

TEXAS HIGHER EDUCATION COORDINATING BOARD
Academic Quality and Workforce

Academic Course Guide Manual Advisory Committee

May 7, 2019

Summary Notes (Approved)

Members present: Norma Perez (Co-chair), Paul Bernazzani (Co-chair), Needha Boutte-Queen, Brent Colwell, Ricky Dobbs, Samuel Echevarria-Cruz, Elizabeth Erhart, Juan Garcia (phone-in), Jonda Halcomb, Mark Hartlaub, Catherine Howard (phone-in), Rahime-Malik Howard, Amber Kelly, Lisa Lacher, Ashley Purgason (phone-in), Robert Riza, John Spencer, Joshua Villalobos, Tammy Wyatt, and John Spencer, ex-officio.

Members absent: none

Coordinating Board staff: Rebecca Leslie, Program Director; James Goeman Assistant Director; Rex Peebles, Assistant Commissioner.

1. Call to order and welcome

Co-chair Norma Perez called the meeting to order. Co-chair Perez recognized a new member, Robert Riza from Clarendon College. Joshua Villalobos was recognized for his receipt of the Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring.

2. Consideration of Minutes from the December 4, 2018 Meeting

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

3. Reports on the Speech discipline and SPCH rubric

Co-Chair Bernazzani stated that at the last meeting there was discussion about the potential for changing the rubric from SPCH to COMM. Co-chair Bernazzani asked Rebecca Leslie to explain the different items included in the packets provided.

Rebecca Leslie explained the items listed in the packets:

a) Input from Texas Common Course Numbering System contacts

The Texas Common Course Numbering System provided the agenda material document. It was the survey responses from public 2- and 4-year institutions and students regarding the COMM and SPCH rubric. Rebecca stated that community colleges responded to keep the SPCH rubric. The responses from universities were mixed.

b) Input from Texas Speech Communication Association

Rebecca contacted the president of the association. He would brief the executive officers May 10 and wanted to bring the proposal before the entire body. The TSCA planned to meet in October for their annual meeting.

c) Discipline administrative structures

The agenda material document showed how the speech discipline organized at the intuitions. The variety of groupings of disciplines within departments or colleges seemed to be more a factor of institution and program size than driven strictly by a connection between mass communications, media, other disciplines and speech.

d) Speech in Core Curriculum

Speech is included in Core Curriculum at most institutions. It usually shows up in the foundation component area for communications, and the component area option. The document also showed the rubric used by institutions. All the community colleges are using SPCH and the universities are using a mix.

Co-chair Perez reminded the committee that Dallas County Community College District made the request. Co-chair Perez asked if there is any additional information needed in order to move forward. Co-chair Bernazzani suggested that the committee table this item until TSCA has an opportunity to provide their input. James Goeman stated that staff and the advisory committee seek the advice and consultation of the associated professional organizations if there is one and it would be a good idea to allow TSCA the opportunity, since they are the experts.

Joshua Villalobos asked if the speech courses were moved to communications, would somebody in speech be credentialed to teach those courses in communications and vice versa since they differ from one another. Rebecca Leslie stated that might be part of the issue and motivation for the request, however at the state level; the THECB cannot provide a blanket credentialing. Institutions are responsible for securing appropriate faculty. One of the main goals for this committee is to facilitate transfer.

The consideration of the SPCH rubric was tabled. Co-chair Perez reminded the committee that when looking at this item it is important to note that all the community colleges are using SPCH, and the question of bringing clarity to transfer is a focus.

Rebecca Leslie asks that everyone keep the paper copies. Lisa Lacher requested that documents be send digitally as well.

Samuel Echevarria-Cruz stated that there is not a formal process for this type of request. Maybe the committee would want to think about creating a more formal process that has a little more work on the requestor to get more of this work done before they get to this committee. Co-chair Perez stated that this has been noted.

4. Discussion and Consideration of a rubric change for SPCH courses

Tabled.

