

TEXAS HIGHER EDUCATION COORDINATING BOARD

*CHAIR
Fred Farias III, O.D.*

COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

*VICE CHAIR
Donna N. Williams*

1200 EAST ANDERSON LANE, ROOM 1.170

AUSTIN, TEXAS

December 12, 2018

9:45 am

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

*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 September 27, 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 Learning Technology Advisory Committee
 - B. Report to the Committee on activities of the Workforce Education Course Manual Advisory Committee
 - C. Report to the Committee on activities of the Apply Texas Advisory Committee
 - D. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:

TARLETON STATE UNIVERSITY

- (1) Doctor of Philosophy (PhD) degree with a major in Criminal Justice

TEXAS STATE UNIVERSITY

- (2) Bachelor of Science (BS) degree with a major in Civil Engineering

TEXAS A&M UNIVERSITY

- (3) Bachelor of Science (BS) degree with a major in Environmental Engineering

- E. Update to the Committee on the Strategic Plan for Graduate Education

Note: Highlighted items in gray are on the Consent Calendar

Committee on Academic and Workforce Success

- F. Consideration of adopting the staff recommendation to the Committee relating to the Report on Developmental Education (*Rider 33, 85th Texas Legislature, Regular Session*)
- G. 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 *60x30TX*
- H. Consideration of adopting the staff recommendation to the Committee relating to the July 2018 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")
- I. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)
- J. Discussion of the 2018 report on the National Research University Fund
- K. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for:
 - (1) Carl D. Perkins Career and Technical Education Basic Grant Program
 - (2) Carl D. Perkins Career and Technical Leadership Grant Program
- L. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:
 - (1) Graduate Education Advisory Committee
 - (2) Lower-Division Academic Course Guide Manual Advisory Committee
 - (3) Undergraduate Education Advisory Committee
 - (4) Kinesiology and Exercise Science Field of Study Advisory Committee
 - (5) Fine Arts Field of Study Advisory Committee
 - (6) Agricultural Business and Administration Field of Study Advisory Committee
 - (7) Journalism Field of Study Advisory Committee
 - (8) Animal Sciences Field of Study Advisory Committee
- M. Consideration of adopting the Mathematics Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Mathematics Field of Study
- N. Consideration of adopting the Radio and Television Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Radio and Television Field of Study
- O. Consideration of adopting the Economics Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Economics Field of Study

Committee on Academic and Workforce Success

P. Proposed Rules:

- (1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter II, Sections 27.781 – 27.787 of Board rules concerning the establishment of the Health Services Field of Study Advisory Committee
- (2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter JJ, Sections 27.801 – 27.807 of Board rules concerning the establishment of the Hospitality Field of Study Advisory Committee
- (3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter KK, Sections 27.821 – 27.827 of Board rules concerning the establishment of the Natural Resources 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 September 27, 2018, Committee meeting

RECOMMENDATION: Approval

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 a.m.**

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

MINUTES

The Texas Higher Education Coordinating Board's *Committee on Academic and Workforce Success (CAWS)* convened at 10:34 a.m. on September 27, 2018, with the following committee members present: Fred Farias, Chair presiding; Welcome Wilson, Jr.; Arcilia Acosta; and Ricky Raven. Member(s) absent: Donna Williams, Vice Chair.

Ex-Officio member(s) present: Stuart W. Stedman; and Michelle Q. Tran.

I. Welcome and Committee Chair's meeting overview

Fred Farias called the meeting to order.

II. Consideration of approval of the minutes from the June 20, 2018, Committee meeting

On motion by Welcome Wilson, Jr., seconded by Ricky Raven, the Committee approved this item.

III. Consideration of approval of the Consent Calendar

On motion by Ricky Raven, 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 Certification Advisory Council**

The chair was unable to attend the meeting. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce provided a brief update of the Council's activities.

B. Report to the Committee on activities of the Graduate Education Advisory Committee

Dr. Andrea Golato, Vice-Chair of the Committee, provided a brief update of the Committee's activities.

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

Dr. Brian May, President of Angelo State University; Dr. Donald Topliff, Vice President for Academic Affairs at Angelo State University; and Dr. Paul Swets, Dean College of Science and Engineering at Angelo State University gave a brief overview of the proposed program.

On motion by Ricky Raven, seconded by Arcilia Acosta, the Committee approved this item.

UNIVERSITY OF HOUSTON

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

Mr. Peter Taaffe, Vice Chairman of the University of Houston System Board of Regent; Dr. Paula Myrick Short, Senior Vice President for Academic Affairs and Provost at the University of Houston; and Dr. Stephen Spann, Founding Dean, College of Medicine and Vice President for Medical Affairs at the University of Houston gave a brief overview of the proposed new program. Dr. Stephen Nesbit, Chief Medical Officer, HCA Gulf Coast Division also spoke about the partnership between the university and the development of new graduate medical education residency programs.

On motion by Ricky Raven, seconded by Arcilia Acosta, the Committee approved this item.

UNIVERSITY OF NORTH TEXAS HEALTH SCIENCE CENTER

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

Dr. Michael Williams, President of the University of North Texas Health Science Center; Dr. Stuart Flynn, Dean of the School of Medicine at the University of North Texas Health Science Center; and Mr. Greg Anderson, Executive Vice President of Finance and Operations from the University of North Texas Health Science Center gave a brief overview of the proposed program.

On motion by Welcome Wilson, Jr., seconded by Ricky Raven, the Committee approved this item.

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*)

On motion by Arcilia Acosta, seconded by Ricky Raven, the Committee approved this item.

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*)

On motion by Ricky Raven, seconded by Arcilia Acosta, the Committee approved this item.

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*)

On motion by Welcome Wilson, Jr., seconded by Ricky Raven, the Committee approved this item.

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*)

On motion by Ricky Raven, seconded by Arcilia Acosta, the Committee approved this item.

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*)

On motion by Arcilia Acosta, seconded by Ricky Raven, the Committee approved this item.

I. LUNCH

The Committee recessed for lunch at 1:10 p.m. for a 30 minute lunch.

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

Rex Peebles provided an update on this report.

K. Update to the Committee on the Advanced Placement Report (*House Bill 1992, 84th Texas Legislature, Regular Session*)

Rex Peebles provided an update on this report.

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*)

Rex Peebles provided an update on this report.

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*)

Rex Peebles provided an update on this report.

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

Rex Peebles provided an update on school closures.

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

This item was on the Consent Calendar.

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

This item was on the Consent Calendar.

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**

On motion by Arcilia Acosta, seconded by Welcome Wilson, the Committee approved this item.

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**

On motion by Ricky Raven, seconded by Welcome Wilson, the Committee approved this item.

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

(1) Autism Grant Program

On motion by Arcilia Acosta, seconded by Ricky Raven, the Committee approved this item.

(2) Minority Health Research and Education Grant Program

On motion by Arcilia Acosta, seconded by Ricky Raven, the Committee approved this item.

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*)

This item was on the Consent Calendar.

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**

This item was on the Consent Calendar.

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

This item was on the Consent Calendar.

- (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**

This item was on the Consent Calendar.

- (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**

This item was on the Consent Calendar.

- (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**

This item was on the Consent Calendar.

- (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**

This item was on the Consent Calendar.

- (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**

This item was on the Consent Calendar.

I. Adjournment

On motion by Ricky Raven, seconded by Arcilia Acosta, the Committee approved this item.

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

H Consideration of adopting the staff recommendation to the Committee relating to the July 2018 Annual Compliance Reports for institutions under a Certificate of Authorization (names beginning with "P" through "Z")

K Consideration of Adopting the staff recommendation to the Committee relating to issuance of a Request for Application for:

(1) Carl D. Perkins Career and Technical Education Basic Grant Program

(2) Carl D. Perkins Career and Technical Leadership Grant Program

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

(1) Graduate Education Advisory Committee

(2) Lower-Division Academic Course Guide Manual Advisory Committee

(3) Undergraduate Education Advisory Committee

(4) Kinesiology and Exercise Science Field of Study Advisory Committee

(5) Fine Arts Field of Study Advisory Committee

(6) Agricultural Business and Administration Field of Study Advisory Committee

(7) Journalism Field of Study Advisory Committee

(8) Animal Sciences Field of Study Advisory Committee

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

N. Consideration of adopting the Radio and Television Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Radio and Television Field of Study

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

P. Proposed Rules:

(1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter II, Sections 27.781 – 27.787 of Board rules concerning the establishment of the Health Services Field of Study Advisory Committee

(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter JJ, Sections 27.801 – 27.807 of Board rules concerning the establishment of the Hospitality Field of Study Advisory Committee

- (3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter KK, Sections 27.821 – 27.827 of Board rules concerning the establishment of the Natural Resources 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 Learning Technology Advisory Committee

RECOMMENDATION: No action required

Background Information:

Texas Higher Education Coordinating Board (THECB) 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 Learning Technology Advisory Committee (LTAC) is charged with engaging in substantive policy research regarding the role that learning technology plays in Texas higher education and providing advice and recommendations to the Board. The committee also has the responsibility of reviewing distance education doctoral program proposals and providing recommendations to the Board for its consideration. Dr. Justin Louder, Assistant Vice Provost for eLearning at Texas Tech University, serves as chair of the committee, and Mr. Patrick Pluscht, Associate Vice Provost for Learning Enhancement at University of North Texas, serves as co-chair.

The committee held five meetings in Fiscal Year 2018 and considered the following distance education doctoral proposals for recommendation of approval:

- The University of Texas at Arlington's proposal to offer its existing Doctor of Philosophy (PHD) degree in Physics through off-campus face-to-face and electronic-to-group delivery at The University of Texas Rio Grande Valley;
- The University of Texas at Arlington's proposal to offer its existing Doctor of Nursing Practice (DNP) degree in Nursing Practice through online delivery;
- The University of Texas Health Science Center at San Antonio's proposal to offer its existing Doctor of Nursing Practice (DNP) degree in Nursing Practice through online delivery;
- West Texas A&M University's proposal to offer a new Doctor of Education (EDD) degree in Educational Leadership through online delivery;
- The University of Texas Health Science Center at Houston's proposal to offer a new Doctor of Health Informatics (DrHI) degree in Health Informatics through hybrid/blended online delivery;
- Sam Houston State University's proposal to offer a new Doctor of Osteopathic Medicine (DO) degree in Osteopathic Medicine through off-campus face-to-face delivery.

During the past year, the LTAC examined a variety of topics pertaining to distance education and learning technology, including the current THECB definitions of online distance education, inclusive access, open educational resources, and the approval policy for online

master's degree programs. The committee is revising the Coordinating Board guidelines *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically*. The guidelines highlight best practices from current research for institutions to utilize in developing and evaluating distance education courses and programs. Additionally, LTAC is currently conducting the second administration of its distance education and learning technologies survey to institutions of higher education in the state.

Dr. Justin Louder, Chair of LTAC, will provide a brief update of activities.

LEARNING TECHNOLOGY ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2021

Committee Purpose: Learning Technology Advisory Committee (LTAC) is charged with engaging in substantive policy research and discussion regarding the role that learning technology plays in Texas higher education, and providing advice and recommendations to the Board. The Committee also has the responsibility of reviewing distance education doctoral program proposals and providing recommendations to the Board.

Report Period: Fiscal Year 2018 (September 1, 2017 – August 31, 2018)

Chair: Justin Louder (*elected 9/8/2017*)

Co-Chair: Patrick Pluscht (*elected 9/8/2017*)

List of Committee members is attached.

Committee Meeting Dates:

September 8, 2017; November 3, 2017; February 23, 2018; May 14, 2018 (telephone conference); June 1, 2018

Annual Costs Expended

Travel: \$17,944 (estimated committee member travel cost for four meetings)

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

Time Commitments:

Committee members spend approximately 6 to 8 days during the fiscal year for traveling and attending meetings. Coordinating Board staff spend approximately 5 to 7 days to prepare and attend meetings.

Current Recommendations to the Board:

There are no recommendations at this time.

Summary of Tasks Completed:

The committee held five meetings in Fiscal Year 2018 and considered the following distance education doctoral proposals for recommendation of approval:

- The University of Texas at Arlington's proposal to offer its existing Doctor of Philosophy (PHD) degree in Physics through off-campus face-to-face and electronic-to-group delivery at The University of Texas Rio Grande Valley;
- The University of Texas at Arlington's proposal to offer its existing Doctor of Nursing Practice (DNP) degree in Nursing Practice through online delivery;
- The University of Texas Health Science Center at San Antonio's proposal to offer its existing Doctor of Nursing Practice (DNP) degree in Nursing Practice through online delivery;
- West Texas A&M University's proposal to offer a new Doctor of Education (EDD) degree in Educational Leadership through online delivery;
- The University of Texas Health Science Center at Houston's proposal to offer a new Doctor of Health Informatics (DrHI) degree in Health Informatics through hybrid/blended online delivery;
- Sam Houston State University's proposal to offer a new Doctor of Osteopathic Medicine (DO) degree in Osteopathic Medicine through off-campus face-to-face delivery.

During the past year, the LTAC examined a variety of topics pertaining to distance education and learning technology, including the current THECB definitions of online distance education, inclusive access, open educational resources, and the approval policy for online master's degree programs. The committee is also finalizing a revised THECB *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically* document with best practices from current research in distance education delivery. Additionally, LTAC is currently concluding the second administration of its distance education and learning technologies survey to institutions of higher education in the state.

LEARNING TECHNOLOGY ADVISORY COMMITTEE

Texas Higher Education Coordinating Board

CHAIR	VICE-CHAIR
<p>Justin Louder, Ed.D (2021)* Assistant Vice Provost for eLearning Texas Tech University 2500 Broadway Lubbock, Texas 79409 PHONE: 806.834.1740 EMAIL: justin.louder@ttu.edu</p>	<p>Mr. Patrick Joseph Pluscht (2021)* Associate Vice Provost for Learning Enhancement University of North Texas 1155 Union Circle #305189 Denton, Texas 76205 PHONE: 940.565.4936 EMAIL: pluscht@unt.edu</p>
COMMITTEE MEMBERS	
<p>Mr. George Ashmore (2020)* Director of Online Technologies Lone Star College District 5000 Research Forest Drive The Woodlands, Texas 77381 PHONE: 281.290.2633 EMAIL: George.A.Ashmore@lonestar.edu</p>	<p>Mr. Josh Book (2019)* Assistant Director, Office of Distance and Extended Learning Texas State University 601 University Drive San Marcos, Texas 78666 PHONE: 512.245.6327 EMAIL: jb93@txstate.edu</p>
<p>Ms. Dena Coots (2020)* Director of Distance Education Alvin Community College 3110 Mustang Road Alvin, Texas 77511 PHONE: 281.756.3728 EMAIL: dcoots@alvincollege.edu</p>	<p>Mr. Ken Craver (2020)* Director, Distance Education Tyler Junior College 1400 E. Fifth Street Tyler, Texas 75798 PHONE: 903.510.2591 EMAIL: kcra@tjc.edu</p>
<p>Vicki Freeman, Ph.D. (2020)* Department Chair & Professor University of Texas Medical Branch 301 University Blvd. Galveston, Texas 77555 PHONE: 409.772.3056 EMAIL: vfreeman@utmb.edu</p>	<p>Mr. Francisco Garcia (2019)* Director of Center for Online Learning and Teaching Technology The University of Texas-Rio Grande Valley 1201 West University Drive Edinburg, Texas 78539 PHONE: 956.882.6667 EMAIL: francisco.garcia@utrgv.edu</p>

COMMITTEE MEMBERS

<p>Mr. Mark Garcia (2020)* Dean of Strategic Initiatives Collin College 3452 Spur 399 McKinney, Texas 75069 PHONE: 972.599.3185 EMAIL: msgarcia@collin.edu</p>	<p>Mr. Rolando Garza (2021)* Interim Director-Distance Learning & Instructional Technology Texas A&M University - Kingsville 955 University Blvd., MSC 102 Kingsville, Texas 78363-8202 PHONE: 361-593-5501 EMAIL: rolando.garza@tamuk.edu</p>
<p>Michelle Giles, Ph.D. (2021)* Assistant Professor, Instructional Technology University of Houston - Clear Lake 2700 Bay Area Blvd. Houston, Texas 77058 PHONE: 281.283.3516 EMAIL: giles@uhcl.edu</p>	<p>Stephen Levey, Ed.D. (2019)* Associate Vice Chancellor, Instruction Services Houston Community College 3100 Main Street, MC 1145 Houston, Texas 77002 PHONE: 713.718.5261 EMAIL: stephen.levey@hccs.edu</p>
<p>Sherita Love, Ph.D. (2019)* Academic Technology Manager Texas A&M University-San Antonio One University Way San Antonio, Texas 78224 PHONE: 210.784.4340 EMAIL: sherita.love@tamusa.edu</p>	<p>Jacqueline Lee Mok, Ph.D. (2019)* Vice President for Academic, Faculty, and Student Affairs The University of Texas Health Science Center at San Antonio 7703 Floyd Curl Drive, MSC 7720 San Antonio, Texas 78229 PHONE: 210.567.2004 EMAIL: mok@uthscsa.edu Asst: Dana Aufrance, Aufrance@uthscsa.edu</p>
<p>Carlos Morales, Ph.D. (2020)* President, TCC Connect Tarrant County College 444 North Henderson Street Fort Worth, Texas 76102 PHONE: 817.515.8002 EMAIL: carlos.morales@tccd.edu</p>	<p>Pamela Morgan, Ph.D. (2020)* Director of Center for Continuing, Professional, & Distance Education Midwestern State University 3410 Taft Blvd. Whichita Falls, Texas 76308 PHONE: 940.397.4785 EMAIL: pamela.morgan@mwsu.edu</p>
<p>Lynda Murphy, Ph.D. (2020)* Director of Teaching & Learning with Technology Texas Woman's University PO Box 425649 Denton, Texas 76204 PHONE: 940.898.3405 EMAIL: lmurphy@twu.edu</p>	<p>Ms. Ana Pena (2019)* Distance Learning Manager South Texas College 3201 W. Pecan Boulevard McAllen, Texas 78501 PHONE: 956.872.2582 EMAIL: arpena@southtexascollege.edu</p>

COMMITTEE MEMBERS	
Ms. Elizabeth Rodriguez (2021)* eLearning Center Director Laredo Community College 1 West End Washington St. Laredo, Texas 78040 PHONE: 956.721.5211 EMAIL: elizabeth.rodriguez@laredo.edu	Ms. Mary Smith (2019)* Interim Director, Center for Teaching and Learning Stephen F. Austin State University P. O. Box 6079, SFA Station Nacogdoches, Texas 75962 PHONE: 936-468-7680 EMAIL: smithmd1@sfasu.edu
William Stowe, Ph.D. (2019)* Biology Faculty Kilgore College 1100 Broadway Kilgore, Texas 75662 PHONE: 903.720.0377 EMAIL: wstowe@kilgore@edu	Lydia Tena, Ed.D. (2019)* Northwest Campus Dean and Dean of Instructional Programs El Paso Community College P.O. Box 20500 El Paso, Texas 79998 PHONE: 915.831.8818 EMAIL: ltена5@epcc.edu
Alicia Wyatt, Ed.D. (2019)* Associate Vice President for Academic Affairs for Academic Administration, Professor of Computer Science McMurry University 1 McMurry University 55 Abilene, Texas 79697 PHONE: 325.793.4748 EMAIL: awyatt@mcm.edu	STUDENT REPRESENTATIVE
	Mr. Jose Aguilar Jr. (2020)* The University of Texas at Austin PHONE: 817.627.4873 E-MAIL: jose.aguilar@utexas.edu
THECB STAFF	
Andrew Lofters, Ph.D., Program Director Academic Quality and Workforce Division Texas Higher Education Coordinating Board 1200 East Anderson Lane Austin, Texas 78752 PHONE: 512-427-6239 FAX: 512.427.6168 E-MAIL: andrew.lofters@theccb.state.tx.us	
ADMINISTRATIVE SUPPORT	
Ms. Christina Kelley PHONE: 512-427-6431 FAX: 512.427.6168 E-MAIL: christina.kelley@theccb.state.tx.us	

THECB STAFF

Andrew Lofters, Ph.D.,
Program Director
Academic Quality and Workforce Division
Texas Higher Education Coordinating Board
1200 East Anderson Lane Austin,
Texas 78752
PHONE: 512-427-6239
FAX: 512.427.6168
E-MAIL: andrew.lofters@theccb.state.tx.us

ADMINISTRATIVE SUPPORT

Ms. Christina Kelley
PHONE: 512-427-6431
FAX: 512.427.6168
E-MAIL: christina.kelley@theccb.state.tx.us

TEXAS HIGHER EDUCATION COORDINATING BOARD
LEARNING TECHNOLOGY ADVISORY COMMITTEE MEETING
Academic Quality and Workforce Division
1200 E. Anderson Lane, Austin, Texas 78752

September 8, 2017
10:00 a.m. – 2:30 p.m.

Members present: Michelle Durán-Chair, Justin Louder-Co-chair, Dena Coots (via phone), Ana Peña, Josh Book, Oneita Burgess, Ken Craver, Jimmy Byrd (via phone), Lynda Murphy, Pamela Morgan, Francisco Garcia (via phone), Janet Kamps, Jacqueline Lee Mok, Marcela V. Ramirez, Mark Garcia, Lydia Tena, Alicia Wyatt, Ken Craver

Members absent: Vicki Freeman, Stephen Levey, Kelvin Bentley, Charleen Worsham, Sherita Love, Wendi Prater, Jordan Meneghetti,

Staff present: Andrew Lofters, Rex Peebles, Stacey Silverman, Christina Kelley, Doug Jansen

Summary Notes

1. Welcome, introductions, and call to order – Dr. Michelle Durán, Chair

Dr. Durán, Co-chair of the Learning Technology Advisory Committee, called the meeting to order at 10:08 am. She asked members to introduce themselves.

2. Election of committee leadership – Dr. Durán

Dr. Durán called for nominations for the position of Chair. Mr. Franco Garcia nominated Dr. Durán for Chair. Nomination was seconded by Oneita Burgess. Dr. Justin Louder made a motion that nominations be closed. Dr. Durán Closed nominations. Dr. Durán was unanimously voted as Chair.

Dr. Durán called for nomination for the position of Vice Chair (Co-chair). Dr. Jacqueline Mok nominated Dr. Justin Louder for the position of Vice Chair. Ms. Oneita Burgess seconded the nomination. Dr. Durán made a motion to close the nominations. Dr. Louder was unanimously voted as Co-chair.

3. Consideration and approval of summary notes from the May 26, 2017 meeting – Dr. Durán

A motion was made to accept the summary notes from the May 26, 2017 meeting by Jacqueline Mok and was seconded by Ken Craver. The motion was approved unanimously.

4. Discussion of The University of Texas at Arlington's proposed Distance Education Doctor of Philosophy (PHD) in Physics Program – Doctoral Proposal Subcommittee Members/Institutional Representatives

Dr. Mok introduced The University of Texas at Arlington's proposed distance education Doctor of Philosophy in Physics program to the committee. Dr. Alex Weiss (Chair of the Department of Physics) and Dr. Ramon Lopez (Professor of Physics) from The University of Texas at Arlington

presented the program to the committee. The committee raised questions to the representatives regarding which institution would grant the degree, how student services were provided to the students, and the procedure for providing grades and feedback to the students. Mr. Francisco Garcia mentioned that The University of Texas at Arlington did not have a current approved MOU with The University of Texas Rio Grande Valley. The representatives stated that the MOU needed to be revised due to restructuring of The University of Texas Pan American and The University of Texas Brownsville into The University of Texas Rio Grande Valley. They stated that the institutions are in the final stages of establishing a revised MOU. It was noted that The University of Texas System had submitted a letter of support recommending approval of the program delivery.

5. Consideration of recommendation regarding The University of Texas at Arlington's proposed Distance Education Doctor of Philosophy (PHD) in Physics Program – Chair

Dr. Mok made the motion to approve the proposal. The motion was seconded by Pamela Morgan. The motion was approved with 17 for, 0 against, and 1 abstention.

6. Discussion of The University of Texas at Arlington's proposed Distance Education Doctor of Nursing Practice (DNP) Program – Doctoral Proposal Subcommittee Members/Institutional Representatives

Dr. Mok introduced The University of Texas at Arlington's proposed distance education Doctor of Nursing Practice program to the committee. Dr. Judy Leflore (Associate Dean and Chair of the Graduate Nursing Department) and Dr. Donna Hamby (Director of the Nursing Practice Program) presented to the program to the committee. The committee raised questions to the representatives regarding the company that provides instructors for the program. The institution stated that they fully vet the instructors they hire from the company.

7. Consideration of recommendation regarding The University of Texas at Arlington's proposed Distance Education Doctor of Nursing Practice (DNP) Program – Chair

Dr. Mok made the motion to approve the proposal. The motion was seconded by Ken Craver. The motion was approved unanimously.

8. Discussion of The University of Texas Health Science Center at San Antonio's proposed Distance Education Doctor of Nursing Practice (DNP) Program – Doctoral Proposal Subcommittee Members/Institutional Representatives

Dr. Mok introduced The University of Texas Health Science Center at San Antonio's proposed distance education Doctor of Nursing Practice program to the committee and explained that she would recuse herself from voting on this proposal due to her affiliation with the institution. Dr. Eileen Breslin (Dean of Nursing School), Dr. Sara Gill (Distinguished Professor of Aging Studies), and Ms. Laura Hasewinkle (Director, Academic Programs) presented to the program to the committee.

