**, Interim Senior Vice Provost for Institutional Effectiveness and Strategic Initiatives; Interim Dean of the Graduate School, The University of Texas at San Antonio  
PhD in Mechanical Engineering, Middle East Technical University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-U (2)

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

RECOMMENDATION: Approval

Background Information:

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

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

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

Two-year institution nominees' current position and highest degree awarded:

**Angelica Chapa**, Associate Professor, Del Mar College

PhD in Animal Science, Ruminant Nutrition, and Nutritional Physiology, Louisiana State University

**Elizabeth Coccia**, Department Chair, Austin Community College

EdD in Educational Administration/Adult Education, The University of Texas at Austin

**Trenton Denton**, Professor, San Jacinto College

MA in Fitness and Human Performance, University of Houston-Clear Lake

**Susan Forshaw-Evans**, Professor, Collin College

MA in Physical Education, Texas Woman's University

**Monica Gonzales**, Faculty, Lone Star College

EdD, Administration Leadership for Teaching and Learning, Walden University

**Bonny Johnson**, Department Chair, Alvin Community College  
MS in Physical Education, University of Houston

**Shelly Peacock**, Department Head, Blinn College  
PhD in Health Education, Texas A&M University

**Armando Perez**, Department Chair, Laredo College  
PhD in Curriculum and Instruction, Texas A&M University

**Becky Railsback**, Head Athletic Trainer, McLennan Community College  
MS in Education/Athletic Training, Baylor University

**Tammy Samarripa**, Department Chair, Central Texas College  
MS in Public Health, American Military University

**Cheryl Startzell**, Department Chair, San Antonio College  
MA in Health Services Management, Webster University

Four-year institution nominees' current position and highest degree awarded:

**Holli Booe**, Director of Didactic Program in Dietetics, Texas Tech University  
MS in Nutrition, Texas A&M University

**Quynh Dang**, Associate Professor, Texas A&M University-Commerce  
PhD in Kinesiology, Texas Woman's University

**Gene Farren**, Assistant Professor, West Texas A&M University  
PhD in Educational Psychology, University of North Texas

**Jeff Housman**, Associate Professor, Texas State University  
PhD in Health Education, Texas A&M University

**Jean Keller**, Professor, University of North Texas  
EdD, Recreation & Leisure Studies, University of Georgia

**Laura Lashinger**, Assistant Professor, The University of Texas at Austin  
PhD in Cancer Biology, The University of Texas Health Sciences Center-Houston/M.D.  
Anderson Cancer Center

**Amy McKay**, Assistant Professor, Tarleton State University  
MEd in Physical Education, Tarleton State University

**Beth McNeill**, Associate Professor, Texas A&M University  
PhD in Health Education, Texas A&M University

**Bess Sirmon-Taylor**, Associate Dean, The University of Texas at El Paso  
PhD in Linguistics, University of Georgia

**Michael Wiblishauser**, Assistant Professor, University of Houston-Victoria  
PhD in Health Education, University of Toledo

**Zenong Yin**, Professor, The University of Texas at San Antonio  
PhD in Physical Education and Exercise Science, the University of Southern California-Los Angeles

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-U (3)

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:

Coordinating Board staff is requesting two member appointments for the Learning Technology Advisory Committee (LTAC) to replace Dr. Michelle Durán, former Assistant Vice President for Teaching and Learning at Texas A&M University-Kingsville (TAMU-K), and Ms. Janet Kamps, former Coordinator, Distance Education at Stephen F. Austin State University (SFASU). TAMU-K requested that the Interim Director for Distance Learning & Instructional Technology, Mr. Rolando Garza, serve as its institution's LTAC representative, and SFASU requested that the Interim Director for the Center for Teaching and Learning, Ms. Mary Smith, serve as its institution's LTAC representative. Dr. Durán's term would have ended on August 31, 2021 and Ms. Kamps' term would have ended on August 31, 2019.

Coordinating Board Rules, Section 1.135, establishes the Learning Technology Advisory Committee to provide advice and recommendations to the Board regarding the role that learning technology plays in Texas higher education. The committee consists of 24 administrators, faculty, and other persons closely involved in the oversight of distance education and computer assisted instruction at Texas institutions of higher education. The members are appointed for three-year staggered terms. The committee meets four to six times per year.