5. Discussion and Consideration of changes to ACCT 2301/2401 Principles of Financial Accounting in regard to the prerequisite

Co-chair Perez reminded the committee that the item was discussed at the last meeting. Currently, there is no prerequisite to ACCT 2301/2401 other than a recommended co-requisite of MATH 1324 Mathematics for Business and Social Sciences. The committee removed the prerequisite "Meet TSI college readiness standard for Mathematics" at the last meeting. Prerequisites are to ensure that students are academically prepared to take the courses when included with the description and learning outcomes.

Rebecca Leslie stated that the Developmental Education staff of the College Readiness and Success Division requested that the ACGM Advisory Committee remove the "TSI met" statement from any ACGM course - MATH 1324 and ACCT 2301/2401. Institutions designate courses to be TSI liable. Institutions also decide which courses are good for corequisite models for developmental education. The Developmental Education staff thought that having TSI criteria as a prerequisite might confuse people with a corequisite model. The ACGM committee approved removal of TSI readiness in mathematics for the accounting course and for MATH 1324. What remained in the ACGM for ACCT 2301/2401 is the recommended corequisite of Math 1324, a math course that institutions do require math readiness. The Tuning group added the recommended corequisite of MATH 1324 for

ACCT 2301/2401 in 2011/2012. Recommended pre and co-requisites are not required and do not clarify the needed preparation students should have for the course. One purpose for the ACGM is to minimize ambiguity. In previous discussions, it was decided that clarity was needed and the use of "recommended" prerequisites should be limited in the ACGM. Most recently, the ACGM Advisory Committee discussed the issue of need for something more definitive for the accounting course.

Guidance was sought from the Field of Study in Business. Approximately 60 percent of university have a prerequisite for the first accounting course. Some universities may not have a prerequisite because their new freshmen students already have the competency for mathematics, mainly the Research and Emerging Research institutions. Rebecca provided the information to the Field of Study (FOS) Advisory Committee for Business Administration and Management and polled them about the prerequisite for ACCT 2301/2401. A majority of the FOS Advisory Committee for Business Administration and Management agreed with a pre-requisite. There were seven universities and six community college FOS representatives that agreed to a pre-requisite of MATH 1324. Three universities and two community college representatives did not. The comments from the FOS Advisory Committee were provided. Lisa Lacher asked about a comment left by the Texas A&M International University (TAM-International) representative suggesting rewording the prerequisite. Lisa observed that it seemed as though they want standards for students to have a certain math capability, but not everyone was seeing those standards exactly the same. Lisa asked if expanding the language might be helpful. Rebecca Leslie stated that TAM-International's objection was using Trigonometry in the prerequisite and that could be removed. Rebecca also stated that some had objected to using College Algebra in their prerequisite; however, that is in the ACGM. MATH 1324 and MATH 1314 are both used as prerequisites for MATH 1325 Business Calculus. The precedent of prerequisites for MATH 1325 was done during the Tuning process and has been reviewed by the Learning Outcomes groups. A question arose about the other math courses being acceptable as prerequisite. Rebecca Leslie indicated that at some institutions new students come to the university or college with the competencies learned in high school and demonstrated by ACT/SAT, AP, and institutional placement scores, so those students would not need to take any math prerequisites.

Jonda Halcomb asked what courses are included in the Business Field of Study. Rebecca Leslie answered the two accounting, two economics (micro and macro), Introduction to Business, and the first math course. The FOS committee also added a Statistics course.

Rahime-Malik Howard asks if it would make sense to put in writing prerequisite MATH 1314, or show competency. Rebecca Leslie stated that this is an option. On occasion the words "or equivalent," have been misinterpreted. Rebecca Leslie suggested "Math 1314, or 1324, or demonstration of equivalent competencies." Rahime-Malik Howard stated that students would generally take a math placement test upon arrival anyway and it would not be any extra work on the university or colleges to do so. Samuel Echevarria-Cruz stated that there is also the option of eliminating the language. Samuel Echevarria-Cruz said that going back to the original intent of the language universities have a tendency to add prerequisites whenever they can, where community colleges like flexibility and soft prerequisites. Although many institutions have prerequisites for the course, he questioned whether it was needed. He asked about the options for the committee. Rebecca said the committee can make no changes, leave it as worded, they can change it to remove the prerequisite, or that the committee can change it to provide greater specificity and clarity than a recommended prerequisite. Co-chair Perez reminded the committee that the options were discussed at their last meeting and it was decided to consult the Business Field of Study

committee. According to the responses from the Field of Study, they recommend that a math requirement be added.