9. Consideration of recommendation regarding The University of Texas Health Science Center at San Antonio's proposed Distance Education Doctor of Nursing Practice (DNP) Program – Chair

Dr. Louder made the motion that the proposal be approved. The motion was seconded by Dr. Durán. The motion was approved unanimously.

10. THECB Updates - Dr. Andrew Lofters

Dr. Lofters gave a report to the committee on State Authorization Reciprocity Agreements (SARA) and the THECB Distance Education Portal. Dr. Doug Jansen, (Program Director-THECB) gave a report on the progress of Senate Bill 810 relating to open educational resource feasibility study and the new grant program.

11. Discussion of the definition of online delivery modalities – [~~Ms. Elizabeth Rodriguez~~] Dr. Andrew Lofters

Dr. Lofters led a discussion on the THECB definitions of online delivery modalities (hybrid/blended, fully online, 100% online). The committee expressed interest in analyzing and addressing this issue further.

12. Discussion of workgroup assignments

Dr. Durán led the discussion on the current subcommittees and workgroups and their membership. A distance education definitions review workgroup was formed. The members were given the opportunity to provide input on what committees should remain and select a workgroup on which to participate.

13. Lunch

14. Workgroup breakout session reports

a. Distance Education Doctoral Proposal Review Subcommittee

Dr. Mok reported that this workgroup did not meet. They are satisfied with the current protocol and excited to have a new member.

b. Principles of Good Practice Workgroup;

Oneita Burgess reported that the workgroup will validate the documentation that has already been done. They plan to reconvene at the end of September to prepare for the distribution of materials to stakeholder groups (such as the Higher Education Regional Councils) in October for discussion of the final draft of the Principles of Good Practice.

c. Survey Workgroup;

Dr. Louder reported that the workgroup is planning to send out the first administration of the survey to institutions at the end of October with an expected return date before Thanksgiving. A second administration, for those who did not complete it during the first administration, would take place after Thanksgiving and extend until the end of the fall semester. The survey will be sent to chief academic officers and distance education portal contacts at public institutions of higher education and to distance education contacts and provosts of private institutions of higher education who are members of the Independent Colleges and Universities of Texas (ICUT). The workgroup plans to analyze the data by the end of February. New questions would need to be submitted to the THECB Data Collection Committee for review and approval.

d. Definitions of Distance Education Review Workgroup.

Josh Book and Janet Kamps reported that the workgroup plans to research definitions of distance education from other states, including those states within the Southern Association of Colleges and Schools Commission on Colleges region. They will also look at distance education definitions from other accrediting bodies and from the websites of other institutions of higher education. This information will be gathered to determine baseline distance education definitions.

15. Workgroup updates and consideration of workgroup proposals

The workgroup reports did not generate motions that would be considered for a vote.

16. Discussion of future agenda items and meeting dates

The next meeting will be held in November. Dr. Lofters will find a date on which the Board Room is available.

Agenda Items

THECB Updates

- State Authorization Reciprocity Agreements (SARA) (\$50,000 SREB Affiliation Fee Update)
- Distance Education Portal
- Open Education Resources Grant Program and Feasibility Study

Workgroup Breakout Sessions

17. Adjournment

A motion was made and seconded to adjourn the meeting. The motion passed unanimously and the meeting was adjourned.

TEXAS HIGHER EDUCATION COORDINATING BOARD
LEARNING TECHNOLOGY ADVISORY COMMITTEE MEETING
Academic Quality and Workforce Division
1200 E. Anderson Lane, Austin, Texas 78752

November 3, 2017
10:00 a.m. – 2:30 p.m.

Members present: Michelle Durán-Chair, Justin Louder-Co-chair, Ana Peña, Josh Book, Oneita Burgess, Ken Craver, Jimmy Byrd, Lynda Murphy, Pamela Morgan (via phone), Francisco Garcia, Sherita Love, Stephen Levey, Mark Garcia, Lydia Tena, Alicia Wyatt, Vicki Freeman, George Ashmore (for Wendi Prater)

Members absent: Jacqueline Lee Mok, Dena Coots, Janet Kamps, Marcela V. Ramirez, Kelvin Bentley, Charleen Worsham, Wendi Prater, Jordan Meneghetti,

Staff present: Andrew Lofters, Stacey Silverman, James Goeman, Christina Kelley,

Summary Notes

1. Welcome, introductions, and call to order – Dr. Michelle Durán, Chair

Dr. Durán, Chair of the Learning Technology Advisory Committee, called the meeting to order at 10:01 am. She asked members to introduce themselves.

2. Consideration and approval of summary notes from the September 8, 2017 meeting – Dr. Durán

A motion was made to accept the summary notes from the September 8, 2017 meeting by Oneita Burgess and was seconded by Justin Louder. The motion was approved unanimously.

3. THECB Updates - Dr. Andrew Lofters
 - a. State Authorization Reciprocity Agreements (SARA)

Ms. Jessica Acton (THECB) reported on the number of states (48) that are currently participating in SARA and the states that have passed or pending SARA legislation. She informed the committee that there are 101 institutions in Texas that are currently participating in SARA. Ms. Acton solicited input from the committee on the possible structure of state fees for Texas to participate in SARA; (1) fee based on full-time student equivalents (FTE) or (2) an annual flat fee across all participating institutions. Ms. Acton explained that the FTE based fee is proposed have the following structure: Less than 2,500 FTE-\$500.00; 2,500 – 9,999 FTE - \$600.00; 10,000 FTE and greater - \$700.00. The flat fee rate has not been calculated at the time of the meeting.

The question was raised if the FTE fee would be based on the total FTE of the institution or the online/distance education FTE. Ms. Acton stated that the fee would be based on the institution's total FTE. One committee member recommended that the fee be structured as a flat fee across all institutions.

The question was raised about what would happen to funds raised that would be above the \$50,000.00 required state SREB affiliation fee. An additional question was also raised about what types of institutional funds can be used to pay the THECB for the SARA participation fee. Ms. Acton said she would bring those question back to leadership for consideration.

Another question was raised about the number of institutions that would be included in each of the FTE tier groups. Ms. Acton stated that she had a spreadsheet that displayed the institutions in the different FTE tier groups. Ms. Acton explained that the fee structure would be a staff decision, with the Commissioner giving the final approval. At this point, there is no timeline on when the fee structure decision must be made.

A question was raised on whether a system could pay for each of its institutions' SARA fees or if each individual institution must pay its own fee. Ms. Acton explained that the system could pay for each of its member institutions' fees.

b. Distance Education Portal

Dr. Andrew Lofters gave an update on the implementation of the distance education portal and its associated searchable distance education inventory. He explained that he was working on revising current distance education approval policy to accommodate the distance education portal. He also stated that changes were made to the process of inputting off-campus and doctoral programs to require approval before the programs appear in the searchable public distance education inventory. Changes were also made distance education program input process that now requires the institution to certify that the proposed distance education offerings were approved by their governing board and adhere to the Principles of Good Practice before they are able to add them to their distance education portal. System offices are now able to access each of their member institutions' distance education portal sites.

c. Open Educational Resources Grant Program and Feasibility Study

Dr. Doug Jansen provided an outline to the Committee on the implementation of the SB 810 Open Education Resources legislation (grant program and feasibility study). A question was raised on the negotiated rule making process and when the proposed rules would be approved. Dr. James Goeman and Dr. Justin Louder explained the OER negotiated rule making process and expected timeline for the proposed rules. Patrick Pluscht, former LTAC Chair, has agreed to work with the committee in the administration of the survey.

4. Update on the Distance Education Survey - Dr. Justin Louder

Dr. Louder gave the committee an update on the progress of revising and administering the second annual learning technology survey. The committee reviewed the revisions recommended by the THECB data collection committee for the survey instrument and the current survey questions. Dr. Louder also explained the proposed timeline for administering the survey this academic year. The workgroup would like for the survey to be administered before Thanksgiving for preliminary data to be collected by Christmas of 2018.

5. Workgroup breakout sessions

Dr. Durán directed the committee members to look over the current workgroup assignments and verify that they are listed on the correct workgroup. Dr. Durán asked if there was a document sharing portal where committee members could collaboratively work on documents. Dr. Lofters said

he would look into any document sharing spaces that are used by the Coordinating Board. Dr. Louder said that the survey workgroup would not need to meet today and that those members could meet with another workgroup. The committee dismissed into their respective workgroups and planned to reconvene at 12:00.

6. Lunch

7. Workgroup breakout session reports

Distance Education Definitions Workgroup

Mr. Josh Book stated that the workgroup would like to propose changes to the Texas Administrative Code definitions of fully online and hybrid/ blended courses (Chapter 4, Subchapter P, Rule 4.257). They recommended that the definition of fully online distance education include no face-to-face instruction and the definition of hybrid/blended include face-to-face sessions totaling 51 - 99 percent of instruction. The workgroup recommended that a question be added to the LTAC learning technology survey to gauge institutions' opinions on changing the definition of online instruction. The committee recommended that the question be submitted to institutions as a stand-alone question instead as part of the learning technology survey.

Principles of Good Practice Workgroup

The Principles of Good Practice document is going through its final review process by workgroup members. It is a compression of the various measurements for evaluating distance education quality. The workgroup would need guidance from the THECB on the information distribution process to the field. The THECB Board approval process was explained to the committee by Dr. Lofters. The workgroup would like to send the information to the Higher Education Regional Councils (HERC) for their input.

8. Workgroup updates and consideration of subcommittee proposals

There were no workgroup updates that were presented for a vote by the full LTAC.

9. Discussion of future agenda items and meeting dates – Dr. Durán

Online master's degree programs – ensuring quality of online graduate programs. (Andrew Lofters)
Continue workgroup sessions (Michelle Durán)
SB 810 update-negotiated rule making results, grant program, feasibility study, statewide repository (Stephen Levey)
Update on the current status of TXLOR
Preliminary results from survey data collection
Deadline on EIR 508 compliance-update/follow-up (deadline January 2018)

10. Adjournment

A motion was made by Dr. Justin Louder and seconded by Dr. Stephen Levey to adjourn the meeting. The motion passed unanimously and the meeting was adjourned.

TEXAS HIGHER EDUCATION COORDINATING BOARD
LEARNING TECHNOLOGY ADVISORY COMMITTEE MEETING
Academic Quality and Workforce Division
1200 E. Anderson Lane, Austin, Texas 78752

February 23, 2018
10:00 a.m. – 2:30 p.m.

Members present: Michelle Durán-Chair, Justin Louder-Co-chair, Ana Peña, Josh Book (via phone), Ken Craver, Jimmy Byrd (via phone), Lynda Murphy, Pamela Morgan (via phone), Francisco Garcia, Stephen Levey, Mark Garcia, Lydia Tena (via phone), Alicia Wyatt (via phone), George Ashmore (for Wendi Prater), Dena Coots, Jacqueline Lee Mok (via phone), Janet Kamps, Carlos Morales (for Kelvin Bentley), William Stowe (for Charlene Worsham), Marcela V. Ramirez, Vicki Freeman

Members absent: Oneita Burgess, Sherita Love, Jordan Meneghetti,

Staff present: Andrew Lofters, Stacey Silverman, Garry Tomerlin, Rex Peebles, James Goeman, Christina Kelley

Summary Notes

1. Welcome, introductions, and call to order – Dr. Michelle Durán, Chair

Dr. Durán, Chair of the Learning Technology Advisory Committee, called the meeting to order at 10:07 am. She asked members to introduce themselves.

2. Consideration and approval of summary notes from the November 3, 2017 meeting – Dr. Durán

A motion was made to accept the summary notes from the November 3, 2017 meeting by Stephen Levey and was seconded by Justin Louder. The motion was approved unanimously.

3. Update on the progress of Electronic and Information Resources (EIR) compliance – Mr. Raymond Rose

Mr. Raymond Rose made an online presentation to update the committee on the progress of EIR compliance. Mr. Rose explained that there was a conflict between the Texas Administrative Code and federal regulations in reference to the dates that institutions of higher education must be in compliance with EIR. TAC states that institutions must be in compliance by April of 2020, however federal regulations (ADA and Section 504) have expected institutions to be in full compliance since 2007. Mr. Rose posed the question if LTAC was involved with the Information Technology Advisory Council for Higher Education. Section 508 rewrite came into effect in January of 2018, however it only applies to federal websites.

4. Discussion of inclusive access – American Association of Publishers' Representatives (AAP)

A presentation was given by Jessica Garcia (Pearson, representing the AAP) on inclusive access. Inclusive access is program by which a course textbook and supporting materials are purchased by a student through a fee which is included with the course tuition. Ms. Garcia stated that the benefit of the program is that students have first-day access to all course materials. Students have the ability to

opt out of the program. Ms. Garcia was followed by presentations from Dr. Mark McClendon and Dr. Tyson McMillan from Tarrant County College District (TCCD) describing the practical application of inclusive access from a participating institution. There was a request from the TCCCD staff for LTAC to make a recommendation to the THECB to include inclusive access in state policy.

5. Discussion on quality of online Master's Degree programs – Dr. Stacey Silverman

Dr. Silverman asked LTAC to consider the quality of distance education programs and when is the field saturated with distance education programming. Dr. Andrew Lofters made a PowerPoint presentation detailing the growth of online master's degree programs. The committee asked if there is a concern on the state level if there is too much online programming. It was mentioned that, due to the inclusion of more online courses taught by instructors, more programs are crossing the 50 percent online delivery criteria to be considered online programs. The committee suggested that quality of the online programs be evaluated through the graduate program review process. THECB staff stated that the growth of online programs is being monitored by agency in fulfilling its duty to prevent unnecessary duplication of programs. THECB staff asked the committee to consider how the state should address the cost associated with growth of online programming. It was suggested that GEAC and LTAC should meet to discuss the growth and quality of online graduate education. It was suggested that employment needs may need to be researched when reviewing online program proposals. The comment was made that the quality of online program delivery is being addressed in the revision of the Principles of Good Practice.

6. THECB Updates - Dr. Andrew Lofters

a. State Authorization Reciprocity Agreements (SARA)

Ms. Jessica Acton provided the committee an update on the progress of SARA. Texas will begin charging a state SARA fee on March 1, 2018. Any institution seeking initial SARA approval or renewing their approval will have to pay both the Texas fee and the NC-SARA fee beginning March 1, 2018. If the THECB collects more money than is required to pay the state affiliation fee, future institutional state renewal fees may be reduced. A concern was raised by the committee regarding the cost of participating in SARA in addition to other state fees that must be paid by the institution delivering instruction.

b. Distance Education Portal Policy

Dr. Lofters provided the committee an update the progress toward utilizing the distance education portal in an automated distance education program approval process.

c. Open Educational Resources Grant Program and Feasibility Study

Dr. Rex Peebles provided the committee an update on the progress of the open educational resources grant program and feasibility study. The RFA for the grant program should be developed and released in the next few months. \$200,000 has been allocated for the grant program for this biennium.

d. Community College Baccalaureate Degrees

Dr. Garry Tomerlin provided the committee an update on the community college baccalaureate degree approval process. Dr. Tomerlin explained the initiating legislation (SB 2118, 85th Legislature, Regular Session) and that rules have been developed for the process. A concern was raised by the committee regarding online nursing programs and their capacity across the state. Dr. Tomerlin explained that no community college baccalaureate degrees have been approved at this point. The establishment of

community college baccalaureate programs is an evolving landscape. Another concern was raised regarding 50-mile area notification provided to institutions in the vicinity of proposed programs.

- e. Proposed Changes to TAC Chapter 5, Subchapter C, Rule 5.45-Criteria for New Baccalaureate and Master's Degree Programs

Dr. James Goeman gave the committee an update on revisions that have been proposed for rules governing bachelor's, master's, and doctoral degree programs. These proposed rule changes were published in the Texas Register on February 2, 2108 and the 30-day comment period for public input closes on March 4, 2018. It was noted by the committee that there was no mention of program quality in the rules covered by Dr. Goeman.

7. Workgroup breakout sessions

The committee reordered the agenda to hold workgroup breakout sessions and lunch (items 7 and 8) before receiving THECB updates (item 6). The committee recessed at 12:00 and reconvened at 12:48.

8. Lunch

9. Workgroup breakout session reports and discussion

Doctoral Program Subcommittee

It is possible that a phone conference meeting will need to be held March or April to review distance education doctoral proposal submissions in order to provide a recommendation to the June Committee on Academic and Workforce Success meeting.

Learning Technology Survey Workgroup

The survey has gone through additional rounds of review at the THECB. The invitation to participate letter has been completed and is being approved at the THECB. An update will be provided at the June meeting. The workgroup will send a copy of the new survey questions to the committee members.

Distance Education Definitions Workgroup

The workgroup suggested that 51 – 99 percent online programs be classified as hybrid and 100 percent programs have their own category (no geographic requirements). One of the concerns that was raised in the workgroup was how proctored exams would be addressed in the definition change. The workgroup suggested questions be added to the LTAC distance learning survey on if they distinguish between 100 percent online programs and fully online, and if institutions required any on-campus activity for online classes. Another question suggested by the workgroup was one that would gauge the different modes of online instructional institutions deliver. It was suggested that the questions be sent out to institutions as a stand-alone survey, instead of including them with the learning technologies survey.

Principles of Good Practice Workgroup

The Principles of Good Practice document is ready to be distributed to stakeholders to receive feedback. It should be distributed to the LTAC next week and will be provided to Higher Educational Regional Council chairs. The document will also be presented at the Texas Distance Learning Association.

10. Consideration of workgroup proposals

No votes were called.

11. Discussion of future agenda items and meeting dates – Dr. Durán

Members were solicited to join a task force to examine master's degree numbers and the quality of those programs. Jacqueline Mok volunteered for the task force.

GEAC/LTAC combined meeting

Further implications of the inclusive access presentation we had today. What kind of recommendations does the committee want to give to the Coordinating Board.

12. Adjournment

A motion was made to adjourn the meeting by Justin Louder and was seconded by Stephen Levey. The motion was approved unanimously.

TEXAS HIGHER EDUCATION COORDINATING BOARD
LEARNING TECHNOLOGY ADVISORY COMMITTEE MEETING
Academic Quality and Workforce Division
1200 E. Anderson Lane, Austin, Texas 78752

May 14, 2018
1:00 p.m. – 2:30 p.m.

Members present: Michelle Durán-Chair, Josh Book, Jimmy Byrd, Lynda Murphy, Pamela Morgan, Francisco Garcia, Mark Garcia, Lydia Tena, Alicia Wyatt, Dena Coots, Jacqueline Lee Mok, Janet Kamps, William Stowe, Marcela V. Ramirez, Sherita Love

Members absent: Justin Louder-Co-chair, Oneita Burgess, Ana Peña, Ken Craver, George Ashmore, Vicki Freeman, Stephen Levey, Carlos Morales, Jordan Meneghetti

Staff present: Andrew Lofters, Stacey Silverman, Jessica Acton, Jennifer Nailos, Christina Kelley

Summary Notes

1. Welcome, introductions, and call to order - Dr. Michelle Durán

Dr. Lofters took attendance of all LTAC members and institutional representatives participating in the teleconference meeting and then handed control of the meeting to Dr. Duran.

2. Discussion of West Texas A&M University's proposed distance education delivery of a Doctor of Education (EDD) in Educational Leadership Program in the event such a degree and degree program are ultimately approved by the Texas Higher Education Coordinating Board – Doctoral Proposal Subcommittee Members/Institutional Representatives

Dr. Mok gave a brief introduction of the proposal to the committee and invited the institutional representatives to provide any additional information on the program. Dr. Henderson provided an introductory statement on the program and Ms. Lora Haasl provided information on how the program addresses student authentication. Dr. Mok stated that the distance education doctoral subcommittee recommends approval of the program based on the clarifying information provided by the institution.

3. Consideration of approval of a recommendation regarding West Texas A&M University's compliance with Board rules related to the delivery of education at a distance in its proposed Doctor of Education (EDD) in Educational Leadership Program in the event such a degree and degree program are ultimately approved by the Texas Higher Education Coordinating Board – Dr. Durán

Dr. Duran call for a motion on how to proceed with the proposed program. A motion to approve the program was made by Deana Coots and was seconded by Mark Garcia. Motion pass unanimously.

4. Discussion of The University of Texas Health Science Center at Houston's proposed distance education delivery of a Doctor of Health Informatics (DrHI) in Health Informatics Program in the event such a degree and degree program are ultimately approved by the Texas Higher Education Coordinating Board – Doctoral Proposal Subcommittee Members/Institutional Representatives

Dr. Mok introduced the proposal to the committee and invited the institutional representatives to provide any additional information on the program. Dr. Susan Fenton provided an introductory statement and background information on the proposed program. Dr. Mok stated that the distance education doctoral subcommittee recommends approval of the program.

5. Consideration of approval of a recommendation regarding The University of Texas Health Science Center at Houston's compliance with Board rules related to the delivery of education at a distance in its proposed Doctor of Health Informatics (DrHI) in Health Informatics Program in the event such a degree and degree program are ultimately approved by the Texas Higher Education Coordinating Board – Dr. Durán

Dr. Duran call for a motion on how to proceed with the proposed program. A motion to approve the program was made by Lydia Tena and was seconded by Pam Morgan. Motion pass unanimously.

6. Discussion of Sam Houston State University's proposed distance education delivery of a Doctor of Osteopathic Medicine (DO) in Osteopathic Medicine Program in the event such a degree and degree program are ultimately approved by the Texas Higher Education Coordinating Board – Doctoral Proposal Subcommittee Members/Institutional Representatives

Dr. Mok introduced the proposal to the committee and invited the institutional representatives to provide any additional information on the program. Dr. Dana Hoyt directed Dr. Charles Henderson to provide an introductory statement and provided background information on the proposed program. Clarification was made by Coordinating Board staff that the program is considered distance because instruction proposed to be delivered at a facility that will be built in Conroe, Texas. A question was raised by Coordinating Board staff regarding the availability of student services at the Conroe site. The institution responded that a student services area is included in the architect's plans of the proposed facility. Dr. Mok stated that the distance education doctoral subcommittee recommends approval of the program.

7. Consideration of approval of a recommendation regarding Sam Houston State University's compliance with Board rules related to the delivery of education at a distance in its proposed Doctor of Osteopathic Medicine (DO) in Osteopathic Medicine Program in the event such a degree and degree program are ultimately approved by the Texas Higher Education

Coordinating Board – Dr. Durán

Dr. Duran call for a motion on how to proceed with the proposed program. A motion to approve the program was made by Lydia Tena and was seconded by Pam Morgan. Motion pass unanimously.

8. Discussion of next meeting date – Dr. Durán

It was confirmed that the LTAC is scheduled to meet on June 1, 2018 from 10:00 am–2:30 pm.

9. Adjournment

Dr. Duran call for a motion to adjourn. A motion to approve the program was made by Janet Kamps and was seconded by Lydia Tena. Motion pass unanimously.

TEXAS HIGHER EDUCATION COORDINATING BOARD
LEARNING TECHNOLOGY ADVISORY COMMITTEE MEETING
Academic Quality and Workforce Division
1200 E. Anderson Lane, Austin, Texas 78752

June 1, 2018
10:00 a.m. – 2:30 p.m.

Members present: Michelle Durán-Chair, Justin Louder-Co-chair, George Ashmore (via phone), Josh Book (via phone), Oneita Burgess, Jimmy Byrd (via phone), Ken Craver (via phone), Vicki Freeman (via phone), Francisco Garcia, Mark Garcia, Janet Kamps, Stephen Levey, Sherita Love (via phone), Jacqueline Lee Mok, Pamela Morgan (via phone), Lynda Murphy, Ana Pena (via phone), Marcela V. Ramirez, William Stowe, Lydia Tena, Alicia Wyatt

Members absent: Dena Coots, Carlos Morales, Jordan Meneghetti,

Staff present: Andrew Lofters, Stacey Silverman, Garry Tomerlin, Rex Peebles, James Goeman, Jessica Acton, Judith Sebesta, Christina Kelley

Summary Notes

1. Welcome, introductions, and call to order – Dr. Michelle Durán, Chair

Dr. Durán, Chair of the Learning Technology Advisory Committee, called the meeting to order at 10:09 am. She asked members to introduce themselves.

2. Consideration of summary notes from the February 23, 2018 and May 14, 2018 meetings – Dr. Durán

A motion was made to accept the summary notes from the February 23, 2018 meeting by Justin Louder and was seconded by Jacqueline Mok. The motion was approved unanimously.

A motion was made to accept the summary notes from the May 14, 2018 meeting by Jacqueline Mok and was seconded by Stephen Levey. The motion was approved unanimously.

3. Discussion of inclusive access – Dr. Andrew Lofters

A presentation was given by Candace Pinataro (McGraw Hill Education) on inclusive access. Ms. Pinataro gave an update on institutions that have utilized the inclusive access model. A discussion ensued regarding the experiences of some of the committee members with inclusive access at their campuses and any issues that they may have encountered in its adoption. Questions were submitted to the Ms. Pinataro by committee members regarding the relationship between the campus bookstores and publishers offering inclusive access materials and potential policy related to student costs of utilizing inclusive access materials. It was suggested that a discovery group be formed from the LTAC to explore different aspects of utilizing inclusive access. Lydia Tena, Stephen Levey, Alicia Wyatt, Mark Garcia, Marcela Ramirez, and William Stowe volunteered to serve on the discovery group.