Nominee's current position and highest degree awarded:

**Rolando Garza**, Interim Director for Distance Learning & Instructional Technology, Texas A&M University-Kingsville

MS in Instructional Technology, Texas A&M University-Kingsville

**Mary Smith**, Interim Director for the Center for Teaching and Learning, Stephen F. Austin State University

MED in Educational Technology, Texas A&M University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-U (4)

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

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Multidisciplinary Studies 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 Multidisciplinary Studies (AAT) degree program into which the student transfers. Students completing the Multidisciplinary Studies (AAT) FOS shall receive full academic credit toward the degree program for the block of courses transferred.

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

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

Two-year institution nominees' current position and highest degree awarded:

**Joanne Baham**, Faculty, Hill College  
MEd in Leadership and Advocacy, National Louis University

**Sue Crowson**, Professor, Del Mar College  
PhD in Rhetoric and British Literature, Texas Woman's University

**Amie DeLeon**, Professor, Palo Alto College  
EdD in Education Leadership, Texas A&M University-Kingsville

**Courtenay Jauregui**, Professor, Collin College  
MEd in Curriculum and Instruction, Arizona State University

**Amy Jones**, Department Head, Blinn College  
MEd in Curriculum and Instruction, Texas A&M University

**Teresa Lattier**, Faculty, Lee College  
MEd in Education, The University of Texas at Tyler

**Barbara Lynn**, Program Director, Wharton County Junior College  
MA in Child Development and Family Relationships, The University of Texas at Austin

**Denise McKown**, Department Chair, Midland College  
MA in Education, The University of Texas of the Permian Basin

**Shereah Taylor**, Associate Professor, Tarrant County College-South Campus  
EdD in Curriculum and Instruction, Texas Wesleyan University

**Crystal Tewes**, Professor, San Jacinto Community College  
MEd in Health Education, University of Houston

**Teresa Wallace**, Instructor, Vernon College  
MFS in Child Development, Texas Woman's University

**Susan Wyatt**, Faculty, Eastfield College  
PhD in Child Development, Texas Woman's University

Four-year institution nominees' current position and highest degree awarded:

**Melissa Becker**, Professor, Tarleton State University  
EdD in Curriculum and Instruction, Baylor University

**Donna Brasher**, Associate Director for Student Services/Certification Officer, Texas Tech University  
MEd in Middle Management, Lubbock Christian University

**Anthony Brown**, Professor, The University of Texas-Austin  
PhD in Curriculum and Instruction, University of Wisconsin-Madison

**Christal Burnett-Sanchez**, Department Chair, University of Houston-Downtown  
EdD in International Educational Development, Teachers College at Columbia University

**Annamary Consalvo**, Associate Professor, The University of Texas at Tyler  
PhD in Education, The University of Texas at Austin

**Daphney Curry**, Assistant Professor, Midwestern State University  
PhD in Literacy and Language Studies, University of North Texas

**Belinda Flores**, Associate Dean, The University of Texas-San Antonio  
PhD in Curriculum and Instruction, The University of Texas at Austin

**Brandon Fox**, Associate Professor, Stephen F. Austin State University  
PhD in Curriculum and Instruction, Texas A&M University

**Barba Patton**, Professor, University of Houston-Victoria  
EdD in Education, University of Houston

**Sandra Stewart**, Associate Dean, Sam Houston State University  
EdD in Educational Leadership, Stephen F. Austin State University

**James Telese**, Professor, The University of Texas Rio Grande Valley  
PhD in Curriculum and Instruction, Texas A&M University

**Patrice Werner**, Associate Dean, Texas State University  
PhD in Reading Education, University of North Texas

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-U (5)

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:

Coordinating Board staff requests a member appointment for the Undergraduate Education Advisory Committee (UEAC). The UEAC, in accordance with Coordinating Board Rules, Chapter 1, Subchapter R, Rule 1.206, was created to provide the Board with advice and recommendations regarding undergraduate education.

The UEAC was established in 2006 and includes representatives from public community and technical colleges, universities, and health-related institutions, independent colleges and universities, and one non-voting student member. Voting members serve three-year, staggered terms. The committee meets at least twice a year.

The member appointment for the UEAC would replace Dr. Dawn Remmers, Executive Associate Professor of English and Director of the Johnson Center at Austin College. Austin College requested that Dr. Randi Tanglen serve as a replacement member. If appointed, Dr. Tanglen would serve the remaining portion of Dr. Remmers' term, which ends August 31, 2019.