Robert Riza stated that his college uses the TSI as placement and they prefer the students to have the additional math before they enroll in Accounting at Clarendon College. Robert Riza stated that they need the flexibility because of their size and location. Co-chair Bernazzani asked if the equivalent competency is not flexible enough. Robert Riza replied that they have been satisfied with the results from TSI. Jonda Holcomb indicated that she liked the flexibility and asked for more information regarding Level 1 certificates and how it would affect all those colleges. Rebecca stated that ACCT 2301/2401 appears in some Level One certificates programs, but she does not have data about how many programs do include it. Jonda Holcomb was concerned how adding a math prerequisite could affect those programs. She also said that some community colleges mix workforce education and academic courses in programs to make them stackable. Samuel Echevarria-Cruz said he understood that the FOS committee was a good group to ask for input but that he thought accounting departments would be good to ask. Co-chair Perez asks the group if anyone wants to make a motion to keep it as recommended or make a motion to make the math course required. Brent Colwell made a motion to keep the flexibility and keep it as recommended. Robert Riza seconded the motion. The motion passed to keep the prerequisite as a recommendation.

6. Clarification and discussion of the status of courses not included in new or updated Fields of Study

Rebecca Leslie explained agenda item six handout. The handout listed courses that are not included in new or updated Fields of Study but remain in the ACGM in the discipline area.

7. Discipline area workgroup sessions for review of courses:

Co-chair Perez introduced the agenda item for the review enrollment in courses in the ACGM. Rebecca explained the process of review. The Texas Administrative Code rules provide that ACGM courses offered by three community colleges or fewer are to be reviewed on an annual basis. For a new course to be added to the ACGM five universities must offer and apply the course to a degree program and five community colleges must be willing to teach the new course. The course enrollment documents included with agenda materials was color-coded to indicate if the course was meeting these thresholds in rules. Co-chair Perez gave instructions for the workgroup session.

a) Humanities and Liberal Arts

Chair and reporter for the Humanities and Liberal Arts workgroup was Ricky Dobbs.

b) Science, Technology, Engineering, and Mathematics

Chair and reporter for STEM workgroup was Paul Bernazzani.

c) Fine Arts and Education

Chair for the Fine Arts and Education workgroup was Norma Perez.

8. Discussion and consideration of scheduling courses for deletion from the ACGM based on discipline area workgroup recommendations

Co-chair Bernazzani reconvened the ACGM Advisory Committee at the conclusion of the workgroup session. He recognized each workgroup for their report.

a) Humanities and Liberal Arts

Ricky Dobbs reported that the workgroup had no recommendations for deletions.

b) Science, Technology, Engineering, and Mathematics

The STEM workgroup found several items. They recommended ENGT 1402 – Circuits II for Engineering Technology and ENGT 2304 – Materials and Methods for Engineering Technology for deletion. The workgroup also recommended RNSG courses for deletion. The registered nursing courses in technical two-year programs at community colleges will continue to exist in the *Workforce Education Manual of Courses*.