4. Discussion of quality of online master's degree programs – Dr. Lofters

Dr. Lofters presented data on enrollment and number of graduates for certain 100 percent online master's degree programs versus non-100 percent online programs. A discussion ensued over the

trends notice in the data presented by Dr. Lofters and on gauging the market saturation of online master's degree programs. It was stated that the LTAC is addressing online program quality through the revision of the Principles of Good Practice.

5. THECB Updates - Dr. Andrew Lofters

a. State Authorization Reciprocity Agreements (SARA)

Ms. Jessica Acton provided the committee an update on the progress of SARA. The THECB started collecting Texas SARA participation fees in March 2018. NC-SARA will start the process of developing a repository for online courses and programs that universities offer. It will be voluntary for institutions to participate in the repository. Ms. Acton also provided clarification for the committee regarding the reports that are required and optional for NC-SARA.

b. Open Educational Resources Grant Program and Feasibility Study

Dr. Rex Peebles provided the committee an update on the progress of the open educational resources grant program. The RFA should be completed and sent for approval soon. \$5,000-\$10,000 grants would be awarded to selected faculty to develop courses that only utilize OER; \$5,000 for one course and \$10,000 for two courses. Dr. Peebles clarified that the grant would fund the development of the OER course and not just the OER materials alone. He also clarified that the OER materials would have a creative commons type of copywrite license.

Dr. Judith Sebesta provided the committee an update on the OER feasibility study. She explained that the process of conducting the feasibility study began by reviewing previous work done by Coordinating Board staff regarding the potential for using OER at public institutions. The OER movement has expanded to several states across the nation and has been recently supported by \$5 million dollars of federal funding. Dr. Sebesta held a meeting of various stakeholders on May 2, 2018 to assist in developing recommendations for OER in the Texas. The report has recently been completed by Dr. Sebesta and has been submitted to Dr. Peebles for review. Her primary recommendation is that the most cost-effective solution for Texas would be to develop a portal through which institutions, faculty, students, and the general public could discover the OER that are already available.

c. Community College Baccalaureate Degrees

Dr. Rex Peebles provided the committee an update on the community college baccalaureate degree approvals. Dr. Peebles explained that there has been one community college baccalaureate program approved at this time; a nursing transition program at Austin Community College. There have been seven other community college baccalaureate proposals submitted to the THECB for review. Dr. Peebles clarified that community college RN-BSN proposals are required to analyze clinical availability for the programs' students. It was recommended by the committee that the community college baccalaureate programs are listed on the THECB proposal tracking webpage.

6. Workgroup breakout sessions

The LTAC separated into the following workgroups:

- PGP Workgroup,
- Definitions of Distance Education Workgroup
- Distance Learning Survey Workgroup
- Inclusive Access Workgroup

7. Lunch

8. Workgroup breakout session reports and discussion of proposals – Dr. Durán

Inclusive Access Workgroup

Dr. William Stowe reported that he contacted the state of Ohio to find out who is their person over their inclusive access efforts for the state. He is waiting to hear back from them. It seems they are using the library system as a platform through which to operate the program. The question was raised if Texas could use the library system to operate the inclusive access program. It was suggested that an RFP could possibly be used to gather the information for making a statewide agreement or consortium for an inclusive access system. Dr. Stephen Levey suggested the following issues may need to be explored regarding inclusive access: faculty buy-in, student pricing, assessing sales tax, accessibility issues, existing contracts with bookstores, refunds, providing availability to private institutions, length of availability for students to access materials, ability to annotate materials, LMS integration, and how bundling or unbundling will be handled.

Distance Education Definitions Workgroup

Janet Kamps reported that the workgroup concluded that changing distance education definitions may be more problematic than first anticipated; due to issues such as reporting and faculty classification. The DE portal already lists the distance education classifications of fully online and 100 percent online. The workgroup suggested that the THECB develop and provide institutions language to accurately describe their distance education programs in terms of delivery modality for their students. The workgroup will draft some language for consideration by the committee. Dr. Lofters indicated he would work with the workgroup to draft language. Dr. Lofters will also ask the Strategic Planning and Funding division about the process to add a 100 percent online category reporting.

Principles of Good Practice Workgroup

Dr. Michelle Durán reported that the draft PGP document has been shared with different distance learning organizations in the field. Feedback from these organizations will be used in finalizing the document. The workgroup would like to update places on THECB website where the PGP has something directly to do with the workflow of a process or a procedure; for example, the review of graduate programs. The workgroup has received requests to add SUNNY and OSCQR quality instruments to the course mapping document. It is the workgroup's intention to submit the revised course mapping document to distance education staff on their campuses to receive feedback. They would like to have the document completed by August in order to have it submitted to the LTAC for review and consideration at the next meeting, and, if accepted, to the CAWS/Board in December/January.

Learning Technology Survey Workgroup

The survey did not meet during this LTAC meeting, however, Dr. Justin Louder provided updates on the survey progress. Working with Patrick Pluscht from UNT, 70 valid responses have been received. At this point during the last administration (2015-2016), 57 responses had been received. They have discussed submitting another round of requests to institution to complete the survey. They currently have some high-level data that needs to be refined, but hope to have it ready to present during the September LTAC meeting.

9. Consideration of workgroup proposals – Dr. Durán

No proposals were presented for consideration.

10. Discussion of future agenda items and meeting dates – Dr. Durán

Inclusive Access
Principles of Good Practice
Formal Distance Education/Learning Technologies Survey Report
GEAC/LTAC meeting with chairs
THECB Updates (SARA,)
OER Draft Report

11. Adjournment

A motion was made to adjourn the meeting by Lydia Tena and was seconded by Stephen Levey. The motion was approved unanimously.

Committee on Academic Workforce and Success

AGENDA ITEM V-B

Report to the Committee on activities of the Workforce Education Course Manual Advisory Committee

RECOMMENDATION: No action required

Background Information:

Texas Higher Education Coordinating Board (THECB) 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 Workforce Education Course Manual Advisory Committee (WECM AC) is authorized under Texas Administrative Code, Chapter 1, Subchapter T, Sections 1.220-1.226. The WECM AC was established in 2017 as a committee comprised of representatives from public community, state, and technical colleges as well as one ex-officio member from the Texas Association of College Technical Educators (TACTE), one ex-officio member from the Texas Administrators of Continuing Education (TACE), and one ex-officio member from the Texas Association of College Registrars and Admissions Officers (TACRAO).

The WECM AC is charged with making recommendations concerning the addition, deletion, and revision of courses in the *Workforce Education Course Manual*, and the approval of local need course requests. Ms. Joyce Williams, Associate Vice Chancellor of Workforce and Community Initiatives at Dallas County Community College District, serves as chair of the committee, and Dr. Olga L. Valerio, Dean of Advanced Technology Center at El Paso Community College, serves as co-chair.

The committee held four meetings in Fiscal Year 2018 and created the following subcommittees: Guided Pathways Subcommittee, WECM Protocols Subcommittee, Guidelines for Instructional Programs in Workforce Education (GIPWE) Review Subcommittee, Programs of Study Subcommittee, Baccalaureate Degree Subcommittee, and Corporate Initiatives Subcommittee.

The committee also established a course-review trigger process and sent out a request for comments to presidents, chief instructional officers, and liaisons of community, state, and technical colleges for input on changes needed to WECM courses. The committee emphasized that triggers may be submitted at any time through the WECM comments process when a need arises.

Joyce Williams, chair of the WECM AC, will provide a brief update of activities and be available to answer questions.

WORKFORCE EDUCATION COURSE MANUAL ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: 01/31/2021

Committee Purpose: The Workforce Education Course Manual (WECM) Advisory Committee provides the Board with advice and recommendation(s) regarding content, structure, currency and presentation of the Workforce Education Course Manual (WECM) and its courses. The WECOM Advisory Committee also provides recommendations regarding field engagement in processes, maintenance, and use of the WECM; and assistance in identifying new programs of study, developments within existing programs represented by courses in the manual, vertical and horizontal alignment of courses within programs, and obsolescence of programs of study and courses.

Report Period: Fiscal Year 2018 (September 1, 2017 – August 31, 2018)

Chair: Jeffrey Parks (*elected 06/20/2017*)

Vice Chair: Joyce Williams (*elected 06/20/2017*)

A list of Committee members is attached.

Committee Meeting Dates:

September 18, 2017; December 1, 2017; February 26, 2018; May 31, 2018 (Minutes Attached)

Annual Costs Expended

Travel: \$11,156 (estimated committee member travel cost for four meetings)

Other: \$1,725 (materials and other direct cost)

Time Commitments:

Committee members spend approximately 759 hours (95 working days) during the fiscal year for preparation, meeting, and travel time.

Coordinating Board staff spend approximately 80 hours (20 working days) to prepare materials, coordinate, and attend meetings (20 hours for each meeting).

Current Recommendations to the Board:

There are no recommendations at this time.

Summary of Tasks Completed:

The September 18, 2017 meeting featured a discussion about setting up parameters for working with the Coordinating Board on moving forward with the WECM review processes. Teams established at the June 20, 2017, meeting presented their ideas and suggestions for the process to the committee. Subcommittees to review WECM Protocols and Guided Pathways were established.

The December 1, 2017 meeting featured reports from the WECM Protocols Subcommittee and the Guided Pathways Subcommittee, and the establishment of subcommittees to review the Guidelines for Instructional Programs in Workforce Education (GIPWE), Programs of Study, Baccalaureate Degrees, and Corporate Initiatives.

The February 26, 2018 meeting featured reports from the six (6) established subcommittees listed above.

The May 31, 2018 meeting featured reports from the subcommittees and a discussion about WECM course review trigger process, which included a review of course review comments submitted through the WECM Comments web page.

WECM Advisory Committee Membership

Mary Gallegos Adams,
Texas State Technical College

Joe Arrington, McLennan Community
College

Rob Blair, South Plains College

Cynthia A. Casparis, Ed.D.,
Angelina College

Thera Celestine, Lamar State College-
Orange

James Chegwidan, Tarrant County
College

Troy DeFrates, Austin Community
College

Ronda Dozier, Texarkana College

Megan Eikner, Amarillo College

Robin Garrett, Central Texas College

Cynthia Griffith, Alvin Community College

Eileen Hamby, Navarro College

Linda L. Head, Lone Star College

Jennifer Myers, Odessa College

Phillip Nicotera, Houston Community
College

Jeffrey J. Parks, San Jacinto College
Central Campus

D' Wayne Shaw, Kilgore College

Charlotte Speegle, Cisco College

Olga Valerio, El Paso Community
College

Vernell Walker, San Antonio College

Joyce Williams, Dallas County
Community College District

Frank Graves, TACE member (ex-officio)

Rafael Brisita, TACTE member
(ex-officio)

Denny Yarbrough, TACRAO member
(ex-officio)

A brief summary of the nominees' academic credentials follows:

Mary Gallegos Adams, Director of Curriculum, Texas State Technical College

Joe Arrington, Division Chair for Human Services, McLennan Community College

Rob Blair, Dean of Technical Education, South Plains College

Rafael Brisita, Vice President of Southwest Campus, ACCD-St. Philip's College

Cynthia A. Casparis, Vice President of Academic Affairs, Angelina College

Thera Celestine, Director of Pharmacy Technology Program, Lamar State College-Orange

James Chegwiddden, Associate Professor of Computer Science, Tarrant County College

Troy DeFrates, Department Chair of Welding Technology, Austin Community College

Ronda Dozier, Dean of Workforce and Continuing Education, Texarkana College

Megan Eikner, Dean of Technical Education, Amarillo College

Robin Garrett, Deputy Chancellor of Academic and Student Services, Central Texas College

Frank Graves, Dean, Workforce & Public Service, McLennan Community College

Cynthia Griffith, Vice President of Instruction, Alvin Community College

Eileen Hamby, Executive Dean of Business and Workforce Development, Navarro College

Linda L. Head, Associate Vice Chancellor of Office of Workforce Education and Corporate Partnerships, Lone Star College

Jennifer Myers, Associate Dean of Workforce Education, Odessa College

Phillip Nicotera, President of Coleman Campus, Houston Community College

Jeffrey J. Parks, Dean of Business and Technology, San Jacinto College Central Campus

D' Wayne Shaw, Department Chair of Technical Programs, Kilgore College

Charlotte Speegle, Executive Dean of Workforce and Economic Development, Cisco College

Olga Valerio, Instructional Dean of the Advanced Technology Center, El Paso Community College

Vernell Walker, Dean of Professional and Technical Education, San Antonio College

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

Denny Yarbrough, Registrar of Records and State Reports, Tyler Junior College

TEXAS HIGHER EDUCATION COORDINATING BOARD
Minutes
Workforce Education Course Manual Advisory Committee Meeting
1200 East Anderson Lane, Room 1.170
Austin, Texas
September 18, 2017
10:00 a.m. – 2:30 p.m.

The webcast of this meeting is available on the CB website, under
<http://www.theccb.state.tx.us/apps/Events/>, at the following link:

<http://www.theccb.state.tx.us/apps/events/archive/webcast.cfm?youtube=1KCiz1MP20w>

AGENDA ITEM	ACTION AND DISCUSSION
1. Welcome, introductions, and call to order	<p>The Advisory Committee convened at 10:00 a.m.</p> <p>Jeff Parks, Chair, called the meeting to order.</p> <p>The following appointed advisory committee members were present:</p> <ol style="list-style-type: none">1. Mary Gallegos Adams2. Joe Arrington3. Rob Blair4. Cynthia A. Casparis5. James Chegwiddden6. Troy DeFrates7. Ronda Dozier8. Cynthia Griffith9. Eileen Hamby10. Linda L. Head11. Jennifer Myers12. Phillip Nicotera13. Jeffrey J. Parks14. D' Wayne Shaw15. Vernell Walker16. Joyce Williams <p>The following ex-officio members were present:</p> <ol style="list-style-type: none">1. Frank Graves (TACE)2. Rafael Brisita (TACTE)3. Denny Yarbrough (TACRAO) <p>The following member(s) were not present:</p> <ol style="list-style-type: none">1. Charlotte Speegle2. Thera Celestine3. Megan Eikner4. Robin Garrett5. Olga Valerio

	<p>THECB Staff present:</p> <ul style="list-style-type: none"> • Rex Peebles, Assistant Commissioner, Academic Quality and Workforce • Garry Tomerlin, Deputy Assistant Commissioner, Workforce • Donna Carlin, Assistant Director, Workforce • Duane Hiller, Program Director, Workforce • Elizabeth Steele, Program Director, Workforce
2. Consideration and approval of minutes from the June 20, 2017 meeting	<p>The minutes from the June 20, 2017 meeting were reviewed and approved with the following corrections:</p> <ul style="list-style-type: none"> • Team Numbers were corrected in Item IX
3. Public testimony on agenda items	There was no public testimony provided.
4. Coordinating Board update	<p>Garry Tomerlin, Deputy Assistant Commissioner, Workforce, discussed the following items:</p> <ul style="list-style-type: none"> • Impact of Hurricane Harvey on institutions, and efforts being implemented to “Rebuild Texas” by reinforcing building construction trades in the coastal areas • SB 2118, authorizing baccalaureate programs at community colleges • HB 2994, establishing rules for continuing education
5. Discussion of operational guidelines for WECM Advisory Committee	<p>The committee discussed setting up parameters for working with the Coordinating Board on moving forward with the WECM review processes. Teams were assigned at the last meeting to come up with ideas and suggestions for the process to the committee. The teams presented their reports to the committee. The following list summarizes the items that the teams recommended needed to be operationalized.</p>
a. Protocols and procedures	The WECM Protocols Manual needs to be updated to reflect the new processes and procedures.
b. Course review triggers	The WECM Leadership Committee had presented recommendations for identifying course review triggers.
c. Special Topics – Local Need course reviews	Local Need and Special Topics courses should be used less often if triggers are used to write new WECM courses as soon as they are needed. These courses, which are available both for credit and continuing education, will continue to be available for use in order to respond to industry needs.

d. Programs of Study	Some Programs of Study Subcommittees have identified course duplications and have recommended the consolidation of some courses. Course changes recommended by these subcommittees will be sent out for public comment before being incorporated in the WECM.
e. Continuing education	The WECM not only includes CTE credit courses but also workforce continuing education courses, and these courses need to be included in the review in order to respond rapidly to industry needs.
f. Communications with the field	<p>Once a Program of Study is proposed by the POS Advisory Committee, it will be posted for public comment and a letter will be sent out to notify the Vice Presidents of Instruction and Liaisons. The POS and comments are then sent to the Coordinating Board for approval, and once approved it will be posted on the CB website.</p> <p>A letter was sent out to the VPIs and Liaisons last February asking for information about course changes that need to be reviewed. The same process will be done this year, with additional instructions for college administrators to submit a response even if no changes are needed, and to close the loop an additional letter will be sent to institutions that haven't replied, asking them to respond one way or the other.</p>
g. WECM Comments	The WECM Comments process has always been available as an avenue for the field to voice concerns, questions, and comments about WECM courses. More recently, it has been used as a platform to allow the colleges to provide feedback and triggers on recommended course changes and updates.
h. Training and professional development	Team 3 discussed the need for professional development and training to make sure program directors and department chairs understood the process of recommending changes to the WECM courses.
i. Regional program and course reviews	Team 4 discussed the idea of holding regional WECM course reviews.
6. Future agenda items and resources required for next meeting	<p>The following subcommittees were created:</p> <ul style="list-style-type: none"> • <u>Guided Pathways</u> subcommittee – Linda Head (chair), Cindy Griffith, Eileen Hamby, Cindy Casparis, Joe Arrington, Ronda Dozier

	<p><u>Charge:</u> Look at the current status of guided pathways in the state and align them with the Programs of Study</p> <ul style="list-style-type: none"> • <u>WECM Protocol</u> subcommittee – Joyce Williams and Robin Garrett (co-chairs), Jennifer Myers, Mary Adams, Linda Head, Jeff Parks <p><u>Charge:</u> Draft revisions to the current WECM Protocol Manual and operationalize procedures for WECM course review and maintenance [Agenda Item 5 (a.-i).]</p> <p>The next meeting is scheduled for December 1, 2017.</p> <p>Additional meetings have been scheduled for February 26, 2018 and May 31, 2018.</p>
7. Adjournment	Chair Jeff Parks called the meeting to close at 1:37 p.m.

TEXAS HIGHER EDUCATION COORDINATING BOARD
Minutes
Workforce Education Course Manual Advisory Committee Meeting
1200 East Anderson Lane, Board Room
Austin, Texas
December 1, 2017
10:00 a.m. – 2:30 p.m.

The webcast of this meeting is available on the CB website, under
<http://www.thecb.state.tx.us/apps/Events/>, at the following link:

<http://www.thecb.state.tx.us/apps/Events/archive/webcast.cfm?youtube=QhwmlopNY5A>

(<https://www.youtube.com/watch?v=QhwmlopNY5A>)

AGENDA ITEM	ACTION AND DISCUSSION
1. Welcome, introductions, and call to order	<p>The Advisory Committee convened at 10:00 a.m. Jeff Parks, Chair, called the meeting to order. The following appointed advisory committee members were present:</p> <ol style="list-style-type: none">1. Joe Arrington2. Rob Blair3. Cynthia A. Casparis4. James Chegwiddden5. Ronda Dozier6. Robin Garrett7. Cynthia Griffith8. Eileen Hamby9. Linda L. Head (by telephone)10. Jennifer Myers11. Phillip Nicotera12. Jeffrey J. Parks13. D' Wayne Shaw14. Olga Valerio15. Joyce Williams <p>The following ex-officio member was present:</p> <ol style="list-style-type: none">16. Frank Graves (TACE) <p>The following member(s) were not present:</p> <ol style="list-style-type: none">17. Mary Gallegos Adams18. Troy DeFrates19. Charlotte Speegle (resigned)20. Megan Eikner (resigned)21. Thera Celestine22. Vernell Walker23. Rafael Brisita (TACTE)24. Denny Yarbrough (TACRAO)

	<p>THECB Staff present:</p> <p>Rex Peebles, Assistant Commissioner Garry Tomerlin, Deputy Assistant Commissioner Donna Carlin, Assistant Director Duane Hiller, Program Director</p>
2. Consideration and approval of minutes from the September 18, 2017 meeting	<p>The minutes from the September 18, 2017 meeting were reviewed. Motion to approve the minutes was made by Eileen Hamby, seconded by Joyce Williams. Motion passed.</p>
3. Public testimony on agenda items	<p>There was no public testimony provided.</p>
<p>4. Coordinating Board update</p> <p>a. Programs of Study</p> <p>b. Baccalaureate Degrees</p>	<p>Garry Tomerlin, Deputy Assistant Commissioner, Workforce, discussed the following items:</p> <ul style="list-style-type: none"> • <u>Programs of Study</u> – Meetings have been held recently for Electrical, Plumbing and Pipefitting subcommittee, Heating, Ventilation and Air Conditioning subcommittee, Dental Hygiene subcommittee, Radiologic Technology subcommittee, and Respiratory Care subcommittee have met recently. The Coordinating Board (CB) is in the process of hiring two new staff positions to work partially on programs of study. Preliminary discussions are being held about which career clusters to review next. The CB staff also recognizes that communications with the field about programs of study and fields of study are important. • <u>Baccalaureate Degrees</u> – A draft copy of the rules for SB 2118 was posted in the Texas Register for a 30-day comment period, which ended December 27. Six comments have been received and are currently being reviewed by CB staff. Some community colleges have already submitted notifications of intent to start baccalaureate degrees. CB staff is working with the Board of Nursing on the process for approving Bachelor of Science in Nursing (BSN) programs. The role of the WECM database to possibly include baccalaureate degree courses was discussed. • <u>Other</u> – The Inventory Access and Update system will soon be accessible through the CBPass system. Users will need to request a CBPass account and request access to the “Workforce Education Course Manual” application. <p>Additional discussion was held about the Programs</p>

	<p>of Study process and the WECM Advisory Committee's role in being informed about changes being recommended. A recommendation was made that the CB staff follow up on explaining the process to the WECM Advisory Committee at its next meeting.</p>
Lunch	<p>The committee took a lunch break from 12:00 p.m. to 12:45 p.m.</p>
5. Reports from subcommittees for WECM Advisory Committee	<p>After lunch, the committee heard reports from the subcommittees.</p>
a. WECM Protocols Subcommittee	<p>Robin Garret gave a report on the activities of the WECM Protocols Subcommittee.</p> <p>The subcommittee reviewed the protocols, and on a first run-through they highlighted the areas that will need to be looked at, modified, and enhanced. Obvious changes were made, such as replacing references to the WECM Leadership Committee (WLC) with WECM Advisory Committee (WAC), and some protocols were reduced and combined where appropriate. Information about the cycle of course review was replaced with the new trigger-based process.</p> <p>The subcommittee highlighted areas where it still needs guidance, such as how to define workshop models and roles and the shift of responsibilities from the Project Manager and Project Director of the WLC, regarding which responsibilities should be assigned to the WAC and which to CB staff.</p> <p>Other questions brought up for discussion today include:</p> <p>Who sets up and selects the courses to be reviewed?</p> <p>How will Special Topics and Local Need courses be reviewed? In particular, how will continuing education courses be reviewed?</p> <p>What involvement will the WAC have in responding to the WECM comments that come in?</p> <p>Will facilitators and other project roles still be utilized during course review workshops?</p> <p>Jeff recommended that the entire committee review the protocols and provide feedback to Robin. Robin will send the draft updates to Duane, who will send it out to the advisory committee members.</p> <p>Joyce commented that the role of the program of study process in triggering a WECM course review workshop needed to be clarified in the Protocols (2.01.01).</p>

	<p>Rob Blair commented that the process for revising courses that are used in a program of study will need to be clarified.</p> <p>Robin asked if the committee could send her any feedback on the subcommittee's recommended changes and comments by January 26, the subcommittee would be able to meet to review the comments in early February and have a report for the advisory committee at its February 26 meeting.</p>
b. Guided Pathways Subcommittee	<p>Linda Head sent information about the Guided Pathways Subcommittee, but she was unable to connect to the meeting. Joe Arrington gave the subcommittee report.</p> <p>The subcommittee sees the need for a clarity of definition and purpose for the Guided Pathways concept, and for a clarification on where the interface between programs of study and guided pathways process should occur.</p> <p>The subcommittee also focused on the purpose of the programs of study in relation to guided pathways, and would like the program of study drafts to be sent to the WECM advisory committee prior to being considered as "final".</p>
6. Future agenda items and resources required for next meeting	<p>Jeff asked if any of the committee members would like to attend one of the upcoming Program of Study Advisory Committee meetings and bring feedback to the WECM Advisory Committee at its next meeting.</p> <p>Joe Arrington recommended that committee members be assigned to Program of Study based on some familiarity of the subject.</p> <p>The Architecture and Construction Programs of Study Advisory Committee will meet on February 9.</p> <p>The Health Sciences Programs of Study Advisory Committee will meet on February 13.</p> <p>Eileen Hamby offered to attend both of the upcoming meetings.</p> <p>Phil Nicotera offered to attend the Health Sciences POS.</p> <p>Cindy Griffith recommended that members review the Facilitator-in-Training PowerPoint before attending the meetings. Jeff will send the training to Duane, to be distributed to the committee.</p> <p>Olga Valerio agreed to attend the Architecture and Construction POS.</p> <p>D'Wayne Shaw offered to attend the Architecture and Construction POS.</p>

	<p>Updates from these POS meetings will be added to the agenda for the February 26 meeting.</p> <p>Joyce recommended that an update on the baccalaureate program courses be added to the agenda.</p> <p>Ronda recommended that an update on the McDonald's Initiative be added to the agenda.</p> <p>The next meeting is scheduled for February 26, 2018.</p> <p>The following meeting has been scheduled for May 31, 2018.</p>
7. Adjournment	Chair Jeff Parks called the meeting to close at 1:40 p.m.