Nominee's current position and highest degree awarded:

**Randi Tanglen**, Associate Professor of English and Director of the Johnson Center, Austin College.

PhD in English, University of Arizona, Tucson, Arizona

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

Committee on Academic and Workforce Success

AGENDA ITEM V-V (1)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 1, Subchapter O, Sections 1.1.85 and 1.1.87 of Board rules concerning the Learning Technology Advisory Committee

RECOMMENDATION:           Approval

Background Information:

The intent of these amendments is to clarify the statutory authority for the Learning Technology Advisory Committee in Rule 1.185 and to correct a grammatical error in Rule 1.187.

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

Date approved by the Commissioner for publication in the *Texas Register*: July 16, 2018

Date Published in the *Texas Register*: July 27, 2018

The 30-day comment period with the *Texas Register* ended on: August 27, 2018

No comments were received.

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

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

1.185 Authority and Specific Purposes of the Learning Technology Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas ~~Government~~ [Education] Code, Chapter 2110, §2110.0012.

(b) Purposes. The Learning Technology Advisory Committee is created to provide the Board with advice and recommendation(s) regarding the role that learning technology plays in Texas higher education.

1.186 No Changes.

1.187 Committee Membership and Officers

(a) Membership shall consist of administrators, faculty, and other persons closely involved in the oversight of distance education and computer assisted instruction at Texas institutions of higher education.

(b) Membership on the committee should include:

- (1) ten representatives of public community and technical colleges;
- (2) ten representatives of public universities;
- (3) two representatives of public health-related institutions;
- (4) one representative from a Texas private institution; and
- (5) one non-voting student representative.

(c) Interested persons, such as chief academic officers, and legislative and governmental relations staff shall be regularly advised of committee meetings.

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

(e) Members of the committee shall select the presiding officer, who will be responsible for conducting meetings and conveying committee recommendations to the Board. A co-chair may also be elected to serve in the presiding officer's stead as needed.

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

1.188 - 1.191 No Changes.

Committee on Academic and Workforce Success

AGENDA ITEM V-V (2)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules, Chapter 27, Subchapter DD, Sections 27.681 – 27.687 of Board rules concerning the establishment of the Communication Disorders Sciences and Services Field of Study Advisory Committee

RECOMMENDATION:           Approval

Background Information:

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

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

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

The proposed rules establish the Communication Disorders Sciences and Services 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 Communication Disorders Sciences and Services 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 Communication Disorders Sciences and Services degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Communication Disorders Sciences and Services Field of Study Curriculum as determined by the Board.

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

Date approved by the Commissioner for Publication in the *Texas Register*: July 16, 2018

Date published in the *Texas Register*: July 27, 2018

The 30-day comment period with the Texas Register ended on: August 27, 2018

No comments were received.

## Chapter 27 – Fields of Study

## Subchapter DD – Communication Disorders Sciences and Services Field of Study Advisory Committee

27.681 Authority and Specific Purposes of the Communication Disorders Sciences and Services Field of Study Advisory Committee

27.682 Definitions

27.683 Committee Membership and Officers

27.684 Duration

27.685 Meetings

27.686 Tasks Assigned to the Committee

27.687 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.681 Authority and Specific Purposes of the Communication Disorders Sciences and Services 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 Communication Disorders Sciences and Services Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Communication Disorders Sciences and Services field of study curricula.

27.682 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).

27.683 Committee Membership and Officers.

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

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

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

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

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

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

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

#### 27.684 Duration.

The Committee shall be abolished no later than October 30, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 27.685 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.

#### 27.686 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Communication Disorders Sciences and Services Field of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Communication Disorders Sciences and Services Field of Study Curricula; and

(3) Any other issues related to the Communication Disorders Sciences and Services Field of Study Curricula as determined by the Board.

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

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

Committee on Academic and Workforce Success

AGENDA ITEM V-V (3)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules, Chapter 27, Subchapter EE, Sections 27.701 – 27.707 of Board rules concerning the establishment of the Fine and Studio Arts Field of Study Advisory Committee

RECOMMENDATION:           Approval

Background Information:

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

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

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

The proposed rules establish the Fine and Studio Arts 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 Fine and Studio Arts 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 Fine and Studio Arts degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Fine and Studio Arts Field of Study Curriculum as determined by the Board.

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

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No comments were received.