RNSG	1105	Nursing Skills I
RNSG	1119	Integrated Nursing Skills I
RNSG	1129	Integrated Nursing Skills II
RNSG	1144	Nursing Skills II
RNSG	1151	Care of the Childbearing Family
RNSG	1205	Nursing Skills I
RNSG	1209	Introduction to Nursing
RNSG	1219	Integrated Nursing Skills
RNSG	1229	Integrated Nursing Skills II
RNSG	1244	Nursing Skills II
RNSG	1247	Concepts of Clinical Decision-Making I
RNSG	1248	Concepts of Clinical Decision-Making I
RNSG	1251	Care of the Childbearing Family
RNSG	1309	Introduction to Nursing
RNSG	1331	Principles of Clinical Decision-making
RNSG	1341	Common Concepts of Adult Health
RNSG	1343	Complex Concepts of Adult Health
RNSG	1347	Concepts of Clinical Decision-making
RNSG	1412	Nursing Care Childbearing & Rearing Family
RNSG	1413	Foundations for Nursing Practice
RNSG	1423	Introduction to Professional Nursing for Integrated Programs
RNSG	1431	Principles of Clinical Decision-making
RNSG	1441	Common Concepts of Adult Health
RNSG	1443	Complex Concepts of Adult Health
RNSG	1447	Concepts of Clinical Decision-making
RNSG	1512	Nursing Care Childbearing & Rearing Family
RNSG	1513	Foundations for Nursing Practice
RNSG	1523	Introduction to Professional Nursing Integrated Programs
RNSG	2101	Care of Children & Families
RNSG	2201	Care of Children & Families
RNSG	2208	Maternal/NB Nursing & Women's Health
RNSG	2213	Mental Health Nursing
RNSG	2308	Maternal/Newborn Nursing & Women's Health
RNSG	2313	Mental Health Nursing
RNSG	2404	Introduction to Care Client with Common Health Care Needs
RNSG	2504	Introduction to Care Client with Common Health Care Needs

Co-chair Bernazzani asks if there is a motion to approve these recommendations. There was a motion and a second to approve the recommendations. The motion passed and the courses will be scheduled for deletion with a two-year teach-out period.

c) Fine Arts and Education

Co-chair Perez reported for the workgroup that there were no recommendations for deletions.

9. Staff updates on Coordinating Board activities and the Legislative Session

Co-chair Bernazzani recognized Rex Peebles, Assistant Commissioner of Academic Quality and Workforce, to address the issue from Agenda Item 6. This related to courses in ACGM that are under rubrics with a Field of Study, but which are not included in the curriculum adopted; and the courses are not appropriate for Core Curriculum. Dr. Peebles suggested ACGM courses that are neither Core Curriculum nor Field of Study should continue under the process of review currently used. As institutions adopt and offer the Fields of Study, enrollments in the discipline courses not included are expected to decline with the result of eventual removal from the ACGM.

Co-chair Bernazzani recognized Rebecca Leslie to discuss the area of transfer. Rebecca provided explanation of the two handouts provided with agenda materials - approved Fields of Study and the Fields of Study in progress. She also directed the committee to the summaries of bills related to higher education that had been passed by at least one house of the legislature.

Rex Peebles addressed the committee on the legislation under consideration. Funding, sexual assault on campuses, disciplinary notes on transcripts, bachelor's degrees at community colleges, and transfer were the focus of bills. The transfer bills made changes in Core Curriculum, advising, and other items. Senate Bill (SB) 25 passed the Senate, but only a house committee had passed House Bill (HB) 4018. SB 25 was sent for conference and HB 4018 was queued for the House to act. SB 25 has several major requirements. The bill requires 4-year institutions to report ACGM courses that are not accepted in transfer or not applied to a degree and why. SB 25 also included a report for community colleges - courses taken as Core Curriculum or part of an associate degree. The bill also expanded funding for courses taken as dual credit to include Field of Study and Program of Study courses.

Dr. Peebles spoke at length about the part of the bills that would reorganize Core Curriculum. The current version of SB 25 includes a study of Core Curriculum and meta-majors. Samuel Echevarria-Cruz asked if there were discussions at the THECB about merging Field of Study with the core. Dr. Peebles said that this is already being done. The Coordinating Board asks the Field of Study committees to identify the core courses that the students should be taking. The result has been that there are nuances and a wide variety of choices in core indicated by Field of Study committees.

10. Discussion of future work and meeting dates

Co-chair Perez said that Rebecca would send a poll to the committee membership to determine meeting dates for the fall once the board approves new members.

Co-chair Perez recognized members with terms expiring and thanked for their service:

Co-chair Perez, Catherine Howard, Amber Kelly, Robert Riza, Ricky Dobbs, Juan Garcia, and Tammy Wyatt. Co-chair Bernazzani thanked Co-chair Perez for her leadership. Dr. Peebles also thanked the committee for their service.

11. Adjournment

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