TEXAS HIGHER EDUCATION COORDINATING BOARD
Minutes
Workforce Education Course Manual Advisory Committee Meeting
1200 East Anderson Lane, Board Room
Austin, Texas
February 26, 2018
10:00 a.m. – 2:30 p.m.

The webcast of this meeting is available on the CB website, under <http://www.thecb.state.tx.us/apps/Events/>, at the following link:
<http://www.thecb.state.tx.us/apps/events/archive/webcast.cfm?youtube=Nia0aLR75yQ>
<https://www.youtube.com/watch?v=Nia0aLR75yQ>

AGENDA ITEM	ACTION AND DISCUSSION
1. Welcome, introductions, and call to order	<p>The Advisory Committee convened at 10:00 a.m. Jeff Parks, Chair, called the meeting to order. The following appointed Advisory Committee members were present:</p> <ol style="list-style-type: none"> 1. Mary Gallegos Adams 2. Rob Blair 3. Cynthia A. Casparis 4. Thera Celestine 5. James Chegwiddden 6. Troy DeFrates 7. Robin Garrett 8. Cynthia Griffith 9. Eileen Hamby 10. Linda L. Head 11. Jennifer Myers 12. Jeffrey J. Parks 13. D' Wayne Shaw 14. Olga Valerio 15. Vernell Walker 16. Joyce Williams 17. Frank Graves (TACE) 18. Rafael Brisita (TACTE) 19. Denny Yarbrough (TACRAO) <p>The following members were not present:</p> <ol style="list-style-type: none"> 20. Joe Arrington 21. Ronda Dozier 22. Phillip Nicotera 23. Megan Eikner (resigned) 24. Charlotte Speegle (resigned) <p>THECB Staff present:</p> <p>Rex Peebles, Assistant Commissioner Garry Tomerlin, Deputy Assistant Commissioner Donna Carlin, Assistant Director Duane Hiller, Program Director</p>

2. Consideration and approval of minutes from the December 1, 2017 meeting	The minutes from the December 1, 2017 meeting were reviewed. Motion to approve the minutes was made by Joyce Williams, seconded by Troy Defrates. Motion passed.
3. Public testimony on agenda items	There was no public testimony provided.
4. Coordinating Board update a. Programs of Study b. Call for WECM Course Review Triggers c. Baccalaureate Degrees	<p>Garry Tomerlin, Deputy Assistant Commissioner, Workforce, discussed the following items:</p> <ul style="list-style-type: none"> • <u>Programs of Study</u> – Health Science Program of Study Advisory Committee met on February 13 and recommended 5 programs of study for public comment. Architecture and Construction Program of Study Advisory Committee meeting had to be cancelled due to lack of a quorum; the meeting will be rescheduled soon. • <u>Call for WECM Course Review Triggers</u> – a letter was sent out on February 16 to submit comments by March 9. A reminder will be sent out to request that colleges submit comments or notify us that they have no comments. • <u>Baccalaureate Degrees</u> – Rules written to implement SB 2118 were approved by the Coordinating Board at its January 25 meeting. The official rules will be posted on our website when we receive them from the Secretary of State's office. The applications for applying for a Baccalaureate Degree are on our website. <p><u>Other</u> – After a 10-minute break, the representatives from the professional organizations were given the opportunity to give their updates.</p> <ul style="list-style-type: none"> • <u>TACRAO</u> – Denny Yarborough announced that the summer TACRAO meeting will be held in Austin at the Double Tree on July 19-20. The larger annual meeting will be held in Fort Worth on the week of November 12. • <u>TACE</u> – Frank Graves announced that the spring TACE conference will be held in Austin at the Omni Southpark on April 17-19. • <u>TACTE</u> – Rafael Brisita announced that the spring TACTE conference will be held in Austin at the Omni Southpark on April 11-13.
5. Reports from subcommittees for WECM Advisory Committee	Chair Jeff Parks rearranged the order in which the subcommittees will be presenting their reports today.
d. Programs of Study	Eileen Hamby reported on the Health Sciences Program of Study Advisory Committee meeting held on February 13.

	The Architecture and Construction Program of Study Advisory Committee did not meet in February. The committee will be convened in April.
c. Guided Pathways	Linda Head reported on the Guided Pathways project and the Programs of Study, and how they intersect at the colleges. The next meeting of the Guided Pathways project will be held April 16-18 in Houston.
Lunch	The committee took a lunch break from 12:00 p.m. to 12:50 p.m.
Item 5, continued	After lunch, the committee continued discussing reports from the subcommittees.
a. WECM Protocols	<p>Robin Garrett reported on the work of the WECM Protocols subcommittee.</p> <p>Rafael Brisita emphasized the need for professional development efforts to keep the field informed about the new WECM processes. Jeff Parks suggested that a subcommittee be established to handle professional development training.</p> <p>Based on the discussions, revisions to the protocol manual with the inclusion of the following four subcommittees will be sent out to the Advisory Committee for feedback:</p> <ol style="list-style-type: none"> 1. Continuing Education Special Topics/Local Need Course Review Subcommittee 2. General Course Review and Archival Subcommittee (to include course recommendations from program of study subcommittees) 3. Semester Credit Hour Special Topics/Local Need Course Review Subcommittee 4. Professional Development Subcommittee
b. GIPWE	The GIPWE was discussed during the WECM Protocols subcommittee report.
e. Baccalaureate Degree Programs	The Baccalaureate Degree Programs were discussed during the coordinating board update (Agenda Item 4c).
f. McDonald's Initiative	<p>Jeff Parks reported on the subcommittee's activities. A meeting was held September 22 with the North Texas Community College Consortium. In December, another meeting was held at the Coordinating Board offices. A third meeting was held last week, in which college representatives from across the state were divided into four groups:</p> <ol style="list-style-type: none"> 1. Business, Human Resources, and Management 2. Culinary and Hospitality

	<p>3. Logistics, Transportation, and Safety 4. Construction, Engineering, and Welding</p> <p>Representatives from Texas Department of Transportation (TxDOT) and McDonald's were also present. The groups reviewed the WECM courses to determine which courses would best fit the needs of the business.</p> <p>Another meeting has been planned that will include more courses, more colleges, and more business and industry representatives.</p>
6. Future agenda items and resources required for next meeting	<p>The next meeting is scheduled for May 31, 2018. The following meeting was scheduled for September 20, 2018.</p>
7. Adjournment	<p>A motion to adjourn the meeting was made by Linda Head and seconded by Eileen Hamby. Motion passed. Chair Jeff Parks called the meeting to close at 2:12 p.m.</p>

TEXAS HIGHER EDUCATION COORDINATING BOARD
Minutes
Workforce Education Course Manual Advisory Committee Meeting
1200 East Anderson Lane, Board Room
Austin, Texas
May 31, 2018
10:00 a.m. – 2:30 p.m.

The webcast of this meeting is available on the CB website, under <http://www.thecb.state.tx.us/apps/Events/>, at the following link:
<http://www.thecb.state.tx.us/apps/Events/Broadcasts/webcast.cfm?youtube=HrigJX7lrTI>
[\(https://www.youtube.com/watch?v=HrigJX7lrTI\)](https://www.youtube.com/watch?v=HrigJX7lrTI)

AGENDA ITEM	ACTION AND DISCUSSION
1. Welcome, introductions, and call to order	<p>The Advisory Committee convened at 10:00 a.m. Jeff Parks, Chair, called the meeting to order. The following appointed Advisory Committee members were present:</p> <ol style="list-style-type: none"> 1. Mary Adams 2. Rob Blair 3. Thera Celestine 4. Troy DeFrates 5. Ronda Dozier 6. Robin Garrett 7. Eileen Hamby 8. Linda L. Head 9. Jennifer Myers 10. Phillip Nicotera 11. Jeffrey J. Parks 12. D' Wayne Shaw 13. Olga Valerio 14. Vernell Walker 15. Joyce Williams <p>The following ex-officio members were present:</p> <ol style="list-style-type: none"> 16. Frank Graves (TACE) 17. Rafael Brisita (TACTE) 18. Denny Yarbrough (TACRAO) <p>The following members were not present:</p> <ol style="list-style-type: none"> 19. Joe Arrington 20. Cynthia Casparis 21. James Chegwiddden 22. Cynthia Griffith <p>THECB Staff present:</p> <p>Garry Tomerlin, Deputy Assistant Commissioner Duane Hiller, Program Director Sheri Ranis, Program Director Marissa Garza, Program Director</p>

AGENDA ITEM	ACTION AND DISCUSSION
2. Consideration and approval of minutes from the February 26, 2018 meeting	The minutes from the February 26, 2018 meeting were reviewed. Motion to approve the minutes was made by Robin Garrett, seconded by Mary Adams. Motion passed.
3. Public testimony on agenda items	There was no public testimony provided.
4. Coordinating Board update a. Programs of Study b. Call for WECM Course Review Triggers c. Baccalaureate Courses and Degrees d. Apprenticeship Crosswalks e. Advanced Technical Credit (ATC)	<p>Garry Tomerlin, Deputy Assistant Commissioner, Workforce, discussed the following items:</p> <ul style="list-style-type: none"> • <u>Programs of Study</u> – The Architecture & Construction Advisory Committee didn't have a quorum for the meeting scheduled for February 9, 2018, so the meeting had to be rescheduled. The Electrical, Plumbing and Pipefitting Subcommittee meeting was held May 17-18. Twelve program of study proposals will be sent forward to the September CAWS / October Board meeting – seven from the Architecture and Construction POS Advisory Committee and five from the Health Science POS Advisory Committee. The POS Outlines will be provided at the next WECM Advisory Committee meeting. If approved, they will be available for implementation in fall 2019. Two new staff members have been hired to work on programs of study development. • <u>Call for WECM Course Review Triggers</u> – A request for comments was sent out to presidents, chief instructional officers, and liaisons of community, state and technical colleges on February 12; comments were due by March 9. A follow-up email was sent out on May 14 to colleges that didn't respond. All but 12 colleges responded to the original request or to the follow-up. In all, 13 colleges submitted comments, which will be discussed later in today's meeting. The course-review trigger process was also discussed at the CTSC Liaisons Meeting, emphasizing that triggers may be submitted at any time through the WECM comments process and not just when the letter is sent out. The possibility of sending a letter out more than once per year was discussed, but concerns with staff time limitations and the number of communications sent out from the Coordinating Board to institutions were expressed. • <u>Baccalaureate Courses and Degrees</u> – Plans are in place to add the baccalaureate degree courses to the

AGENDA ITEM	ACTION AND DISCUSSION
	<p>WECM database and have them flagged as upper-division courses.</p> <ul style="list-style-type: none"> • <u>Apprenticeship Crosswalks</u> – A handout on “How to Use an Apprenticeship Crosswalk” and three sample crosswalks that were developed as part of a Perkins leadership project were provided for discussion. The final copies of the twelve crosswalks that were developed will be posted on the Perkins deliverables web page. • <u>Advanced Technical Credit (ATC)</u> – Robin Garrett presented information on the Advanced Technical Credit program, a program where high school classes were crosswalked to college courses. The program has been funded by TEA, but it will be discontinued after this fiscal year.
5. Reports from professional organizations	<p>The representatives from the professional organizations provided their updates.</p> <ul style="list-style-type: none"> • <u>TACE</u> – Frank Graves reported that there were 240 participants at the spring TACE conference held on April 17-19, with 41 identifying themselves as new to the field. • <u>TACTE</u> – Rafael Brisita reported that the pre-conference to the spring TACTE conference held on April 11-13 was sold out. The TACTE board will be meeting in Dallas on June 21 to discuss next year's conference – only one conference will be held each year. Ronda Dozier added that there were 246 participants at the spring conference. • <u>TACRAO</u> – Denny Yarborough reported that the community college summer TACRAO meeting is coming up on July 19-20.
Lunch	<p>Jeff Parks announced that he was resigning as chair, and would turn the meeting over to Joyce Williams after lunch.</p> <p>The committee took a lunch break from 11:45 a.m. to 12:30 p.m.</p>
6. Reports from subcommittees for WECM Advisory Committee	<p>Chair Joyce Williams called the meeting back to order at 12:30 p.m.</p>
a. WECM Protocols	<p>Robin Garrett reported on the work of the WECM Protocols subcommittee. A copy of the revised WECM</p>

AGENDA ITEM	ACTION AND DISCUSSION
	Protocol Manual was emailed to the committee prior to the meeting. Updates to the manual include descriptions of the course review trigger process, the Special Topics/Local Need course review process, and the WECM comments review process. The subcommittee was instructed to draft a process for the review of Special Topics / Local Need courses and administrative course changes/corrections. The Protocol Manual will be updated and presented for approval at the next advisory committee meeting.
c. Guided Pathways	Linda Head reported on the Texas Pathways Institute meeting that was held April 16-18 in Houston.
f. McDonald's Initiative	Linda Head reported on the regional meeting held in the Houston area to discuss the articulation being developed between workforce at community colleges and McDonald's training and its broader application to employer training articulating to college credit at community colleges.
b. GIPWE	The GIPWE subcommittee did not have anything to report.
d. Programs of Study	The Programs of Study subcommittee did not have anything to report.
e. Baccalaureate Degree Programs	The Baccalaureate Degree Programs were discussed during the Coordinating Board update (Agenda Item 4c).
7. Future agenda items and resources required for next meeting	The next meeting is scheduled for September 20, 2018.
8. Adjournment	Chair Joyce Williams adjourned the meeting at 1:41 p.m.

Committee on Academic and Workforce Success

AGENDA ITEM V-C

Report to the Committee on activities of the Apply Texas Advisory Committee

RECOMMENDATION: Information item only

Background Information:

The Apply Texas Advisory Committee (ATAC) is a statutory committee comprised of up to 24 representatives of Texas public and private institutions of higher education. The ATAC has been in operation since 1997, when Senate Bill 150 created Texas Education Code, Section 51.762, which called for the Coordinating Board, with the assistance of an advisory committee of college representatives, to adopt by rule a common admissions application for use by a person seeking admission as a freshman student to a general academic teaching institution. Later amendments to the statute expanded the assignment to include applications for admission to public two-year institutions and for undergraduate transfers.

The Apply Texas System includes outreach resources called the Counselor Suite to help high school counselors track their students' progress toward admission to college and in applying for financial aid for college. In FY2018, more than 1.5 million applications were submitted through the System. Over 2,000 high school counselors accessed the Apply Texas Counselor Suite to determine their students' status in applying for admission and financial aid. Although individual colleges may charge admission fees, the admission application system is free of charge to the applicants. The development and maintenance costs of the System are met by participating institutions. Technical support is provided by The University of Texas at Austin (UT-Austin) under contract with the Coordinating Board. In FY2018, the cost for providing these services was less than \$1 per admission application. The overall contract for FY2018 was \$739,895.

The ATAC met three times during FY2018 – October 27, 2017; February 28, 2018; and April 23, 2018. Estimated total costs for the meetings, which are not covered by the UT-Austin contract, equaled \$12,700, which includes costs related to committee member travel, staff time, and meeting broadcasts. Travel expenses and other costs related to attendance of ATAC meetings are paid by the committee members' respective institutions.

Dr. Rebecca Lothringer, Executive Director of Admissions at the University of North Texas, and Ms. Dana Fields, Assistant Registrar at Houston Community College, Co-Chairs of the ATAC, will provide a brief summary of committee activities and be available to answer questions.

APPLY TEXAS ADVISORY COMMITTEE

ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: 10/31/2021

Committee Purpose:

The purpose of the Apply Texas Advisory Committee (ATAC) is to discuss and vote on changes that may be needed to the applications for the upcoming application cycle. The committee also addresses additional initiatives to strengthen student participation and access into higher education.

Report Period:

September 2017 – August 2018

University Co-Chair:

Rebecca Lothringer, Executive Director of Admissions, University of North Texas

Community, State, and Technical College Co-Chair:

Dana Fields, Assistant Registrar, Houston Community College

Committee Members:

List of 2017-2018 academic year Committee Members is attached.

Committee Meeting Dates:

October 27, 2017

February 28, 2018

April 23, 2018

Annual Costs Expended:

Committee costs for FY2018 were *estimated* at \$12,700 for the fiscal year. The estimate includes the following:

Travel and lodging: \$7,600

Staff time (3): \$5,100

Time Commitments:

Committee members spent approximately 5-7 days on committee work for the three meetings; staff members averaged approximately 12-15 days to prepare, attend, and develop minutes for each of the meetings.

Current Recommendations to the Board:

There are no recommendations at this time.

Summary of Tasks Completed:

Membership and Oversight

Dana Fields, Assistant Registrar, Houston Community College, was elected by the membership during the October ATAC meeting to serve as 2-year institution co-chair of the committee.

Training

The ATAC annually sponsors an ApplyTexas workshop in conjunction with the TACRAO SPEEDE Committee. The purpose of the workshop is to share information on upcoming changes to the application, legislative updates, and user training for the ApplyTexas Application. Admissions and technical staff from colleges and universities across the state attend the workshop.

The one-day SPEEDE/ApplyTexas workshop co-sponsored by TACRAO was held on July 18, 2018, at The Doubletree Hotel North in Austin. Approximately 180 participants attended the conference.

Updates

This year, the committee discussed recommendations, voted on, and submitted priorities to the Technical Team for implementation. The ApplyTexas Functional Changes implemented for the 2019-2020 Application Cycle are attached.

All of the changes were made to improve the accuracy and flow of data from applicants to their desired institutions. These changes helped students avoid errors that may delay their admission. The following changes have the broadest impact and perhaps best reflect the importance of the committee's work:

- The ApplyTexas System move to Amazon Web Services will allow for significant enhancements including responsive design, more flexible file delivery options, data warehouse, and usability improvements.
- A reCaptcha was added to account profile for security and to aid in preventing fake applications.
- The consent to privacy policy was revised for the new General Data Protection Regulation.
- A new audit was added to prevent students submitting the wrong application type.
- Students can use their email address as a username to easily access their application.
- New school search tool implemented
- New partial page save feature added to extracurricular activity page so students can start, save, and finish at a later time without loss of data.
- Texas conservatorship questions added to identify and share information on eligibility for financial and other assistance for students places in foster care

Minutes for the 2017-18 academic year are attached.



Apply Texas Advisory Committee September 2017 – August 2018

Lazaro Barroso Director, College Connections & Admissions for Traditional Students South Texas College lbarroso@southtexascollege.edu	2018	Vanessa Maldonado Executive Director of Admissions Texas State Technical College vanessa.maldonado@tstc.edu	2018
Jennifer Beal Director of Admissions North Central Texas College jbeal@nctc.edu	2018	Kerri Mikulik Assistant Director of Admissions Angelo State University kerri.mikulik@angelo.edu	2018
Kevin Davis Associate Director of Admissions Stephen F. Austin State University daviskl2@sfasu.edu	2019	Carey Rose Director of Student & Enrollment Services Temple College carey.rose@templejc.edu	2019
Chryssa Delgado Director of Admissions Texas A&M University - San Antonio chryssa.delgado@tamusa.edu	2019	Scott Smiley Director of Admissions The University of Texas of the Permian Basin smiley_s@utpb.edu	2018
Dana Fields, Co-Chair Assistant Registrar Houston Community College dana.fields@hccs.edu	2019	Angie Taylor Director of Admissions Sam Houston State University ataylor@shsu.edu	2019
Todd Fields Registrar/Director of Admissions Collin College tfields@collin.edu	2018	Jennifer Waits Assistant Director of Admissions Tarrant County College	2018
Deborah Gilchrist Director, Student Service Center and Undergraduate Admissions The University of Texas Rio Grande Valley debbie.gilchrist@utrgv.edu	2019	Michelle Walker Senior Associate Director of Admissions Texas A&M University mbwalker@tamu.edu	2018
Rebecca Lothringer, Co-Chair Executive Director of Admissions University of North Texas rebecca@unt.edu	2018	Miguel Wasielewski Director of Admissions The University of Texas at Austin miguelw@austin.utexas.edu	2019
<u>Student Representative</u>			
		Pooja Mallipaddi The University of Texas at Arlington Pooja.mallipaddi@mavs.uta.edu	2018

ApplyTexas Functional Changes for the 2019-2020 Application Cycle

Posted: May 21, 2018

Modified: June 14, 2018

Changes to the ApplyTexas Login Process

- As of May 25, 2018, all applicants must consent to our privacy policy for the new [GDPR](#) regulations if they have not. They will be routed to the profile page to consent.

Changes to the ApplyTexas Profile Page

- A checkbox has been added for applicants to indicate that their emergency contact does not have a phone. Email or mailing address will be required.
- A checkbox has been added to acknowledge the ApplyTexas privacy for [GDPR](#) compliance.

Changes to the My Applications section in My Account

- Start a new application page:
 - The buttons have been reordered for better usability.
- College/University selection page:
 - Undergraduate applications: The opt-in dual credit question wording has been changed to “Are you applying to take college courses to be completed while you are still a high school student (Dual Credit or Concurrent Enrollment)?”
 - Graduate applications: If an applicant chooses to create a graduate application, they must check a box that says, “Please confirm that you already have or will have a bachelor's degree or the equivalent prior to the start of the graduate term for which you are applying.”

Changes to Shared Application Modules

This section describes changes made to individual modules for the 2019-20 application cycle. Please note that many modules are shared among several application types.

Biographical Information module
(Included in all application types)

- All applications: A question for preferred first name has been added.
- All applications: A checkbox has been added for applicants to indicate that their emergency contact does not have a phone. Email or mailing address will be required.
- All US undergraduate applications: Two new questions have been added about Texas conservatorship. Applicants will be asked whether they were placed in foster care or adopted from foster care in Texas and if so, whether they would like to receive information on possible eligibility for financial and other assistance for students who were placed in foster care in Texas.

Biographical Information (continued) module

- All applications: American Sign Language (ASL) has been added to the languages spoken question.
- All applications: Title is no longer required in the optional supplemental parent information section.

Educational Background module
(Included in all application types)

- US graduate applications: If the applicant lists a high school graduation in the future, they will not be able to continue with the graduate application.

Educational Information module

- Two-year applications: The BAT and BAS options were removed from the “reason for attending” dropdown.

Test Scores module

- No changes this cycle.

Preliminary Visa Information module

- No changes this cycle.

Extracurricular and Volunteer activities module

- All applications: Save buttons have been added after each section of the page.

Employment Information module

- No changes this cycle.

Custom questions module

- No changes this cycle.

Scholarships module

- Scholarships page: The National Achievement question has been removed.

Essays module

- No changes this cycle.

Certification and payment information module

- No changes this cycle.

Changes to the ApplyTexas Administrative Site

Executive menu

- Majors: The complete text of major messages was added to the majors download.
- Application counts: There is now a column indicating the percentage difference in the application numbers from the previous year.
- Administrators may now send themselves password reset tickets.

Application Searches and Application View

- No changes this cycle.

Selecting optional modules

This is not a change, just a reminder, to check your settings for the inclusion of optional modules in your applications for 2019-2020 application semesters. Please see the document "Module Chart for 2019-2020 ApplyTexas Applications" for a complete list.

- ApplyTexas administrators are able to select optional modules for the International Freshman, International Transfer, US Graduate, and International Graduate applications. **This should be done for each semester** before the application semester is signed off on and approved. To select the optional modules, administrators should go to Executive Menu > View and Change Fees, Deadlines, Essay Requirements and Display Messages and select the desired semester. At the top of the display for the International Freshman, International Transfer, US Graduate, and International Graduate applications, administrators will see a red star with a link reading, "NEW: Choose optional modules for [app type] application." Administrators should click on the link to go to a page where they can select the optional modules they wish to include in the application type for that semester.

Changes to the High School Counselors' Suite

- Counselors may now send themselves password reset tickets.

Changes to ApplyTexas EDI Transmission

- The EDI changes will be referenced in a separate document on the ApplyTexas administrative website.

Additional Changes

-

This document may be updated to include the following changes:

- Mandated changes to the application enacted by the Texas Legislature;

- Items approved by the Texas Higher Education Coordinating Board and its ApplyTexas Advisory Committee on which the ApplyTexas technical team is still seeking clarification;
- Last-minute emergency changes requested by the Texas Higher Education Coordinating Board and/or the ApplyTexas committee and agreed to by the ApplyTexas technical team.

If this document is amended, ApplyTexas administrators will be notified at that time that a new version of this document is available on the ApplyTexas Administrative site.

**Apply Texas Advisory Committee Meeting Notes
October 27, 2017**

Members Present

Kevin Davis—Stephen F. Austin State University
Chryssa Delgado—Texas A&M University-San Antonio
Dana Fields—Houston Community College
Deborah Gilchrist—The University of Texas Rio Grande Valley
Rebecca Lothringer—University of North Texas
Pooja Mallipaddi—The University of Texas at Arlington (*Student Representative*)
Kerri Mikulik—Angelo State University (*representing Lisa Hernandez*)
Jennifer Waits—Tarrant County College (*representing Nichole Mancone*)
Michelle Walker—Texas A&M University

Members Attending via Telephone

Larry Barroso—South Texas College
Jennifer Beal—North Central Texas College
Vanessa Maldonado—Texas State Technical College
Scott Smiley—The University of Texas of the Permian Basin

Guest/Other Attendees

Derick Hutchison—Houston ISD
Michael Washington—The University of Texas at Austin

Members Not Present

Melinda Carroll—North Central Texas College
Todd Fields—Collin County Community College District
Carey Rose—Temple College
Angie Taylor—Sam Houston State University

Apply Texas Technical Team Members Present

Tim Brace, ApplyTexas Technical Team Manager
Rebecca Kindschi
David Muck
Monique Murphy

Texas Higher Education Coordinating Board Staff Present

Jerel Booker
Diana Foose
Claudette Jenks
Raul Jaimes

A. Welcome and Introductions

Rebecca, Committee Co-Chair, called the meeting to order. New committee members were introduced. Rebecca announced that there is quorum to conduct business.