## Chapter 27 – Fields of Study

## Subchapter EE – Fine and Studio Arts Field of Study Advisory Committee

27.701 Authority and Specific Purposes of the Fine and Studio Arts Field of Study Advisory Committee

27.702 Definitions

27.703 Committee Membership and Officers

27.704 Duration

27.705 Meetings

27.706 Tasks Assigned to the Committee

27.707 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.701 Authority and Specific Purposes of the Fine and Studio Arts 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 Fine and Studio Arts Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Fine and Studio Arts field of study curricula.

27.702 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).

27.703 Committee Membership and Officers.

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

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

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

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

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

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

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

#### 27.704 Duration.

The Committee shall be abolished no later than October 30, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 27.705 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.

#### 27.706 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

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

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

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

Committee on Academic and Workforce Success

AGENDA ITEM V-V (4)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules, Chapter 27, Subchapter FF, Sections 27.721 – 27.727 of Board rules concerning the establishment of the Journalism Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

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

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

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

The proposed rules establish the Journalism 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 Journalism 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 Journalism degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Journalism Field of Study Curriculum as determined by the Board.

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

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No comments were received.

## Chapter 27 – Fields of Study

### Subchapter FF – Journalism Field of Study Advisory Committee

27.721 Authority and Specific Purposes of the Journalism Field of Study Advisory Committee

27.722 Definitions

27.723 Committee Membership and Officers

27.724 Duration

27.725 Meetings

27.726 Tasks Assigned to the Committee

27.727 Report to the Board; Evaluation of Committee Costs and Effectiveness

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

27.722 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).

27.723 Committee Membership and Officers.

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

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

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

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

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

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

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

#### 27.724 Duration.

The Committee shall be abolished no later than October 30, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 27.725 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.

#### 27.726 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

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

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

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

Committee on Academic and Workforce Success

AGENDA ITEM V-V (5)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules, Chapter 27, Subchapter GG, Sections 27.741 – 27.747 of Board rules concerning the establishment of the Animal Sciences Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

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

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

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

The proposed rules establish the Animal Sciences 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 Animal Sciences 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 Animal Sciences degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Animal Sciences Field of Study Curriculum as determined by the Board.

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

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No comments were received.

## Chapter 27 – Fields of Study

### Subchapter GG – Animal Sciences Field of Study Advisory Committee

#### 27.741 Authority and Specific Purposes of the Animal Sciences Field of Study Advisory Committee

#### 27.742 Definitions

#### 27.743 Committee Membership and Officers

#### 27.744 Duration

#### 27.745 Meetings

#### 27.746 Tasks Assigned to the Committee

#### 27.747 Report to the Board; Evaluation of Committee Costs and Effectiveness

#### 27.741 Authority and Specific Purposes of the Animal Sciences 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 Animal Sciences Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Animal Sciences field of study curricula.

#### 27.742 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).

#### 27.743 Committee Membership and Officers.

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

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

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

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

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

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

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

#### 27.744 Duration.

The Committee shall be abolished no later than October 30, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 27.745 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.

#### 27.746 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

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

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

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



Committee on Academic and Workforce Success

AGENDA ITEM V-V (6)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules, Chapter 27, Subchapter HH, Sections 27.761 – 27.767 of Board rules concerning the establishment of the Agricultural Business and Management Field of Study Advisory Committee

RECOMMENDATION:           Approval

Background Information:

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

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

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

The proposed rules establish the Agricultural Business and Management 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 Agricultural Business and Management 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 Agricultural Business and Management degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Agricultural Business and Management Field of Study Curriculum as determined by the Board.

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

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No comments were received.

## Chapter 27 – Fields of Study

## Subchapter HH – Agricultural Business and Management Field of Study Advisory Committee

## 27.761 Authority and Specific Purposes of the Agricultural Business and Management Field of Study Advisory Committee

## 27.762 Definitions

## 27.763 Committee Membership and Officers

## 27.764 Duration

## 27.765 Meetings

## 27.766 Tasks Assigned to the Committee

## 27.767 Report to the Board; Evaluation of Committee Costs and Effectiveness

## 27.761 Authority and Specific Purposes of the Agricultural Business and Management 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 Agricultural Business and Management Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Agricultural Business and Management field of study curricula.

## 27.762 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).

## 27.763 Committee Membership and Officers.

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

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

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

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

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

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

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

#### 27.764 Duration.

The Committee shall be abolished no later than October 30, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 27.765 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.

#### 27.766 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Agricultural Business and Management Field of Study Curricula;

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

(3) Any other issues related to the Agricultural Business and Management Field of Study Curricula as determined by the Board.

#### 27.767 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.