B. Review and Adoption of Minutes

The minutes from the February 28, 2017 meeting were reviewed by the committee. Minutes approved.

C. Selection of 2-Year Institution Co-Chair for 2017-18 and 2018-19 Academic Years

Rebecca moved to elect a new co-chair from a two-year institution and reviewed the requirements. Dana Fields, Houston Community College agreed to serve as the new 2-year co-chair for the next two years. Rebecca motioned to approve, Deborah seconded. Committee approved.

D. Discussion/Update from Technical Team

Tim led the discussion with the list from the ATAC Fall Meeting 2017 which included requests that came up last academic year, were not installed and pending further review, or were wanted but not prioritized. Tim reminded the committee that ApplyTX is moving all database infrastructure to a new mainframe, Amazon web services, over the next couple years. During this time, UT and committee should continue considering requests, defer large requests, and after move, there will be more opportunities for some enhancements. Requests should be limited to let the UT Technical team work on the transition. Rebecca reminded the committee that recommendations for changes are usually through December 1, then the committee decides on what is prioritized. In the spring the Technical Team works through the changes. Claudette shared that urgent requests should take top priority; these include those that are being pushed by legislature or mandated.

See attached Technical Team Report.

E. Lunch - Rebecca called to break for lunch, committee returned at 1:00 PM.

F. Discussion and Consideration of Proposed Changes to Apply Texas Forms or Procedures

a. Revisit question regarding foster care

Jerel revisited the discussion from the last meeting regarding the addition of a question that will help institutions identify foster care youth. The intent is to advise students of available aid and services. This item was tabled at last meeting with reservations. Jerel said the Coordinating Board will be able to collect how many foster students actually apply. Rebecca recommended the committee consider where we put it on the application. Jerel said once the information is collected there will be an ability to mass text and send information to students. Deborah suggested to reword the question so it doesn't imply that the student is applying for assistance. Claudette will go back to the requesting party to revise the language.

Rebecca revisited the prior recommendation regarding an opt-in for research but it sounded more as opt in for communications. Jerel stated we have language in the app to

contact the applicant for research or inform of other educational resources. The current language is not strong enough and would need to better comply with FERPA and state laws. Tim said changes to text is simple and can be done anytime. (see more discussion in Technical Report)

Rebecca motioned to approve the two items, first change in wording for the Coordinating Board to be able to collect and utilize the information, secondly for the foster care question with edits, once edits re-approved, the question will be added to the application. Michelle seconds motion. Committee approved.

b. Other change requests for consideration

Rebecca reviewed new request forms for technical advancements to Apply Texas.

Request #1: Michelle requested to add preferred name to the application as a new Deborah agreed to include this field. Tim said it is not a large project, sent to EDI as preferred name, and will be on all apps type and will come up with concise text that is clear to the student. Rebecca asked for a motion to move forward to approve on the preferred name change. Michelle motioned, Committee Member second. Committee approved.

Request #2: Michelle requested review of essay topics and suggested the committee take a different track for the committee to come up with one topic that is consistent. She recommended to have a general question, keep Topic A, and make other topics customizable by the institution. Rebecca said one of the concerns was from the public schools, that students often times start working on essays in advance. Michelle said more than likely individual institutions would determine a schedule for establishing their essay questions. Audience member, Mike Washington, University of Texas also asked about a custom essay. Audience member, Derick Hutchison with Houston ISD, said students look at essays as early as freshmen year to start practicing writing but don't start until spring of Junior year and roll into their senior year. Tim and Claudette said they receive inquiries about the essays often. Michelle suggested the opportunity for one customizable essay. Rebecca asked if there was a way to adopt the essay question that is needed as one of the essay options and suggested looking at other essay prompts from other applications.

Committee discussed timing of considering new essays for next cycle. It is recommended to keep it standard for the students, counselors, and the teachers to be able know the essays being requested by any institution. Deborah suggested leaving them as is for now.

Kevin anyone having problems with their EDI if they receive an essay coming through. Deborah said students can submit an app without an essay, asks if there's an option an institution can have where a student can't submit an app without the essay. David Muck clarified scholarships require the essay and submit them at the same time. Rebecca asked if it can be set up for one institution and not the other. David said that is possible. Michelle said some schools require essay attached to app some don't. David Muck, adding a line of text on the essay will help knowing if essay is required with app or not. Tim said you can make essay deadline as app, it doesn't stop either one from being submitted when completed with both. David said you can submit the app without finishing the essay and then come back.

Pooja Mallipaddi asked if this is mentioned in the application, that essay and app have two separate deadlines, or do counselors notify the students. Michelle explained TAMU has put in two different deadlines. Rebecca confirmed this message is on the app. Michelle said for their purposes they prefer not to slow down the submission of the app, if they had the option they would not choose to hold the app for the essays. Rebecca recommended UT-Austin and Texas A&M look into what essay questions would benefit their needs, bring back essay topics to be submitted to committee to review for next cycle.

Request #3: Deborah asked, regarding the passing of HB 1508, to consider adding a notification on the app so the student can be informed about the licenses. Michelle said they added this as a custom question to their app. Rebecca said it only applies to certificate programs, not all universities have certificate programs. Michelle said it applies to any degree that leads to a license. Deborah said it applies to everybody. Rebecca asked Michelle to share her custom question for the committee to consider.

Kevin asked the committee if they use two majors, and is it possible to opt out of selecting the second major. Rebecca said ApplyTexas has a dropdown, you choose your first major then you choose your second major. Deborah said they don't load the second one. Kevin said custom questions to load minors and the minors are crossing over because they have a second major. If no one is using it should go away. Committee members said they use it. Rebecca said it's used when a student is not accepted into their first program. Scott said the way you can opt out of the second major is to have it listed by school, if you alphabetize it, it does come in with both majors. Rebecca Kindschi said there is an opt out for the second choice school; there's not a way to opt out of the second choice major if you don't use schools. Kevin said they alphabetize and that would be the difference. Rebecca Kindschi said doesn't matter whether you alphabetize, only if you have schools. David Muck, we'll look into seeing if we can tie these two together.

Request #4: Michelle requested adding to the freshmen application were students self-report grades, courses, and level of the course, referring to all the courses in senior year. Rebecca asked if this could be done by looking at transcript, instead of having the student re-write everything from a transcript. Michelle said to consider feasibility considering the number of transcripts they receive. Derick Hutchison said they currently do this with common app schools, it's not an easy process for counselors and students.

Michelle asked audience member Michael Washington with University of Texas at Austin, how their forms look (response could not be transcribed due to poor audio recording). Michelle said the benefit is the university could get all the information they'll need to consider a student for admission in the application, if they self-report grades, without having to wait on the transcript. Jerel said in order for a student to complete it, the student ideally would have a copy of their transcript to complete it. Michelle agreed. Jerel said students still have to wait on transcripts. Claudette said a counselor or someone has to be able to provide the information to the student. Michelle thought a student could download; can students not get a hold of an un-official transcript themselves and view their history? Derick Hutchison; yes, they have access to their course history. Claudette noted that each district has different portals they are not all the same, small districts may

not have a system. Vanessa Maldonado said San Antonio is the same way and actually, students have to pay for transcripts in most cases.

Kerri suggested using TREx to pull the transcript information. Michelle said not many schools are not using it. Michelle asked if there was a way to get all the high schools in Texas to use TREx as mandated. Jerel said he and Claudette will look into this request, the committee should think about how institutions would benefit for making this change.

Request #5: Kevin asked to move gender from page one to page two, would like gender to get back to page one. Technical team will review.

G. Discussion of potential agenda items and next meeting date

Rebecca asked that any additional items to be discussed at next meeting be submitted to Claudette and Diana. The next meeting date was not determine due to scheduling conflicts. Claudette will look into potential dates for next meeting and send a notification.

H. Adjournment

Rebecca asked for a motion to adjourn the meeting. Pooja seconded. Committee adjourned.

ApplyTexas Technical Team Report

Tim Brace, ApplyTexas Technical Team Manager, led the discussion on changes that have been proposed for the 2019-2020 application cycle. Below is a list of items to consider.

1. Clarify how students enrolling in dual credit or early college programs are to answer questions about college credit. Project Type: Small. The handling of dual credit residency questions is on hold until the CB legal office and/or Legislature has had an opportunity to meet and provide guidance. Claudette asked committee to continue to place this item on hold, there are many legal concerns, so will table it for now. Jerel said there were a number of committees and taskforces dealing with dual credit now with a number of things that need to be sorted out. (Anticipated during the 85th Legislative Session, spring 2017.) **On Hold.**
2. Make test scores page optional for schools that do not require that information for their admissions decisions. Project Type: Medium.
Consider making test page optional for the colleges. Supported by committee members. There was not much feedback from the committee, so set aside. **Pending due to other priorities, Tech team not confident it will get to this for this cycle.**
3. New. Ask whether the applicant has ever been expelled, dismissed, suspended, etc., and provide space for explanation. This question addresses issues about student conduct as opposed to academic restrictions. Conclusion was that it is best to have the school collect this information via a custom question, rather than forcing each school to choose yes/no to collect the information. **For now, leave as custom question.**

Michelle indicated that TAMU would like to see a question on the transfer app and perhaps on the re-admit app. Michelle asks if there was any recommendation in the legislative session about this. Jerel recalled that this came up was over safety, meaning a student coming from one institution to another and committing a criminal act. He was not aware of finalized legislation but will check. Deborah indicated that this is on some of the transcripts. Kevin agreed saying that some transcripts indicate "suspended for disciplinary reasons". Michelle explained TAMU registrar said that the notations may be there regarding disciplinary suspension but they drop off the transcript; so the transcript is not reliable. Committee discussed if this is required on the transcript. Deborah said that perhaps it was not required, but the requirement is that the dean of students notify the registrar if they are aware of such actions. Other institutions considered adding this also. Rebecca indicated that when they receive a transcript with this information provided (e.g. suspended due to disciplinary action), the institution has a responsibility to act on the information; if something happens with that student on your campus and you had that information, what happens. Michelle said this is why TAMU wanted to see it on the app because it is not consistent on the transcript. She wanted to seek committee feedback to include in the common portion of the app because of the movement in response to safety – placing it on the app, then developing a process for addressing it. The transcript is less reliable and comes later than the app and may come after admitting a student, TAMU thought the app was more appropriate.

Tim said if added to the app, it has be a question with a standardized number of answers and everyone knows what those mean. This may or may not get at exactly what the

college wants. Other committee members agreed that it should remain a custom question for now. Claudette asked whether the student would be honest in answering the question. Rebecca agreed and said that when they had that question at UNT (they have since removed it), freshmen and international students at a high percentage would answer the question incorrectly and have to have interviews and fill out paperwork, then be processed for admission. Jerel recommended that colleges speak to their legal counsel to know what information they want to have moving forward on this issue in light its importance. The bill did not pass from his understanding but this does not mean that it was not amended to something else. Tim said they would leave it as a custom question for now.

4. New. Add a questions that will help institutions identify students who are foster care youth that they the students may be advised of available aid and services. There is strong support of this in the Legislature. THECB is working with Department of Family and Protective Services and the Supreme Court of Texas Children's Commission to develop the appropriate wording. Add to US Freshman and 2-year app at first; add to other apps as soon as possible. Difficulty: Medium. See discussion in Item F. **Rebecca motioned to approve, Michelle seconded motion. Committee approved.**
5. New. Expand the list of data elements in the download. Add transfer credit hours, parent education information, HS graduation date, high schools and colleges attended and dates to/from for all applications submitted at a given time. **Committee agreed to make this a priority item.**

Tim said many elements can be downloaded on the app and there was support for adding this, it can be done at any time. The issue with the current infrastructure is how much data can be pushed back and forth at any one time. Tim asked if there was support for this and whether they used that download or if the fields would be useful especially if the college was not able to bring down as many apps at a time. Deborah asked what it meant, "not being able to bring back (returned) as many apps at a time". David Muck said that now on the downloadable spreadsheet, you can bring back a total of 7,000 or 9,000 buckets of data and 30 apps at a time. The more data added to each bucket, the fewer apps they can bring back in each bucket and the fewer total apps. If we add the data elements Tim mentioned, that would half the total number of apps that can be downloaded. Tim said it comes out to how it is used. If you are looking at a few apps at a time, it's fine. If you are using it to review thousands of apps at a time, it would mean that you would not be able to get them all back in one spreadsheet. Rebecca clarified that this would not affect the download process. Tim agreed that this is part of reporting functionality in the admin site.

David suggested that the way around this is to request date ranges. "I want submitted within this data range" get that download and then do a second request, you will have two separate spreadsheets. Tim said that a college might actually have several spreadsheets depending on how many apps and what they need. But some schools would like all the data in the app as a download functionality. It may be something to look at in the future as we look at a new system, but there are limitations now. Tim indicated that these data elements were specifically requested by one or more than one of the committee members last year. David noted that if there was demand for those elements, he recommended the second option, which would be a completely different download so that there is no altering of the existing download.

One added functionality is in the admin site where you see a percent change in the semester of the previous cycle at the current time. If a search for fall 2018, it would show how many apps have been saved and submitted and it would have a percent figure next to it comparing it to the reporting date of that same semester last year. So it would not be all of 2017, but only up to the year to date. Useful to see how you are doing this year verses last year. This is updated on Saturday each week, which means it is fresh data compared to data at this time last year.

Tim addressed other items for consideration from prior meetings.

6. Add School District code (HS graduating from) to the EDI, for two year schools to use. Discussed last year, but the request came in after we went live with the new cycle. The request was to send the school district code in the EDI with the application, which would be helpful for tuition purposes for the two-year schools. Jennifer noted that a direct import would help colleges with dual credit student applicants and to know which of college has MOU with ISD or not, the TEA code will be helpful. **Kevin motion, Deborah seconded. Committee approved.**
7. Partial data saves on XCurric page (counselor request, more than once)
Tim discussed partial data saves, extracurricular page receives plenty of feedback from counselors and students. Technical Team would like to work on this and they are assessing now. There are some complexities; Technical Team wants to save what is there without too much auditing of the page. **Kevin motion, Deborah seconded. Committee approved.**
8. App type specific last update info (Tx State via request form)
Current system does not know one page from another, the last update is the last update for all pages, regardless of app type. This would not be a trivial change. **Not approved by committee as a priority.**
9. App type specific fee waiver message (Tx State via request form)
Tim said currently fee waiver message is not app specific, the request is to make them app type specific. Michelle said they handle this with the custom question, app specific. David said this currently applies to all apps. This is not a small change. **Tim will follow up with the requester to get clarification on this request.**
10. Customize the order in which the deadlines appear for the applicants
Currently, regular deadline appears first, and optional deadlines appear in that order (1,2,3). The request was for these to appear in date order. Rebecca indicated that they could force everybody into date order, but how would affect deadlines if there is not alternative deadlines. Michelle said she was hesitant to mandate one or the other because she is not sure how it would work at other schools. Jennifer said they could make date order work. Claudette agreed that it would be confusing for a student either way. Rebecca asked if date order as the dates go by will those deadlines fall off. Rebecca Kindschi said the deadlines do fall off now if the deadline has passed. David said there's functionality on the app if deadline is selected and a student misses that deadline the app will prompt them, if there's another later deadline available. Committee agreed, it should be mandatory to all institutions.

11. Remove outdated info from the scholarship app (TAMU)
There is some outdated info in the scholarship app regarding National Achievement Competition, competition was discontinued. Tim said the team will remove the outdated information from the scholarship app. Kevin motion, Deborah seconded. Committee approved.
12. Don't require the "title" field on supplemental parental info (TAMU)
Rebecca said there is usefulness of having the title field and Michelle said making it optional would be appropriate. Tim said this can be done easily. Tech team will review the titles to see if all possibilities are covered. Committee supported leaving this. Will revisit at next meeting.
13. Require phone # on emergency contact info (TAMU)
Tim share the request regarding the phone number be required on emergency contact information; now, it is not. Allow all 0. Currently we require either phone, email, or address. Tech team will review. Kevin motion, Deborah seconded. Committee approved.
14. Adding a question about releasing information for research (THECB)
Jerel requested adding a question for a student to acknowledge that application data could be used in research. He noted that there is a passage on our app that informs the student that an authorized representative has permission to contact you regarding your app for outreach purposes; this needs to be updated. Dr. Brace, a separate section that would have its own kind of acknowledgement or imbedded the text in acknowledgment that may be already there. Jerel said that legal should write the language, add social media into the language, and have a "yes" or "no". See Item F for more discussion. Rebecca motioned to approve, Michelle seconded motion. Committee approved.
15. Adding ability to remove options for check or money order or fee waiver (Lamar)
There was a request from Lamar University for limiting payment options to credit cards. Rebecca asked how many would opt out of certain payment options. Rebecca said Technical Team can look into the two options. Michelle said this could be addressed in a custom question. Tim suggested the credit card option be set up for schools that need that option. Tim said customize the order deadlines that appear for applicants. David indicated that the deadline appears first, and requested to enable the deadlines to appear in date order. Jennifer said this would help with their population of students. The Technical team would like to know how many schools want this; they can "hard code" a few schools in, which is easier than making it an option for everyone. Our suggestion: let schools who want to only allow credit cards to contact ApplyTexas and they'll customize for them. NOTE: allowing only credit cards could have a negative impact on applicants' ability to finish and submit applications.

Items completed:

Add % change to admin site app counts DONE

Creating a document applicants can see that lists all the opening dates for our institutions
DONE

TEXAS HIGHER EDUCATION COORDINATING BOARD
ApplyTexas Advisory Committee
1200 East Anderson Lane, Room 1. 170
Austin, Texas
February 28, 2018, 9:00 a.m.

Meeting Notes

The Texas Higher Education Coordinating Board ApplyTexas Advisory Committee (ATAC) convened at 9:07 a.m. on February 28, 2018, with the following committee members present: Kevin Davis, Dana Fields, Todd Fields, Deborah Gilchrist, Rebecca Lothringer, Kerri Mikulik, Jennifer Waits, Michelle Walker, and Miguel Wasielewski

Participating Via Remote Access: Jennifer Beal, Chryssa Delgado, Pooja Mallipaddi, Carey Rose, Scott Smiley, and Angie Taylor

Member(s) absent: Larry Barroso, Vanessa Maldonado

Texas Higher Education staff: Claudette Jenks, Diana Foose

University of Texas at Austin ApplyTX staff: Tim Brace, Rebecca Kindschi, David Muck, and Monique Murphy

AGENDA ITEM	ACTION
A. Welcome and Introductions	Rebecca Lothringer called the meeting to order.
B. Review and Adoption of Minutes for the October 27, 2017 Meeting	Committee reviewed meeting notes. Debbie Gilchrist asked for clarification regarding item in notes. Revision to meeting notes: Kevin Davis asked to have gender moved from page 2 to page 1 on Q and E software. On motion by Michelle Walker, seconded by Kerri Mikulik, the Committee approved this item.
C. Discussion/Update from Apply Texas Technical Team	Tim Brace reported updates and progress on changes requested by the committee (See addendum). The committee reviewed existing items, other items for consideration, and determined priorities for the ApplyTX technical team to implement in the next application cycle (2018-2019).
D. Lunch	Adjourned for lunch, reconvened at 12:00 p.m.

<p>E. Discussion and Consideration of Proposed Changes to Apply Texas Forms or Procedures</p> <p>a. Revisit question regarding foster care</p>	<p>a. Committee discussed language to be placed in the application regarding foster care.</p> <p>Tim Brace recommended when student selects yes, then they will be sent to second part of the question. Information would be collected by this question for the THECB and for designated foster care campus liaisons to connect with students. Jerel Booker said the agency provides a resource guide for liaisons which will be updated. Question will be required and included on the application 2018-19 application cycle. Tim Brace will send this to the EDI and to research. Student information systems will need to be set up to capture the information. Jennifer Waits and Jerel Booker recommended adding a link to Coordinating Board website with information regarding foster care resources.</p> <p>First question will be Yes/No. If yes, second question reads, would you like to receive information on possible eligibility for financial and other assistance for students who were placed in foster care, if admitted?</p> <p>IT and admission staff at institutions will need the information as soon as possible to ensure this can be completed by July 1. Committee recommends notifying all parties of this change.</p>
<p>b. Other change requests for consideration</p>	<p>b. Other Change Requests for consideration</p> <p><u>Request to add ASL to language drop down menu on biographical page.</u> Rebecca Lothringer said ASL is considered as a second language. Recommendation to add on biographical page, In addition to English, what other language do you speak fluently? Change for 2018-19 application cycle.</p> <p>On motion by Kevin Davis, seconded by Todd Fields, the Committee approved this item.</p> <p><u>Request to have a hard copy of the 2-year application accessible.</u> Todd Fields will send to Claudette Jenks, a copy of 2-year application to be posted to College for All Texans website. Propose to use ApplyTX staff resources to develop 2-year application. Both 2-year and 4-year applications will be posted to College for All Texans</p>

	<p>website no later than September 1 for next application cycle.</p> <p>On motion by Jennifer Waits, seconded by Michelle Walker, the Committee approved this item.</p> <p><u>Request from McClennan Community College to make change to criteria search feature.</u> UT ApplyTX team will review and determine an improvement. This item is tabled for next cycle.</p> <p><u>Request for essay prompt change.</u> Essay prompts will stay the same for 2018-19 application cycle to stay on schedule for review. Essays prompts will be reviewed for 2019-2020 application cycle.</p> <p><u>Request from committee member, Keri Mikulik to include error message to notify students they are completing the wrong application type.</u> Several students fill out graduate application but then apply as freshman application causing duplication. ApplyTX team will review options, Keri Mikulik will provide language for message. This item was tabled.</p> <p>Jennifer Waits and Kevin Davis agreed there are problems with students filling out the dual credit application and would like recommendations for improvement. Committee discussed audit options. Debbie Gilchrist recommended language to say-are you applying to take college courses while still in high school? Yes/No</p> <p>Proposal to reword the question to state – Are you applying to take college courses while still in high school? Yes/No</p> <p>On motion by Debbie Gilchrist, seconded by Todd Fields, the committee approved this item.</p> <p>Angie Taylor asked where change request form is located. The request link will be posted to landing page in the administrative site.</p>
F. Discussion of potential agenda items and next meeting date	<p>Items for next meeting to include an update from Tech Team, Other items for consideration, and ApplyTX summer meeting.</p> <p>Next meeting will be April 23, 2018.</p>

	Michelle Walker request for next application cycle, to create a module for student to include high school course work and grades similar to Common Application and Coalition Application. Miguel Wasielewski supports requests. Michelle Walker will submit change request form for consideration.
G. Adjournment	Committee adjourned at 12:34 p.m.

TEXAS HIGHER EDUCATION COORDINATING BOARD
ApplyTexas Advisory Committee
1200 East Anderson Lane, Room 1. 170
Austin, Texas
April 23, 2018 - 9:00 a.m.

MEETING NOTES

The Texas Higher Education Coordinating Board ApplyTexas Advisory Committee (ATAC) convened at 9:04 a.m. on April 23, 2018, with the following committee members present: Larry Barroso, Kevin Davis, Chryssa Delgado, Dana Fields, Todd Fields, Deborah Gilchrist, Rebecca Lothringer, Kerri Mikulik, Carey Rose, Angie Taylor, Jennifer Waits, and Michelle Walker.

Participating Via Remote Access: Jennifer Beal, Pooja Mallipaddi, Scott Smiley, and Miguel Wasielewski.

Member(s) Absent: Vanessa Maldonado

Texas Higher Education Coordinating Board Staff: Claudette Jenks, Diana Foose, Raul Jaimes

The University of Texas at Austin ApplyTexas Staff: Tim Brace, Rebecca Kindschi, David Muck, Monique Murphy (Barry McClendon and Sarah Wehner participated via remote access).

Community Stakeholders: Derick Hutchinson

AGENDA ITEM	ACTION
A. Welcome and Introductions	Rebecca Lothringer called the meeting to order.
B. Review and Adoption of Minutes for the February 28, 2018 Meeting	Committee reviewed meeting notes. On motion by Michelle Walker, seconded by Carey Rose, the Committee approved this item.
C. Discussion/Update from ApplyTexas Technical Team	Tim Brace reported updates and progress on changes requested by the committee (See addendum). The committee reviewed existing and other items for consideration, and determined priorities for the ApplyTX Technical Team to implement in the next application cycle (2018-2019).
D. Discussion and Consideration of Proposed Changes to ApplyTexas Forms or Procedures	<u>Request to change language on dual credit question.</u> Proposed adding language, Are you applying to take college courses to be completed while you are still a high school student (dual credit or concurrent enrollment)? On motion by Jennifer Waits, seconded by Kerri Mikulik, the Committee approved this item.

Request to add something to keep applicants from filling out and submitting grad apps when they are in undergrad apps

Tim Brace recommended to revise the order on how it is listed. Rebecca Lothringer recommended to include language.

Change the order of application list to Which application should I chose? List 2-year then 4-year, leave existing links. Add space for graduate application. Move help link. After student choses, Will add an audit of high school graduation date.

Add text, I verify that I have or will have, prior to the application term, a Bachelor's degree or its equivalent from a college or university or am otherwise eligible to attend graduate school.

As time permits, add high school graduation date.

On motion by Kerri Mikulik, seconded by Carey Rose, the Committee approved this item.

Break at 10:36 a.m. Reconvened at 10:53 a.m.

Request from Tyler Junior College to remove two of the options listed for primary reason for attending classes at this college, "Earn a Bachelors of Applied Technology (BAT) degree" and "Earn a Bachelors of Applied Science Degree".

Tim Brace recommended to approve the removal of these items and the ApplyTX Technical Team will communicate with other 2-year institutions to individually customize per institution.

On motion by Jennifer Waits, seconded by Todd Fields, the Committee approved this item.

<p>E. Discussion of TACRAO/ApplyTX/SPEEDE Conference</p>	<p>Meeting scheduled for July 18, 2018 and will fall under summer meetings with TACRAO.</p> <p>Dana Fields and Rebecca Lothringer are working with the SPEEDE chair on logistics and sessions.</p> <p>Committee recommended offering two concurrent sessions, three offerings. Michelle Walker said the contract may be renegotiated to add more space.</p> <p>Michelle Walker will coordinate a counselor panel discussion.</p> <p>Rebecca Lothringer recommended including a session for new staff to provide information on what they need to know.</p> <p>Claudette Jenks will find out if CEU credit can be offered to counselors to increase attendance.</p> <p>Committee discussed topics to offer, recommendations included:</p> <ul style="list-style-type: none">• Session for new staff to discuss what they need to know- ApplyTexas 101 - Debbie Gilchrist• Customizing the ApplyTexas Application- Sarah• Counselor panel discussion - Rebecca Lothringer• Scholarship application - tips, tricks, and benefits- Users of the application and TAMU back-up• Hot topics - Foster care question and next steps, how GDPR applies to the application (panel of ATAC members 2-year, 4-year, and tech team member)• Open Forum - ATAC members, Michelle Walker• International applications - Deana Williams• 4-year rep - UNT• 2-year rep - Michelle Walker will contact <p>30 minute lunch, 50 minute sessions, 9:00 start time</p> <p>Breakouts first and last session.</p>
<p>F. Discussion of Potential Agenda Items and Next Meeting Date</p>	<p>Items for next meeting to include an update from the ApplyTX Tech Team, Other items for Consideration, and ApplyTX Summer Meeting.</p> <p>Next meeting will be September 17, 2018.</p>
<p>G. Adjournment</p>	<p>Committee adjourned at 12:34 p.m.</p>

Committee on Academic and Workforce Success

AGENDA ITEM V-D (1)

Consideration of adopting the staff recommendation to the Committee relating to the request from Tarleton State University for a Doctor of Philosophy (PhD) degree with a major in Criminal Justice

RECOMMENDATION: Approval, beginning fall 2019

Rationale:

Tarleton State University (Tarleton) proposes to offer a Criminal Justice doctoral program leading to the PhD beginning in fall 2019 at its Southwest Metroplex Center in Fort Worth. The proposed program would cater to working professionals and emphasize professional practice, while also educating future academics. The proposed program would be offered face-to-face on the weekends to attract professionals working in the criminal justice field. Of note, the institution would award experiential credits to students with extensive professional experience and training.

Tarleton indicates there is a need for additional education and training for criminal justice practitioners such as police officers, probation and parole officers, correction officers, and child protective services investigators. The workforce need for additional criminal justice faculty in Texas is moderate. However in 2017, Texas public institutions produced 27 fewer graduates than available criminal justice faculty positions.

The proposed program would be the first PhD offered by the institution. Tarleton has offered the Doctor of Education (EdD) in Education Leadership since 1998. The institution has successful existing masters and baccalaureate programs in criminal justice to support the proposed PhD program. Resources, including faculty, from the existing criminal justice programs would be reallocated to the proposed doctoral program.

Recommendations:

In accordance with the institution's proposed hiring schedule, Tarleton will hire four additional faculty members. One faculty member will be hired each year starting in fall 2019, 2020, 2021, and 2022. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letters of intent, curricula vitae, and list of courses to be taught.

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

Tarleton State University (*Accountability Peer Group: Comprehensive*)

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	60%	77.2%
	Doctoral 10-Year Graduation Rate	68.4%	60.4%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes	No <u>N/A</u>
	The institution has offered a Doctor of Education (EdD) since 1998.		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	Yes	No <u>N/A</u>

Proposed Program:

Tarleton proposes to offer a PhD program beginning in fall 2019 with an incoming class of nine students in Year 1 and increasing to an entering class size of 21 in Year 5. The proposed program would be offered at Tarleton's Southwest Metroplex Center in Fort Worth. Admission to the proposed program would require a master's degree in criminal justice; however, interested students could complete the master's degree program in criminal justice and seamlessly enter the doctoral program. The proposed program would focus on attracting students who are working professionals in the criminal justice field. The proposed PhD would require 57 semester credit hours (SCH) beyond the master's. The required SCH are comparable to other PhD programs in Texas. For the first five years, courses would be offered only on weekends and students would be limited to 6 SCH per semester.

The proposed curriculum is a mix of required classes, including courses in criminology, research, statistical methods, and the criminal justice system; prescribed electives, including courses in evaluation, communities and crime, crime mapping, forecasting and data analysis; and electives focused on a variety of current topics, including crime and public policy, and victimology. The required coursework in the proposed program is comparable to other criminal justice programs in Texas and the nation. The prescribed electives are unique to the proposed program. The proposed program would offer two tracks: 1) Homeland Security, Cybercrime and International Criminal Justice, and 2) Predictive and Analytical Policing Science.

Tarleton would offer credit for prior work experience in the criminal justice field. Students would demonstrate competency through a professional portfolio. The admissions committee would assess the portfolio and match the work to the program's learning objectives. If a student is able to demonstrate competence in an area, Tarleton would reduce the number of required credit hours accordingly.

The institution would draw in its existing faculty to begin the program and has identified eight core faculty and 11 support faculty to be dedicated to the proposed program. While many of the students entering the proposed program would be working professionals, the institution has committed \$160,000 annually to be used for student support. The institution estimates that five-year costs for the proposed program would total \$4,825,970.

Existing Programs:

There are five public universities offering doctoral programs in criminology, criminal justice, or a related field in Texas. There are three programs that offer a program in the same area as the proposed program: Sam Houston State University (Huntsville), Texas Southern University (Houston), and Texas State University (San Marcos).

Public Universities:

Prairie View A&M University, Juvenile Justice
 Sam Houston State University, Criminal Justice
 Texas Southern University, Administration of Justice
 Texas State University, Criminal Justice
 The University of Texas at Dallas, Criminology

One program is located within a 60 mile radius; however, the program offered by The University of Texas at Dallas is focused on the theoretical aspects of crime. The nearest similar program is offered by Texas State University and is located 220 miles from the proposed program.

In 2017, there were a total of 92 declared majors in criminal justice doctoral programs at the three public universities that offer similar programs.

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	9	17	29	39	49
<i>Graduates</i>	0	0	5	8	12
<i>Avg. Financial Assistance</i>	\$18,070	\$18,070	\$18,070	\$18,070	\$18,070
<i>Students Assisted</i>	17	17	17	17	17
<i>Core Faculty (FTE)</i>	5.9	5.9	5.9	5.9	5.9
<i>Total Costs</i>	\$951,594	\$956,594	\$961,594	\$978,094	\$978,094
<i>Total Funding</i>	\$920,393	\$959,885	\$1,037,837	\$980,159	\$1,036,930
<i>% From Formula Funding</i>	0	0	6%	18%	17%

Estimated Five-Year Costs	
Personnel	
Faculty	\$ 3,114,495
Graduate Assistants	\$ 1,570,975
Clerical/Staff	\$ 115,500
Supplies & Materials	\$ 10,000
Library & IT Resources	\$ 15,000
Total	\$ 4,825,970

Estimated Five-Year Funding	
Formula Funding (Years 3-5 Only)	\$ 419,751
Reallocated Funds	\$ 3,114,495
Tuition and Fees	\$ 626,958
Other (TAMUS Chancellor's Research Initiative)	\$ 774,000
Total	\$ 4,935,204

Major Commitments:

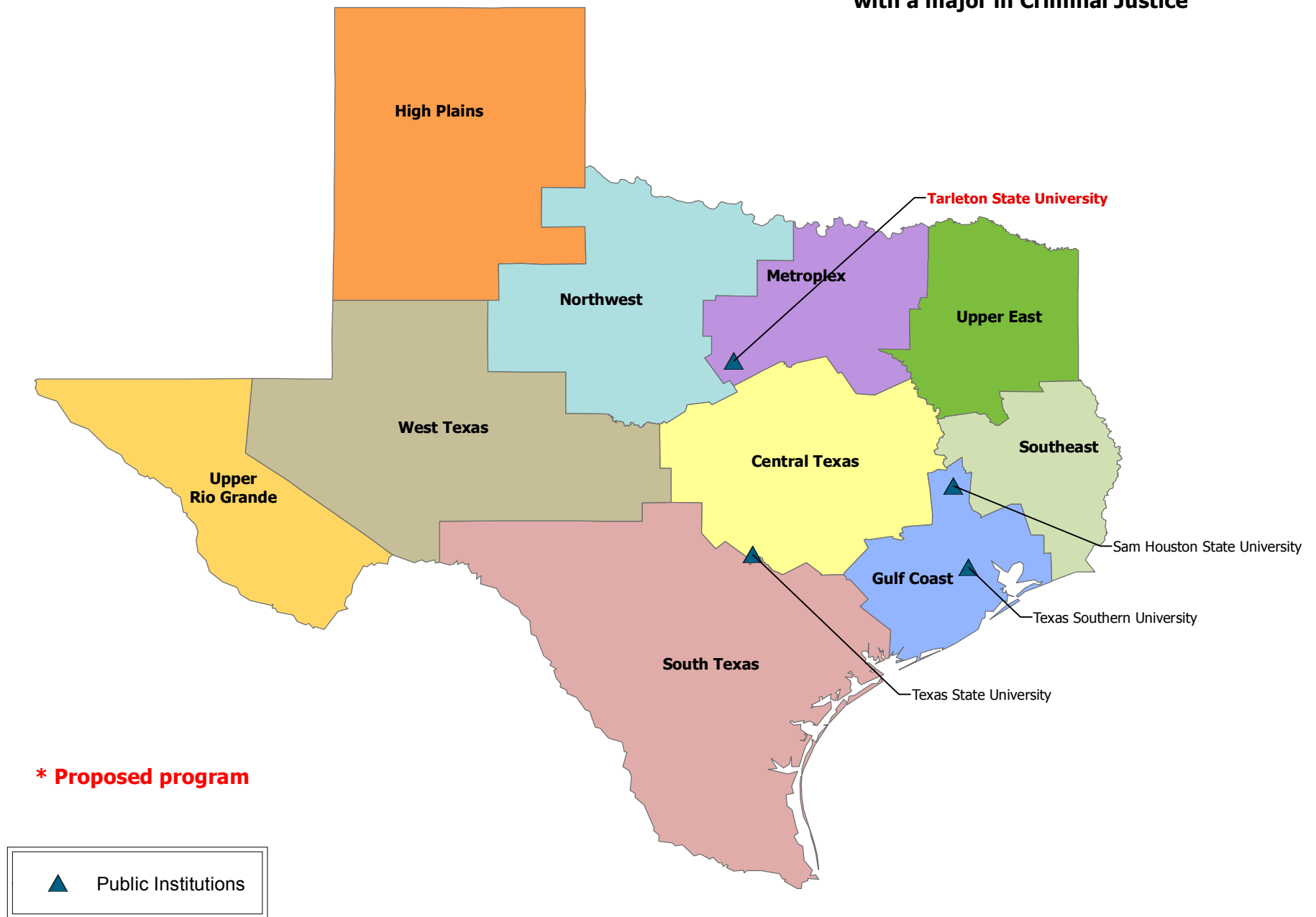
In accordance with the institution's proposed hiring schedule, Tarleton will hire four additional faculty members. One faculty member will be hired each year starting in fall 2019, 2021, 2020, and 2022. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curriculum vitae, and list of courses to be taught.

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

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

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

Proposal for a Doctor of Philosophy (PhD) degree with a major in Criminal Justice



Online Resume for Legislators and Other Policymakers

TARLETON STATE UNIVERSITY

Location: Stephenville, Metroplex Region

Comprehensive Accountability Peer Group: Lamar University, Prairie View A&M Univ, Stephen F. Austin State Univ, Texas A&M International, West Texas A&M Univ

Out-Of-State Peers: Arkansas State University-Main Campus, Florida Gulf Coast University, New Mexico State University, Slippery Rock University, University Of Central Missouri

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2012		Fall 2016		Fall 2017	
	Number	Percent	Number	Percent	Number	Percent
White	7,612	74.1%	8,751	67.0%	8,615	66.2%
Hispanic	1,319	12.8%	2,385	18.3%	2,435	18.7%
African American	749	7.3%	1,258	9.6%	1,286	9.9%
Asian	110	1.1%	147	1.1%	183	1.4%
International	84	.8%	55	.4%	51	.4%
Other & Unknown	405	3.9%	456	3.5%	449	3.4%
Total	10,279	100.0%	13,052	100.0%	13,019	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	913	10.4%	1,284	11.4%	1,196	10.8%
Other Institutions	145	1.7%	193	1.7%	183	1.6%

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	\$6,248	.0%	\$7,194	.0%
2014	\$6,659	6.6%	\$7,519	4.5%
2015	\$8,108	21.8%	\$8,295	10.3%
2016	\$8,213	1.3%	\$8,728	5.2%
2017	\$8,286	.9%	\$8,938	2.4%
2018	\$8,417	1.6%	\$9,079	1.6%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2015	56%	\$8,641	55%	\$7,198	54%	\$7,031
2016	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2015	63%	\$5,552	67%	\$7,118	68%	\$6,724
2016	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2015	40%	\$4,283	47%	\$4,297	38%	\$4,198
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		1,519	1,831	2,043	Fall 2008 4-year	23.3%	20.3%
Total		81.4%	86.3%	83.8%	Fall 2012 4-year	31.0%	24.0%
Same		67.3%	70.7%	67.2%	Fall 2013 4-year	33.3%	26.8%
Other		14.2%	15.6%	16.7%	Fall 2007 5-year	44.5%	39.0%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2011 5-year	47.6%	39.6%
		Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Fall 2012 5-year	49.1%	41.6%
Institution Persistence					Fall 2006 6-year	47.6%	46.4%
Cohort		1,439	2,012	1,830	Fall 2010 6-year	52.1%	46.2%
Total		73.8%	75.8%	77.9%	Fall 2011 6-year	53.8%	47.0%
Same		54.7%	56.7%	57.7%	National Comparison (IPEDS Definition)		
Other		19.1%	19.2%	20.2%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2007 4-year	18.0%	21.5%
Cohort		1,523	1,579	1,587	Fall 2011 4-year	24.0%	27.8%
Total		71.4%	73.8%	75.0%	Fall 2012 4-year	24.0%	29.4%
Same		52.1%	56.0%	57.8%	Fall 2006 5-year	34.0%	39.3%
Other		19.3%	17.8%	17.1%	Fall 2010 5-year	40.0%	44.2%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2011 5-year	39.0%	46.0%
					Fall 2005 6-year	39.0%	44.8%
					Fall 2009 6-year	44.0%	49.0%
					Fall 2010 6-year	43.0%	51.2%
Institution Grade	Sem	SCH	Peer Group Average Grade	Sem	SCH		

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2013	1,266	10.66	141.41	989	10.33	143.46
FY 2016	1,601	11.26	135.00	1,138	10.98	139.66
FY 2017	1,706	10.60	135.00	1,191	10.33	139.16

Six-year Graduation & Persistence Rate, Fall 2011		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	281	55.5%
Peer Group	469	45.6%
<i>For Students NOT Needing Dev Ed</i>		
Institution	1,238	64.1%
Peer Group	1,110	62.4%

*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	\$42,345,067	33.8%	\$55,216,220	36.0%	\$63,527,452	37.9%
Federal Funds	\$30,459,984	24.3%	\$24,629,868	16.1%	\$27,694,434	16.5%
Tuition & Fees	\$39,600,221	31.6%	\$65,520,556	42.7%	\$62,071,538	37.1%
Total Revenue	\$125,278,865	100.0%	\$153,446,259	100.0%	\$167,449,421	100.0%

Online Resume for Prospective Students, Parents and the Public

TARLETON STATE UNIVERSITY

Location: Stephenville, Metroplex Region

Comprehensive Accountability Peer Group: Lamar University, Prairie View A&M Univ, Stephen F. Austin State Univ, Texas A&M International, West Texas A&M Univ

Out-Of-State Peers: Arkansas State University-Main Campus, Florida Gulf Coast University, New Mexico State University, Slippery Rock University, University Of Central Missouri

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2017 Number	Percent
White	8,615	66.2%
Hispanic	2,435	18.7%
African American	1,286	9.9%
Asian	183	1.4%
International	51	.4%
Other & Unknown	449	3.4%
Total	13,019	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,196	10.8%
Other Institutions	183	1.6%

Baccalaureate Success				
Graduation Rate of First-time, Full-time Degree-seeking Students				
Entering				
Measure	Fall	Rate		
4-year Rate Total	2013	33.3%		
Same Institution		29.8%		
Other Institutions		3.5%		
5-year Rate Total	2012	49.1%		
Same Institution		42.5%		
Other Institutions		6.6%		
6-year Rate Total	2011	53.8%		
Same Institution		46.3%		
Other Institutions		7.4%		
Grad Rates by Ethnicity				
1-Year Persistence, Fall 2016				
Total			83.8%	
Same			67.2%	
Other			16.7%	
2-Year Persistence, Fall 2015				
Total			77.9%	
Same			57.7%	
Other			20.2%	
Avg Number SCH for Bachelor's Degree				
FY 2017 Average				
Sem		SCH		
All	10.60	135.00		

Degrees Awarded	
Type	FY 2017
Bachelor's	2,517
Master's	473
Doctoral	14
Professional	0
Total	3,004

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2017 Rate
Education*	96.60%
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		http://www.CollegePortraits.org
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2017			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	3,583	78.0%	45.4%
African American	898	66.1%	24.7%
Hispanic	2,297	75.7%	23.6%
Asian	95	74.7%	22.5%
International	20	70.0%	21.4%
Other	218	76.6%	33.5%
Total	7,111	75.6%	35.3%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2013	\$6,248	.0%	\$7,383	.0%
2014	\$6,659	6.2%	\$7,691	4.0%
2015	\$8,108	17.9%	\$8,333	7.7%
2016	\$8,213	1.3%	\$8,832	5.6%
2017	\$8,286	.9%	\$9,068	2.6%
2018	\$8,417	1.6%	\$9,211	1.6%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2018	
Type of Cost	Average Amount
Total Academic Cost	\$8,417
On-campus Room & Board	\$10,598
Books & Supplies	\$1,207
Off-Campus Transportation & Personal Expenses	\$3,003
Total Cost	\$23,225

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Instruction		
Measure of Excellence	Fall 2017	
Undergraduate Classes with < 20 Students	34.9%	
Undergraduate Classes with > 50 Students	6.9%	
% of Teaching Faculty Tenured/Tenure-track *	50.9%	
Student/Faculty Ratio *	20:1	

* 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	\$63,527,452	37.9%
Federal Funds	\$27,694,434	16.5%
Tuition & Fees	\$62,071,538	37.1%
Total Revenue	\$167,449,421	100.0%

Committee on Academic and Workforce Success

AGENDA ITEM V-D (2)

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

RECOMMENDATION: Approval, beginning fall 2019

Rationale:

Texas State University (Texas State) is proposing a Bachelor of Science (BS) in Civil Engineering beginning fall 2019. The proposed face-to-face program would be the fourth engineering program offered at Texas State, and would offer students an additional option for pursuing a civil engineering degree. This proposed program would distinguish itself by incorporating "smart cities" within the civil engineering curriculum. "Smart cities" use data and technology to create efficiencies, improve sustainability, create economic development, and enhance quality of life factors for people living and working in the city. Staff identified Georgia Institute of Technology as having the only other civil engineering program with a similar curriculum that includes a focus on "smart cities."

In addition, Texas State engaged an independent consultant and external reviewers to ensure the proposed program was viable for the students it would serve. The external reviewers concluded that the proposed program's emphasis on technology-enhanced infrastructure (TEI) would be useful in the field of civil engineering. The institution's existing engineering bachelor's programs in Electrical, Industrial, and Manufacturing are thriving, with enrollment increasing from 811 students in 2014 to 2,028 students in 2017 across the three disciplines. The proposed program has an estimated five year cost of more than \$16 million. Of that, more than \$11 million would be expended on hiring 16 new faculty in the first five years of the proposed program. The enrollment and graduation rates at The University of Texas at Austin and The University of Texas at San Antonio have remained steady over the past five years. Staff research indicates the program at The University of Texas at Austin is at or near capacity, while The University of Texas at San Antonio may expand its program within the next five years.

Recommendations:

In accordance with the institution's proposed hiring schedule, Texas State University will hire three core faculty members to start in fall 2019, three core faculty members to start in fall 2020, six core faculty members to start in fall 2021, and four core faculty members to start in fall 2022. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of civil engineering courses to be taught.

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

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

Texas State University (*Accountability Peer Group: **Emerging Research Institution***)

Related Programs

The institution has degree programs within the same two-digit CIP code: **Yes**

Texas State University has 6 engineering degree programs:

- BS Electrical Engineering
- BS Industrial Engineering
- BS Manufacturing Engineering
- MS Engineering
- MS Software Engineering
- PHD Materials Science, Engineering, and Commercialization

Proposed Program:

The proposed traditional face-to-face program in civil engineering represents 126 semester credit hours of instruction to satisfy the ABET subject matter national accreditation requirements. The proposed program would distinguish itself by incorporating “smart cities” within the civil engineering curriculum.

The institution estimates that five-year costs would total \$16,954,366. Formula Funding would represent 35 percent of all funding during the first five years.

FIVE-YEAR COSTS		
Personnel		
Faculty (New)	\$	11,687,028
Library, Supplies, and Materials	\$	517,338
Facilities and Equipment	\$	750,000
Other	\$	4,000,000
Total	\$	16,954,366

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 6,726,174
Reallocated Funds	\$ 3,610,250
Other State Funding	\$ 0
Tuition and Fees	\$ 9,089,716
Other	\$ 0
Total	\$ 19,426,140

Evidence of Duplication, Workforce Need, and Student Demand:

*Duplication of Programs is: **Moderate** (Two programs are within a 60-minute drive)*

Number of institutions with bachelor's degree programs in the state with the same 6-digit CIP (14.0801): **18** (16 public, 2 ICUT). All existing bachelor's programs are ABET accredited or will seek ABET accreditation upon graduation of the first class.

Public Institutions:

Angelo State University, BS Civil Engineering
 Lamar University, BS Civil Engineering
 Prairie View A&M University, BS Civil Engineering
 Tarleton State University, BS Civil Engineering
 Texas A&M University, BS Civil Engineering
 Texas A&M University-Kingsville, BS Civil Engineering
 Texas Southern University, BS Civil Engineering
 Texas Tech University, BS Civil Engineering
 The University of Texas at Arlington, BS Civil Engineering
 The University of Texas at Austin, BS Civil Engineering
 The University of Texas at El Paso, BS Civil Engineering
 The University of Texas at San Antonio, BS Civil Engineering
 The University of Texas at Tyler, BS Civil Engineering
 The University of Texas Rio Grande Valley, BS Civil Engineering
 University of Houston, BS Civil Engineering
 West Texas A&M University, BS Civil Engineering

Independent Colleges and Universities (ICUT)

Rice University, BS Civil Engineering
 Southern Methodist University, BS Civil Engineering

Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0801): **2**
 The University of Texas at Austin (32-miles/42-minute drive)
 The University of Texas at San Antonio (53-miles/1-hour 10-minute drive)

Job Market Need: Strong

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

Student Demand: Strong

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

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	66	108	143	156	164
<i>Student FTE</i>	68	188	322	458	502
<i>Core Faculty Headcount</i>	4.0	7.0	13.0	19.0	23.0
<i>Core Faculty FTE</i>	4	7	13	19	23

Major Commitments:

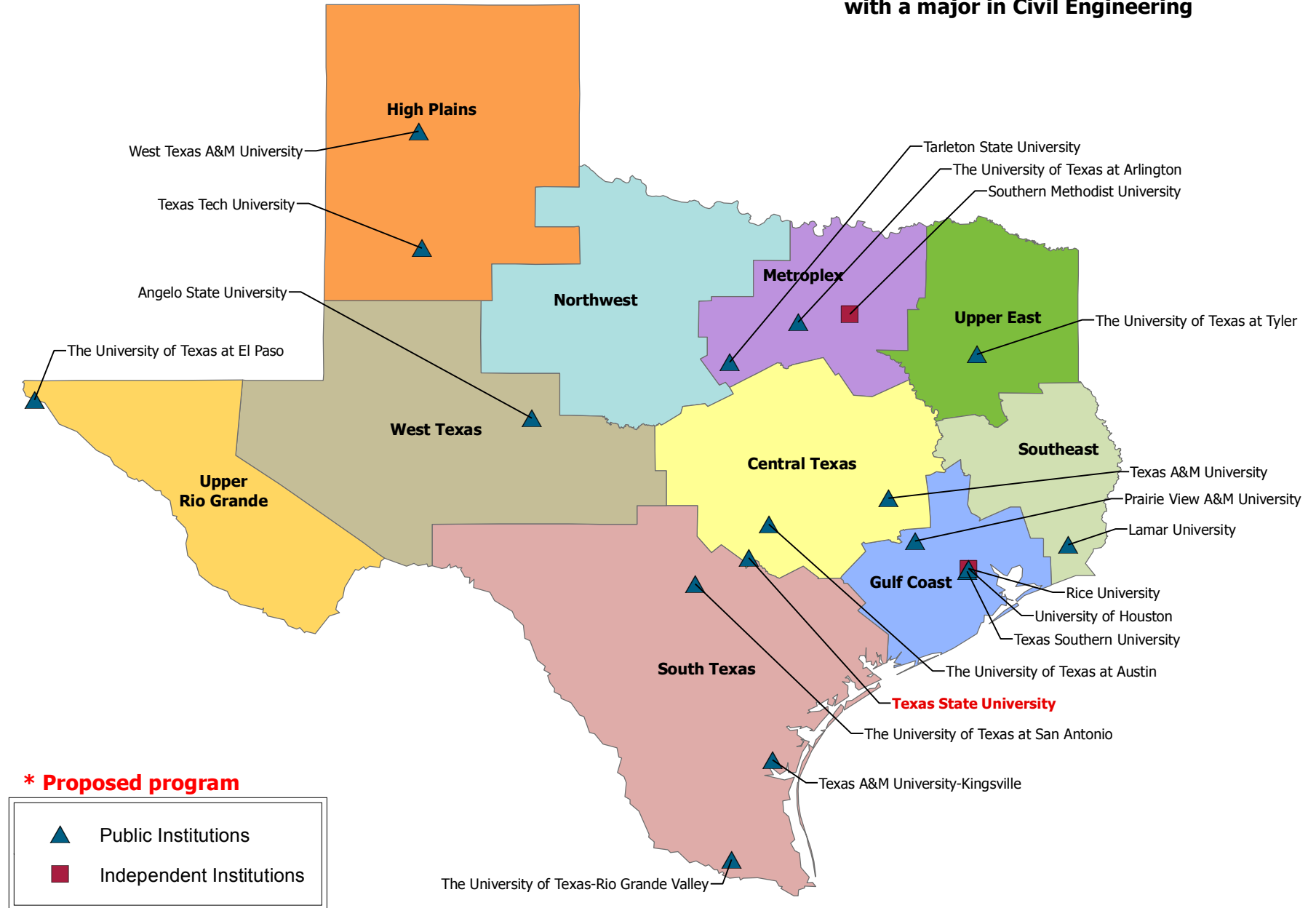
In accordance with the institution's proposed hiring schedule, Texas State University will hire three core faculty members to start fall 2019, three core faculty members to start fall 2020, six core faculty members fall 2021, six core faculty members fall 2022, and four core faculty members fall 2023, and by June 1 *of each of these years* will provide documentation of the hire through submission of a letter of intent, curricula vitae, and list of civil 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 civil engineering degree program from the Accreditation Board for Engineering and Technology (ABET) upon the graduation of its first student.

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

Proposal for a Bachelor of Science (BS) degree with a major in Civil Engineering



Online Resume for Legislators and Other Policymakers

TEXAS STATE UNIVERSITY

Location: San Marcos, Central Region

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

Out-Of-State Peers: University Of Arkansas, University Of Central Florida, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of Wisconsin-Milwaukee

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2012		Fall 2016		Fall 2017	
	Number	Percent	Number	Percent	Number	Percent
White	19,497	57.0%	18,662	48.1%	18,090	46.8%
Hispanic	9,558	27.9%	13,452	34.7%	13,885	35.9%
African American	2,471	7.2%	4,144	10.7%	4,267	11.0%
Asian	725	2.1%	959	2.5%	957	2.5%
International	353	1.0%	535	1.4%	527	1.4%
Other & Unknown	1,621	4.7%	1,056	2.7%	940	2.4%
Total	34,225	100.0%	38,808	100.0%	38,666	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	2,344	8.0%	2,583	7.5%	2,524	7.4%
Other Institutions	839	2.8%	810	2.4%	716	2.1%

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	\$8,770	.0%	\$9,148	.0%
2014	\$9,150	4.3%	\$9,345	2.2%
2015	\$9,500	3.8%	\$9,598	2.7%
2016	\$9,940	4.6%	\$9,777	1.9%
2017	\$10,200	2.6%	\$10,201	4.3%
2018	\$10,620	4.1%	\$10,443	2.4%

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	4,202	10.50	140.27	3,275	11.08	143.79
FY 2016	4,777	10.77	136.00	3,673	11.27	139.87
FY 2017	5,266	10.20	135.00	3,929	10.72	139.00

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2015	53%	\$8,855	48%	\$7,425	46%	\$6,960
2016	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2015	51%	\$6,663	57%	\$7,367	62%	\$5,653
2016	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2015	35%	\$4,224	39%	\$4,193	32%	\$3,689
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	4,519	5,536	5,573	Fall 2008 4-year	29.8%	26.3%
Total	87.9%	88.4%	89.1%	Fall 2012 4-year	31.4%	31.4%
Same	76.1%	77.1%	77.7%	Fall 2013 4-year	32.3%	34.4%
Other	11.8%	11.4%	11.4%	Fall 2007 5-year	55.9%	47.9%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2011 5-year	53.7%	52.1%
Enter Fall 2010		Enter Fall 2014	Enter Fall 2015	Fall 2012 5-year	56.1%	54.6%
Institution Persistence				Fall 2006 6-year	61.4%	56.5%
Cohort	4,038	5,230	5,529	Fall 2010 6-year	63.1%	59.4%
Total	81.6%	82.3%	82.5%	Fall 2011 6-year	62.8%	60.8%
Same	66.6%	67.3%	67.6%	National Comparison (IPEDS Definition)		
Other	15.0%	15.0%	14.9%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2007 4-year	27.0%	20.0%
Cohort	3,355	3,964	4,012	Fall 2011 4-year	26.0%	29.2%
Total	81.0%	82.3%	82.5%	Fall 2012 4-year	27.0%	30.4%
Same	62.7%	67.3%	67.8%	Fall 2006 5-year	48.0%	41.7%
Other	18.3%	15.0%	14.7%	Fall 2010 5-year	47.0%	51.0%
				Fall 2011 5-year	48.0%	50.8%
				Fall 2005 6-year	56.0%	49.0%
				Fall 2009 6-year	53.0%	57.2%
				Fall 2010 6-year	54.0%	57.0%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Institution Grade	Sem	SCH	Peer Group Average Grade	Sem	SCH	

Six-year Graduation & Persistence Rate, Fall 2011		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	337	48.7%
Peer Group	285	49.5%
<i>For Students NOT Needing Dev Ed</i>		
Institution	4,182	72.9%
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	\$150,654,448	36.6%	\$191,690,377	35.7%	\$202,892,939	36.3%
Federal Funds	\$66,341,846	16.1%	\$80,317,215	14.9%	\$87,663,369	15.7%
Tuition & Fees	\$164,748,661	40.0%	\$221,661,427	41.2%	\$233,494,375	41.8%
Total Revenue	\$411,633,820	100.0%	\$537,580,659	100.0%	\$559,100,054	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS STATE UNIVERSITY

Location: San Marcos, Central Region

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

Out-Of-State Peers: University Of Arkansas, University Of Central Florida, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of Wisconsin-Milwaukee

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment

Race/Ethnicity	Fall 2017	
	Number	Percent
White	18,090	46.8%
Hispanic	13,885	35.9%
African American	4,267	11.0%
Asian	957	2.5%
International	527	1.4%
Other & Unknown	940	2.4%
Total	38,666	100.0%
TX First Time Transfers		
Number	% of UG	
Two-Year Institutions	2,524	7.4%
Other Institutions	716	2.1%

Baccalaureate Success

Graduation Rate of First-time, Full-time Degree-seeking Students			1-Year Persistence, Fall 2016	
Entering			Total	89.1%
Measure			Same	77.7%
Fall			Other	11.4%
Rate			2-Year Persistence, Fall 2015	
4-year Rate Total	2013	32.3%	Total	82.5%
Same Institution		29.4%	Same	67.6%
Other Institutions		2.9%	Other	14.9%
5-year Rate Total	2012	56.1%		
Same Institution		49.5%		
Other Institutions		6.6%		
6-year Rate Total	2011	62.8%		
Same Institution		53.9%		
Other Institutions		8.9%		

[Grad Rates by Ethnicity](#)

Avg Number SCH for Bachelor's Degree		
FY 2017 Average		
Sem	SCH	
All	10.20	135.00

Degrees Awarded

Type	FY 2017
Bachelor's	7,061
Master's	1,382
Doctoral	50
Professional	38
Total	8,531

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate

Field	FY 2017 Rate
Education*	95.00%
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	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2017			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	9,100	78.8%	35.1%
African American	3,307	60.9%	38.1%
Hispanic	10,760	71.3%	31.1%
Asian	804	78.4%	20.6%
International	130	69.2%	16.7%
Other	544	78.7%	29.0%
Total	24,645	73.0%	33.0%

Instruction

Measure of Excellence		Fall 2017
Undergraduate Classes with < 20 Students		30.8%
Undergraduate Classes with > 50 Students		13.5%
% of Teaching Faculty Tenured/Tenure-track *		43.1%
Student/Faculty Ratio *		28:1

* Fall 2016 Data

Costs

Average Annual Academic Costs for Resident

Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2013	\$8,770	.0%	\$9,202	.0%
2014	\$9,150	4.2%	\$9,373	1.8%
2015	\$9,500	3.7%	\$9,612	2.5%
2016	\$9,940	4.4%	\$9,753	1.4%
2017	\$10,200	2.5%	\$10,201	4.4%
2018	\$10,620	4.0%	\$10,417	2.1%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2018

Type of Cost	Average Amount
Total Academic Cost	\$10,620
On-campus Room & Board	\$9,490
Books & Supplies	\$770
Off-Campus Transportation & Personal Expenses	\$2,380
Total Cost	\$23,260

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

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	\$202,892,939	36.3%
Federal Funds	\$87,663,369	15.7%
Tuition & Fees	\$233,494,375	41.8%
Total Revenue	\$559,100,054	100.0%

Committee on Academic and Workforce Success

AGENDA ITEM V-D (3)

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

RECOMMENDATION: Approval, beginning fall 2019

Rationale:

Texas A&M University (TAMU) is proposing a Bachelor of Science (BS) in Environmental Engineering beginning fall 2019. The proposed face-to-face program would produce graduates prepared to enter the environmental engineering field and become licensed professional engineers. Graduates would also be prepared to pursue advanced study in environmental engineering and related disciplines; and be engaged in professional development to readily advance into positions of leadership.

Degree programs in environmental engineering are increasing nationally. The increase in the number of programs available nationally is an indication of student interest. Additionally, high levels of employment indicate that graduates are completing with marketable engineering skills. The U.S. Bureau of Labor Statistics data indicate programs in environmental engineering are growing nationally to meet the demand, which is an eight percent projected growth from 2016 through 2026. According to the Texas Workforce Commission, the five environmental engineering programs in Texas awarded 33 bachelor's degrees from 2013 through 2017, significantly less than the 150 average annual openings in Texas projected from 2014 through 2024.

TAMU currently offers 17 bachelor's degree programs in engineering. Of those, 7 are ranked among the top 10 engineering programs offered by public institutions of higher education in the nation. With one of the largest, top-ranked engineering schools in the nation, graduates of the proposed program at TAMU would be competitive with graduates of other top-ranked programs.

Recommendations:

In accordance with the institution's proposed hiring schedule, TAMU will hire two faculty members to start in fall 2020 and, by June 1, 2020, will provide documentation of the hires through submission of letters of intent, curricula vitae, and list of environmental engineering courses to be taught.

Formula funding for upper-division courses is dependent on having the appropriate hires in place at the specified time.

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

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

Related Programs

The institution has degree programs within the same two-digit CIP code: Yes

Texas A&M University has 63 engineering degree programs:

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

Proposed Program:

The proposed traditional face-to-face program in environmental engineering represents 128 semester credit hours of instruction to satisfy ABET subject matter national accreditation requirements. The TAMU College of Engineering is building a new facility to house the program. The Zachary Engineering Education Center will be a 555,000 square foot building designed to provide state-of-the-art space and equipment for TAMU engineering students.

The institution estimates that five-year costs would total \$324,200. Formula Funding would represent 10 percent of the total funding during the first five years.

FIVE-YEAR COSTS	
Personnel	\$
Faculty (New)	\$ 285,000
Supplies & Materials	\$ 10,000
Library & IT Resources	\$ 25,000
Facilities	\$ 0
Other	\$ 4,200
Total	\$ 324,200

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 774,393
Reallocated Funds	0
Other State Funding	\$ 0
Statutory Tuition	\$ 765,300
Designated Tuition and Fees	\$ 6,333,357
Other	\$ 0
Total	\$ 7,873,050

Evidence of Duplication, Workforce Need, and Student Demand:

Duplication of Program: **Weak** (No programs within a 60-minute drive)

Number of institutions with bachelor's degree programs in the state with the same 6-digit CIP (14.1401): **6** (5 public, 1 ICUT). All existing bachelor's programs are ABET accredited or will seek ABET accreditation upon graduation of the first class.

Public Universities

Tarleton State University, BS Environmental Engineering
 Texas A&M University-Kingsville, BS Environmental Engineering
 Texas Tech University, BS Environmental Engineering
 The University of Texas at Austin, BS Environmental Engineering
 West Texas A&M University, BS Environmental Engineering

Independent Colleges and Universities (ICUT)

Southern Methodist University (Bachelor, Master)

Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.1401): **0**

Job Market Need: **Strong**

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

Given the strong demand indicated by BLS and TWC data, the absence of submitted job openings and employer surveys is secondary to the weight of the projected workforce demand.

Student Demand: Moderate

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

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	33	70	108	129	140
<i>Student FTE</i>	33	70	108	129	140
<i>Core Faculty Headcount</i>	7	8	8	8	8
<i>Core Faculty FTE</i>	3.25	3.6	3.6	3.6	3.6

Major Commitments:

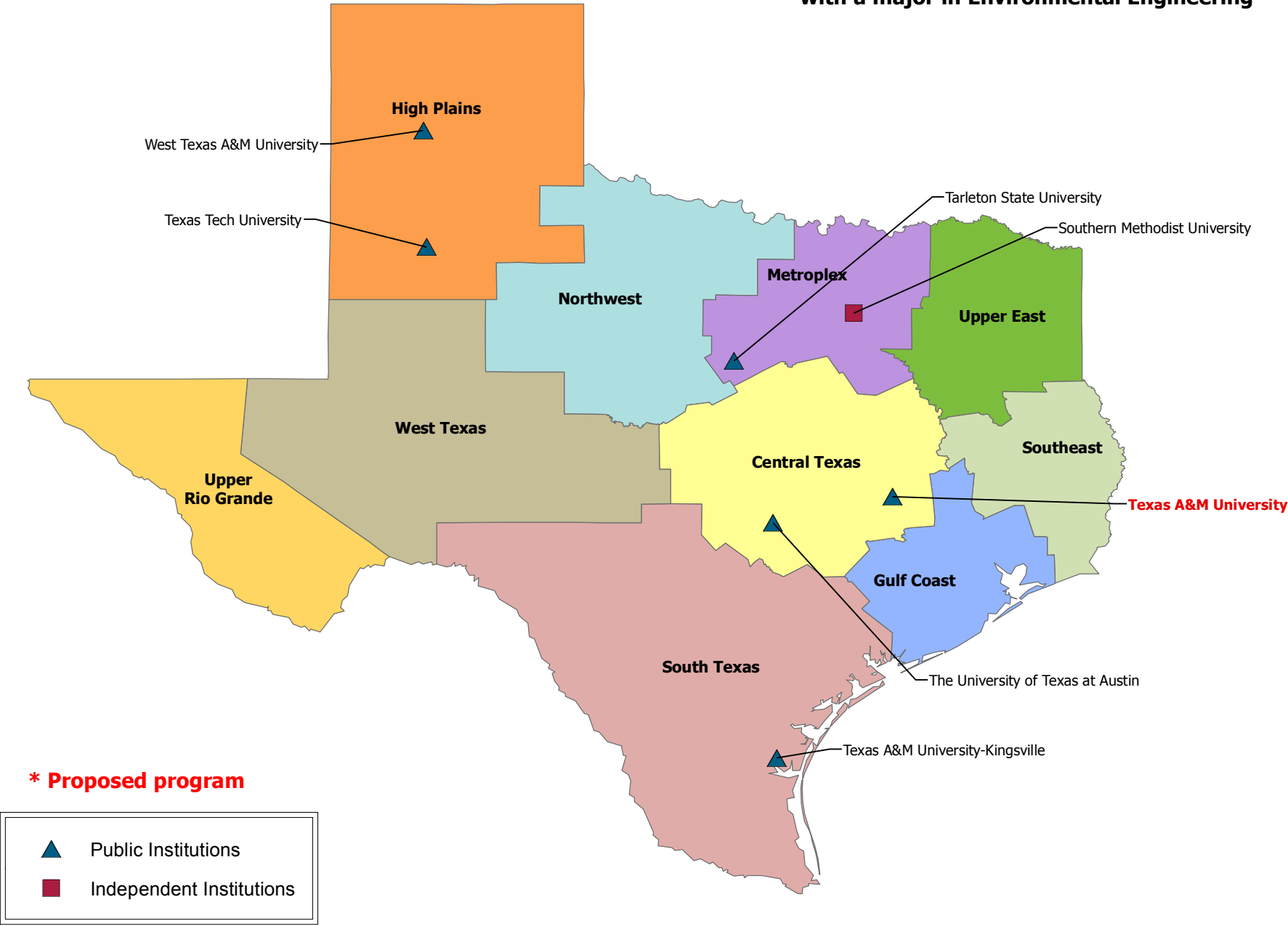
In accordance with the institution's proposed hiring schedule, Texas A&M University will hire two faculty members to begin fall 2020 and, by June 1, 2020, will provide documentation of the hire through submission of letters of intent, curricula vitae, and list of environmental engineering courses to 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 environmental engineering degree program from the Accreditation Board for Engineering and Technology (ABET) upon the graduation of its first student.

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

**Proposal for a Bachelor of Science (BS) degree
with a major in Environmental Engineering**



Online Resume for Legislators and Other Policymakers

TEXAS A&M UNIVERSITY

Location: College Station, Central Region

Research Accountability Peer Group: UT Austin

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2012		Fall 2016		Fall 2017	
	Number	Percent	Number	Percent	Number	Percent
White	32,307	64.3%	35,433	58.6%	36,154	57.6%
Hispanic	8,128	16.2%	12,186	20.2%	13,120	20.9%
African American	1,712	3.4%	2,261	3.7%	2,239	3.6%
Asian	2,386	4.8%	3,655	6.0%	4,169	6.6%
International	4,370	8.7%	5,130	8.5%	5,192	8.3%
Other & Unknown	1,324	2.6%	1,770	2.9%	1,928	3.1%
Total	50,227	100.0%	60,435	100.0%	62,802	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	1,323	3.3%	1,601	3.3%	1,606	3.2%
Two-Year Institutions	337	.8%	557	1.2%	599	1.2%
Other Institutions						

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	\$8,480	.0%	\$9,136	.0%
2014	\$9,036	6.6%	\$9,412	3.0%
2015	\$9,242	2.3%	\$9,520	1.1%
2016	\$9,494	2.7%	\$9,652	1.4%
2017	\$9,707	2.2%	\$9,758	1.1%
2018	\$9,882	1.8%	\$9,987	2.3%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2015	33%	\$6,351	34%	\$6,854	36%	\$6,233
2016	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2015	56%	\$8,947	50%	\$9,086	55%	\$12,245
2016	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2015	22%	\$4,318	23%	\$4,480	21%	\$4,359
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		7,602	8,493	8,513	Fall 2008 4-year	52.4%	52.5%				
Total		96.7%	96.6%	96.1%	Fall 2012 4-year	57.4%	58.7%				
Same		91.7%	91.1%	91.5%	Fall 2013 4-year	56.9%	61.3%				
Other		5.1%	5.5%	4.6%	Fall 2007 5-year	80.0%	78.6%				
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2011 5-year	82.6%	81.8%				
		Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Fall 2012 5-year	82.5%	82.0%				
Institution Persistence					Fall 2006 6-year	84.2%	83.4%				
Cohort		7,447	8,981	8,481	Fall 2010 6-year	85.8%	84.2%				
Total		93.5%	93.9%	93.9%	Fall 2011 6-year	86.8%	86.4%				
Same		85.9%	85.7%	85.5%	National Comparison (IPEDS Definition)						
Other		7.6%	8.3%	8.4%	Cohort	Institution Rate	OOS Peers Rate				
Peer Group Persistence					Fall 2007 4-year	50.0%	61.6%				
Cohort		7,337	8,004	8,017	Fall 2011 4-year	51.0%	67.4%				
Total		92.2%	92.7%	93.9%	Fall 2012 4-year	52.0%	68.6%				
Same		85.4%	86.6%	87.9%	Fall 2006 5-year	77.0%	79.6%				
Other		6.8%	6.1%	6.0%	Fall 2010 5-year	76.0%	83.0%				
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2011 5-year	77.0%	83.6%				
					Fall 2005 6-year	81.0%	82.4%				
					Fall 2009 6-year	79.0%	85.4%				
					Fall 2010 6-year	80.0%	86.0%				
					Institution		Peer Group Average				
					Grads	Sem	SCH	Grads	Sem	SCH	

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2013	8,212	9.31	132.70	7,802	9.20	131.64
FY 2016	9,024	10.09	130.00	8,681	9.78	128.50
FY 2017	10,087	9.20	130.00	9,158	9.10	128.00

Six-year Graduation & Persistence Rate, Fall 2011		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	75	57.3%
Peer Group	73	56.2%
For Students NOT Needing Dev Ed		
Institution	7,527	90.6%
Peer Group	7,263	90.1%

*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	\$423,379,263	35.4%	\$539,386,514	33.8%	\$549,089,689	33.7%
Federal Funds	\$120,729,123	10.1%	\$123,983,636	7.8%	\$137,654,857	8.4%
Tuition & Fees	\$347,806,937	29.1%	\$479,736,869	30.1%	\$514,912,744	31.6%
Total Revenue	\$1,196,983,085	100.0%	\$1,594,794,463	100.0%	\$1,629,775,413	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS A&M UNIVERSITY

Location: College Station, Central Region

Research Accountability Peer Group: UT Austin

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2017 Number	Percent
White	36,154	57.6%
Hispanic	13,120	20.9%
African American	2,239	3.6%
Asian	4,169	6.6%
International	5,192	8.3%
Other & Unknown	1,928	3.1%
Total	62,802	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,606	3.2%
Other Institutions	599	1.2%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2013	56.9%
Same Institution		55.3%
Other Institutions		1.6%
5-year Rate Total	2012	82.5%
Same Institution		79.7%
Other Institutions		2.7%
6-year Rate Total	2011	86.8%
Same Institution		82.8%
Other Institutions		4.0%
Grad Rates by Ethnicity		

1-Year Persistence, Fall 2016	
Total	96.1%
Same	91.5%
Other	4.6%
2-Year Persistence, Fall 2015	
Total	93.9%
Same	85.5%
Other	8.4%

Avg Number SCH for Bachelor's Degree	
FY 2017 Average	
Sem	SCH
All	9.20 130.00

Degrees Awarded	
Type	FY 2017
Bachelor's	10,965
Master's	3,078
Doctoral	744
Professional	317
Total	15,104

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2017 Rate
Education*	98.00%
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		http://www.CollegePortraits.org
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2017			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	17,001	72.9%	52.7%
African American	1,901	56.0%	34.9%
Hispanic	9,900	65.0%	44.8%
Asian	4,547	75.9%	28.9%
International	1,679	59.4%	9.0%
Other	1,112	69.3%	42.8%
Total	36,140	69.5%	44.6%

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	\$8,480	.0%	\$9,794	.0%	Average Amount
2014	\$9,036	6.2%	\$9,790	.0%	Total Academic Cost
2015	\$9,242	2.2%	\$9,798	.1%	On-campus Room & Board
2016	\$9,494	2.7%	\$9,810	.1%	Books & Supplies
2017	\$9,707	2.2%	\$9,810	.0%	Off-Campus Transportation & Personal Expenses
2018	\$9,882	1.8%	\$10,092	2.8%	Total Cost

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

Instruction		
Measure of Excellence	Fall 2017	
Undergraduate Classes with < 20 Students	27.1%	
Undergraduate Classes with > 50 Students	23.1%	
% of Teaching Faculty Tenured/Tenure-track *	70.4%	
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	\$549,089,689	33.7%
Federal Funds	\$137,654,857	8.4%
Tuition & Fees	\$514,912,744	31.6%
Total Revenue	\$1,629,775,413	100.0%

Committee on Academic and Workforce Success

AGENDA ITEM V-E

Update to the Committee on the *Strategic Plan for Graduate Education*

RECOMMENDATION: No action required

Background Information:

The Graduate Education Advisory Committee (GEAC) developed and revised the Strategic Plan for Graduate Education at their 2017 and 2018 committee meetings. In 2018, the GEAC established subcommittees to develop and refine the plan. GEAC reviewed and revised the design and contents of the plan to align with the Texas Higher Education Coordinating Board's strategic plan, *60x30TX*. Once a final draft was in place, GEAC delegated authority to complete the plan to the subcommittee, in collaboration with Coordinating Board staff.

Coordinating Board staff disseminated the draft and sought feedback from higher education stakeholders, including chancellors, presidents, provosts, chief financial officers, deans, and other institutional representatives. Additionally, Coordinating Board staff posted the draft on its website and requested public comment and input. Comments were reviewed by the GEAC subcommittee and revisions were incorporated, as deemed appropriate.

The purpose of the Strategic Plan for Graduate Education is to set priorities for graduate education in Texas for the next 12 years. In alignment with *60X30TX*, the Strategic Plan for Graduate Education sets forth four Priority Areas for the state's public universities and health-related institutions. Each Priority Area includes goals, strategies to achieve each goal, and measures to evaluate progress toward each goal. The recommendations outlined under each Priority Area should be adapted to the context, culture, and mission of the institution as appropriate. Institutions may incorporate additional strategies and measures under each Priority Area to further their efforts.

Priority Area 1: Excellence in Research and Creative Activity

Priority Area 2: High Quality of and Access to Education

Priority Area 3: Efficiency and Innovation

Priority Area 4: Marketable Skills and Economic Development

This plan will encourage institutions to build on the strengths of their graduate education programs, and identify opportunities to excel. If graduate students and faculty are to create new knowledge, accelerate their fields, and shape the future workforce, they must promote excellence, quality, efficiency, skill development, and innovation.

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 Report on Developmental Education (*Rider 33, 85th Texas Legislature, Regular Session*)

RECOMMENDATION: Approval

The Texas Higher Education Coordinating Board (THECB) staff requests approval of the 2018-2023 Statewide Plan for Serving Underprepared Students (2018 Plan), which reports the next five-year plan regarding the most effective and efficient combination of developmental education (DE) interventions (Rider 33, 85th Texas Legislature, Regular Session), including corequisite models as required by House Bill 2223, signed by the Governor in July 2017. The 2018 Plan updates outcomes for the college preparatory course, as required by Texas Education Code, Title 3, Subtitle A, Chapter 51, Subchapter F-1, Section 51.338(g)(2), as well as highlights results from the annual Developmental Education Program Survey (DEPS) and performance measures informing progress toward accelerating underprepared students' persistence and completions in support of *60x30TX* goals.

Background Information:

In July 2009, the Coordinating Board adopted the state's first Developmental Education Plan (2009 DE Plan), in response to a directive issued in the General Appropriations Act, House Bill 1, 81st Texas Legislature, Section 50. The purpose of the 2009 DE Plan was to provide direction for the future of developmental education in Texas. The 2012-2017 Statewide Plan for Developmental Education provided an update to the original plan, and the current 2018 Plan provides an updated vision and new recommendations to significantly scale the persistence and success of underprepared students, which is paramount to meeting the ambitious goals of *60x30TX*.

Since the creation and implementation of the 2009 DE Plan, the Coordinating Board has funded various developmental education initiatives, including research and evaluation, to support Texas public institutions of higher education in achieving the goals outlined in the plan. Evaluation of the various initiatives coupled with institutional data show that institutions have made significant strides in improving student advising, diversifying instructional strategies and opportunities for students, and accelerating curriculum by targeting student needs within intensive program structures. After years of steady but slow progress, Texas now begins a bold initiative that scales the corequisite model, ramping up opportunity to make significant progress. Corequisite models support not only the college readiness of underprepared students, but also their first college-level course completions, both important milestones to building the momentum for persistence and success of this population. The 2018 Plan builds on promising strategies and initiatives and establishes new program and institutional objectives to bring corequisite models and their supporting best practices to scale. As noted, this report provides a

new vision and recommendations to help ensure statewide goals for underprepared students are met in support of *60x30TX* goals.

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-G

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 60x30TX

Original Project Cost:	\$600,000
Additional Funding Request:	up to \$100,000
New Total Project Cost:	up to \$700,000
Source of Funds:	A.1.1. Strategy, College Readiness and Success
Authority:	Texas Education Code, Section 61.0762(a)(5) Programs to Enhance Student Success

RECOMMENDATION: Approval

Background Information:

In October 2016, the Coordinating Board approved funding for Grad TX projects and activities aimed at meeting the goals of 60x30TX. Contracts were awarded to institutions of higher education to reach out and re-admit students who had stopped-out with a significant number of semester credit hours. Institutions of higher education currently participating in Grad TX have liberal transfer policies, work with stopped-out students to identify and overcome obstacles to re-entry, and provide opportunities for accelerated degree completion.

THECB staff requests approval to expend additional funds for the continued expansion and enhancement of the Grad TX program described above. Future efforts of Grad TX would:

- Expand support for focused and intensive marketing campaigns to increase outreach efforts to students who have stopped-out without having obtained a certificate/degree;
- Implement a Grad TX Consortium to serve as a research and benchmarking learning community to identify knowledge gaps, needs, and high-impact practices related to successfully serving stop-out students;
- Increase and/or extend the number of grants to institutions of higher education tasked with implementing or expanding innovative approaches to help students who have stopped out complete their certificate/degree.

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

AGENDA ITEM V-H

Consideration of adopting the staff recommendation to the Committee relating to the July 2018 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")

RECOMMENDATION: Approval

Background Information:

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

Institutions with names beginning with "A" through "O" were required to submit their reports by January 15, 2018. Institutions with names beginning with "P" through "Z" were required to submit their reports by July 15, 2018. An institution receiving its first Certificate of Authorization less than six months prior to the report due date was not asked to submit an annual report because the information was deemed up-to-date. Following is a summary of the status of all institutions that were required to report in the July 2018 reporting cycle.

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

July 2018 Report to Texas Higher Education Coordinating Board
Status of Institutions (P-Z) under a Certificate of Authorization

Background:

Starting in January 2014, institutions operating under a Certificate of Authorization were required to submit an annual compliance report. Institutions with names beginning with "P" through "Z" are required to submit their reports by July 15 each year. An institution receiving its first Certificate of Authorization less than six months prior to the report due date was not asked to submit an annual report because the information was deemed up-to-date. Following are the statuses of all institutions under the July 15, 2018 reporting deadline:

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

Institutions with a physical campus in Texas:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Park University - Austin • Park University - El Paso • Paul Quinn College - Dallas • Pima Medical Institute - El Paso • Pima Medical Institute - Houston • Quest College - San Antonio • Relay Graduate School of Education - Dallas/Fort Worth • Relay Graduate School of Education - Houston • Relay Graduate School of Education - San Antonio • Saint Leo University - Corpus Christi • Saint Louis University – Dallas • Saint Louis University – Houston • Southeastern Oklahoma State University at Grayson College | <ul style="list-style-type: none"> • The College of Health Care Professions - Dallas • The College of Health Care Professions - Fort Worth • The College of Health Care Professions - Houston Northwest • The College of Health Care Professions - Houston Southwest • The College of Health Care Professions - McAllen • The College of Health Care Professions - San Antonio • The King's University • Tulane University - Houston • Universal Technical Institute of Northern Texas • University of Maryland University College - Killeen • University of Phoenix - Resource Center At Arlington Highlands • University of Phoenix - Dallas • University of Phoenix - Houston |
|--|---|

- Southern Careers Institute
- Southwest University at El Paso
- Springfield College - Houston
- Strayer University - Cedar Hill
- Strayer University - Irving
- Strayer University - North Austin
- Strayer University - North Dallas
- Strayer University - Northwest Houston
- Strayer University - San Antonio
- Strayer University – Stafford
- Strayer University - Verizon Wireless Call Center - El Paso
- SUAGM - Universidad Del Este
- SUAGM - Universidad Del Metropolitana
- SUAGM - Universidad Del Turabo
- Texas Health and Science University
- Texas Health and Science University-San Antonio
- The Chicago School of Professional Psychology
- The College of Health Care Professions - Austin
- University of Phoenix - Killeen Learning Center
- University of Phoenix - San Antonio
- University of St. Augustine For Health Sciences - Austin
- Vet Tech Institute of Houston
- Visible Music College
- Vista College - Beaumont
- Vista College - College Station
- Vista College - El Paso
- Vista College - Killeen
- Vista College - Longview
- Vista College - Lubbock
- Vista College - Richardson
- Wade College
- Webster University - San Antonio
- West Coast University - Dallas
- Western Governors University - Texas
- Western Technical College - El Paso (Diana Campus)
- Western Technical College - El Paso (Plaza Campus)

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

- | | |
|---|---|
| • Samuel Merritt University | • University of San Francisco |
| • Saybrook University | • University of Southern California |
| • Seward County Community College/ATS | • Webster University - St. Louis, MO |
| • Southeastern Oklahoma State University At Grayson College | • West Coast University - Los Angeles |
| • Southern Arkansas University | • West Coast University - Orange County |
| • St. Catherine University | • Western Oklahoma State College |
| • Touro University Nevada | • Western University of Health Sciences |
| • University of Mississippi | |

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

Institutions with a physical campus in Texas:

None

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

None

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

Institutions with a physical campus in Texas:

- | | |
|--|---|
| • Strayer University - Plano | • University of Phoenix - McAllen |
| • Strayer University - North Dallas | • University of Phoenix - Killeen |
| • University of Phoenix - Austin | • University of Phoenix - San Antonio Northwest |
| • University of Phoenix - East El Paso | • University of Phoenix - Westin Park Central, Dallas |
| • University of Phoenix - Houston Clear Lake | • University of Phoenix - West Loop, Houston |

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

- University of Massachusetts Amherst
- University of Wisconsin - Platteville

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

- Simmons College
- The King's College
- University of Florida
- University of Maryland – Baltimore
- University of North Florida
- University of the Sciences – Philadelphia College of Pharmacy

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

Institutions with a physical campus in Texas:

<u>Institution</u>	<u>Comment</u>
Peloton College – Arlington	Letter of Credit requirement as a result of U.S. Department of Education concerns with company financial responsibility
Peloton College – Dallas	Letter of Credit requirement as a result of U.S. Department of Education concerns with company financial responsibility
Remington College – Dallas	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
Remington College - Fort Worth	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
Remington College - Houston North	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
Remington College - Houston Southeast	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
Rio Grande Valley College	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility

<u>Institution</u>	<u>Comment</u>
School of Automotive Machinists & Technology	Financial Responsibility Composite Score of less than 1.5
Seminary of The Southwest	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
South University – Austin	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
The Art Institute of Austin	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
The Art Institute of Dallas	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
The Art Institute of Houston	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
The Art Institute of San Antonio	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
University of Phoenix - El Paso Campus 4	Teach-out status with pending closure of campus.
University of Phoenix - Woodlands Learning Center	Teach-out status with pending closure of campus.
Upper Iowa University	Procedural and control deficiencies that led to accreditor status of Accredited-On Notice
Virginia College – Austin	Financial Responsibility Composite Score of less than 1.5. Campus is now under teach-out status.
Virginia College – Lubbock	Financial Responsibility Composite Score of less than 1.5

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

<u>Institution</u>	<u>Comment</u>
Research College of Nursing	Financial Responsibility Composite Score of less than 1.5
South University – Online	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
Walden University	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility

Committee on Academic Workforce and Success

AGENDA ITEM V-I

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.

Fortis College, Grand Prairie, Texas

On July 13, 2018, Fortis College, 401 East Palace Parkway, Suite 100, Grand Prairie, Texas 75050, notified the THECB of its intention to teach out and cease operations. Fortis College has two degree programs at this location. Both programs are expected to be taught out by April 19, 2020. The institution's accreditor, Accrediting Bureau of Health Education Schools, was notified as of July 30, 2018 and approved the teach-out plan. The Certificate of Authorization for this location will end upon notification that the last student has graduated or transferred to another location or institution. Student records will be maintained by Education Affiliates, 5026 Campbell Blvd, #D, Baltimore, MD 21236.

Brightwood College, Arlington, Texas

On September 10, 2018, Education Corporation of America (ECA) notified the THECB of its intention to close Brightwood College, 2241 S. Watson Road, Arlington, Texas 76010. The location will cease enrollment, with an expected teach-out date of June 1, 2019. Since the initial notification, ECA accelerated the close date to December 9, 2018. Students will transfer to either the Brightwood College Dallas or Ft. Worth campuses. Depending on which campus they choose, the student will receive a monthly travel stipend of \$200 or \$250 during the didactic portion of the program. Once they reach externship, there will be no stipend as ECA is maintaining the externship sites associated with the Arlington campus. At the time of the announcement, 147 students were enrolled at the campus. ECA is also contacting former students who could finish a program during the teach-out period, but are not currently attending the location. The institution's accreditor, Accrediting Council for Independent Colleges and Schools, has also been notified of the teach-out. Nationwide, ECA is closing 26 campuses under various brand names. ECA filed for receivership on October 16, 2018, with the goal to reorganize debt and sell the remaining 44 campuses located throughout the United States. ECA has stated it will provide refunds for students who cannot complete before the teach-out date and for whom ECA cannot find a transfer partner.

Brightwood College, Beaumont, Texas

On September 10, 2018, Education Corporation of America (ECA) notified the THECB of its intention to close Brightwood College, 6115 Eastex Freeway, Beaumont, Texas 77706. The location will cease enrollment, with an expected teach out date of June 1, 2019. At the time of the announcement, 158 students were enrolled at the campus. By the time of closure, ECA expects to have taught out all current students. ECA is also contacting former students who could finish a program during the teach-out period, but are not currently attending the location. The institution's accreditor, Accrediting Council for Independent Colleges and Schools, has also been notified of the teach-out. Nationwide, ECA is closing 26 campuses under various brand names. ECA filed for receivership on October 16, 2018, with the goal to reorganize debt and sell the remaining 44 campuses located throughout the United States. ECA has stated it will provide refunds for students who cannot complete before the teach-out date and for whom ECA cannot find a transfer partner.

Virginia College, Austin, Texas

On September 10, 2018, Education Corporation of America (ECA) notified the THECB of its intention to close Virginia College, 14200 North IH-35, Austin, Texas 78728. The location will cease enrollment, with an expected teach-out date of July 1, 2019. At the time of the announcement, 261 students were enrolled at the campus. The Austin location has 35 students who will need to transfer or will receive a full refund if they can't finish their program. ECA is also contacting former students who could finish a program during the teach-out period, but are not currently attending the location. The institution's accreditor, Accrediting Council for Independent Colleges and Schools, has also been notified of the teach-out. Nationwide, ECA is closing 26 campuses under various brand names. ECA filed for receivership on October 16, 2018, with the goal to reorganize debt and sell the remaining 44 campuses located throughout the United States. ECA has stated it will provide refunds for students who cannot complete before the teach-out date and for whom ECA cannot find a transfer partner.

Embry-Riddle Aeronautical University, El Paso, Texas

On September 26, 2018, Embry-Riddle Aeronautical University Worldwide (ERAU) notified the THECB of its intention to close its El Paso campus, Building 641, Taylor Road, Fort Bliss, TX 79916, as of November 1, 2018. The campus was exempt from THECB oversight as it was located on and limited activities to the Fort Bliss military base. All students were notified of the closure and transferred to the ERAU online campus to complete their programs of study.

National American University, McAllen, Texas

On October 10, 2018, National American University (NAU) notified the THECB of its intention to close its McAllen campus, 3201 W. Pecan Blvd., McAllen, Texas 78501, as of December 31, 2018. All active students will be transferred and taught out through NAU online graduate school programming. The McAllen campus had 21 graduate students at the time of notification. NAU stated it is required to notify its accreditor, Higher Learning Commission, when all programs at the McAllen campus are complete.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-J

Discussion of the 2018 report on the National Research University Fund

RECOMMENDATION: Information Item Only

Background Information:

Texas Education Code, Section 62.146(b) requires the Coordinating Board to certify to the Texas Legislature that verified information relating to the criteria used to determine eligibility for distributions of money from the National Research University Fund (NRUF) has been completed. The statute requires the certification report be submitted to the Comptroller of Public Accounts and Texas Legislature "as soon as practicable in each state fiscal year."

The Texas Legislature established NRUF in 2009 "to provide a dedicated, independent, and equitable source of funding to enable emerging research universities in this state to achieve national prominence as major research universities." An emerging research university must meet legislatively specified benchmarks to be eligible for funds and must have expended more than \$45 million on restricted research for two consecutive years.

Eight universities are currently designated as emerging research universities in the Coordinating Board's Accountability System. Two universities, Texas Tech University and the University of Houston, achieved eligibility for NRUF funding in 2012, and one institution, The University of Texas at Dallas, achieved eligibility in 2018. The institutions that have met NRUF eligibility received annual funding that ranged from \$7.4 to \$9.5 million per year, with an average of \$8.3 million per year over seven years. Five additional emerging research institutions are potentially eligible to receive NRUF funding in the future, including Texas State University, The University of Texas at Arlington, The University of Texas at El Paso, The University of Texas at San Antonio, and University of North Texas.

The NRUF is funded from an endowment managed by the Texas Treasury Safekeeping Trust Company, a subsidiary of the Comptroller of Public Accounts. Up to 4.5 percent of the NRUF investment, calculated at the average market value of the fund for the last 12 fiscal quarters, may be appropriated to the fund for distribution to the designated NRUF institutions. The current distribution rate as of September 1, 2016, is 3.5 percent, based on past returns and return expectations.

In October 2018, the Commissioner reported to the Comptroller of Public Accounts that no additional emerging research institutions would meet eligibility to receive funds in Fiscal Year (FY) 2019. One institution, The University of Texas at El Paso, reached the restricted expenditure benchmark in FY 2018, but has not achieved the sufficient number of additional benchmarks to become eligible for NRUF funding in FY 2019.

The NRUF certification report will be completed once all emerging research institutions submit certified data to the Coordinating Board for this purpose, using the regular Coordinating Board Management (CBM) reporting mechanism. The certification report is expected to be finalized in spring 2018. Coordinating Board staff will ask the Board at its January meeting to consider authorizing the Commissioner to submit the 2018 NRUF certification report to the Comptroller and Legislature as soon as it is finalized.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-K (1)

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program

RECOMMENDATION: Approval

Background Information:

As the state's sub-recipient of the federal Carl D. Perkins Career and Technical Education Improvement Act funding, the Coordinating Board administers Basic formula grants (Title I) to support the goals outlined in the Perkins Act. The Coordinating Board publishes the Request for Applications (RFA) for eligible Texas colleges to apply to receive Perkins Basic grants. The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was enacted in July 2018 and takes effect on July 1, 2019. The plan for implementation of the Act's requirements is under development. The Perkins Basic RFA for Fiscal Year 2019 will incorporate all required elements of the Act.

As part of the responsibility delegated to the Coordinating Board by the State Board of Education, the Coordinating Board annually allocates Perkins funds to the state's public two-year colleges. Basic funds are allocated to the state and divided between secondary and postsecondary education according to a formula developed by the Texas Education Agency. The allocation of the total Basic Grant remains at a 70/30 split between secondary and postsecondary institutions. Funds must be expended according to the federal and state rules and regulations governing Perkins activities.

Perkins Basic grants provide support for career and technical programs at Texas public community and technical colleges. These grants are awarded annually and are based on the formula prescribed by the federal Perkins Act. Each eligible institution is entitled to an allotment that is determined by the total number of students reported by the institution who are enrolled in career and technical programs and receive Pell grants. Eligible institutions in Texas include all 50 community college districts, three Lamar State Colleges, and the Texas State Technical College System.

The funding must:

- 1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study;

2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals;

3) provide, within career and technical education, the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

4) support integration of academic skills into career and technical education programs and programs of study;

5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113 of the Act;

6) develop and implement evaluations of the activities carried out with funds awarded, including evaluations necessary to complete the comprehensive needs assessment required under section 134 of the Act and the local report required under section 113 of the Act.

Additionally, the Basic grants funding must address the goals to be included in the one-year transitional plan currently under development under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V); and the requirements of Public Law 109-270, Title I, Career and Technical Education Assistance to the States.

Anticipated funding for the Fiscal Year 2019 Basic Grants is estimated to be \$26.8 million.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-K (2)

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Leadership Grant Program

RECOMMENDATION: Approval, pending receipt of funds from the Texas Education Agency

Background Information:

The Coordinating Board invites eligible Texas public postsecondary institutions to submit Request for Applications (RFA) to receive a State Leadership grant supported with federal funding through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Perkins V was enacted in July 2018 and takes effect on July 1, 2019. The plan for implementation of the Act's requirements is under development. The Perkins Leadership RFA for Fiscal Year (FY) 2019 will incorporate all required elements of the Act. State Leadership grants are awarded to support the advancement of career and technical education in Texas. In order to receive a State Leadership grant, institutions must submit an application that addresses the goals and objectives of Perkins V. Applicants must also address at least one of the priority topics included in the RFA.

In FY 2019, State Leadership grants must address the following:

- 1) Demonstrate statewide impact.
- 2) Focus on improving a career and technical area.
- 3) Include a plan whereby the activities will be sustainable without a continual influx of federal funding.
- 4) Include a plan for the implementation of the project's goals and deliverables after funding ends.
- 5) Include partnerships with secondary and postsecondary education institutions through contractual agreements, where appropriate.
- 6) Seek to build upon previously supported projects as appropriate, while not unduly duplicating past projects.
- 7) Include an evaluation plan and performance measures.

The Perkins State Leadership grants provide funding support to improve career and technical education programs. Anticipated FY 2019 funding available for the Leadership Grants is \$3.1 million.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-L (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 the appointment of a new member to the Graduate Education Advisory Committee (GEAC) to fill a vacant position. The term ends August 31, 2021.

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.

The nominee's current position and highest degree awarded:

Lucía Durá, Associate Dean of the Graduate School, The University of Texas at El Paso
Ph.D. in Rhetoric and Composition, The University of Texas at El Paso

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

Committee on Academic and Workforce Success

AGENDA ITEM V-L (2)

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

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting the appointment of a new member to the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee to replace Mr. Brian Fuller, former Vice President of Academic Affairs at Clarendon College. Clarendon College requested that Dr. Robert Riza, President of Clarendon College, serve as its institution's ACGM representative. Dr. Riza's term will become effective immediately and will end August 31, 2019.

Coordinating Board Rules, Section 1.192, establishes the ACGM Advisory Committee to provide advice and recommendations to the Board regarding new disciplines of study, developments within existing disciplines represented by courses in the manual, vertical and horizontal alignment of courses within disciplines, and obsolesces of disciplines of study and courses.

The ACGM Advisory Committee is composed of 18 public higher education faculty, academic administrators, and enrollment management personnel equally representing community/ technical colleges and universities. The committee meets up to three times annually, as needed to make recommendations to the Coordinating Board on the courses to be added, revised, or deleted from the ACGM.

The nominee's current position and highest degree awarded:

Robert Riza, President, Clarendon College

Ed.D. in Curriculum, Supervision, and Instruction, Texas A&M University-Commerce

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

Committee on Academic and Workforce Success

AGENDA ITEM V-L (3)

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 is requesting the appointment of a new member to the Undergraduate Education Advisory Committee (GEAC) to fill a vacant position. The term ends August 31, 2019.

In accordance with Coordinating Board Rules, Chapter 1, Subchapter R, Rule 1.206, UEAC 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.

Tyler Junior College requested that Ms. Billie Anderson serve as a replacement member for Ms. Janna Chancey, who ended her employment with this institution.

The nominee's current position and highest degree awarded:

Billie Anderson, Director for Curriculum Development, Tyler Junior College
MED in Curriculum and Instruction, The University of Texas at Tyler

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

Committee on Academic and Workforce Success

AGENDA ITEM V-L (4)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of a member to the Kinesiology and Exercise Science Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting the appointment of a new member to the Kinesiology and Exercise Science Field of Study Advisory Committee to fill a vacant position. The term ends February 28, 2019.

In accordance with Coordinating Board Rules, Chapter 27, Subchapter P, Rule 27.401, the Kinesiology and Exercise Science Field of Study Advisory Committee has been created to provide the Commissioner and the Board with guidance regarding the Kinesiology and Exercise Science Field of Study curriculum. The committee was established in July 2017 as a committee comprised of an equal number of faculty from the state's public two-year and four-year public institutions of higher education. The members are appointed for three-year staggered terms. The committee meets as needed.

The nominee's current position and highest degree awarded:

Paula J. Miller, Clinical Professor (Retired), Texas A&M University
Ph.D. in Higher Education Administration, 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.

AGENDA ITEM V-L (5)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Fine Arts Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests the appointment of new members to the Fine Arts 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 Fine Arts degree program into which the student transfers. Students completing the Fine Arts 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 Fine Arts FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to three years.

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

Chris Adams, Assistant Professor, South Plains College
MFA in Printmaking, Texas Tech University

George Bowes, Assistant Professor, College of the Mainland
MFA in Art, University of California at Davis

Rebecca Dietz, Program Coordinator, San Antonio College
MFA in Photography, University of Delaware

Kristi Hext, Instructor, Blinn Community College
MEd in Art, Sul Ross State University

Natalie Macellaio, Curriculum Chair, Brookhaven College
MFA in Metalsmithing and Jewelry, University of North Texas

Charles Neumann, Department Chair, South Texas College
MFA in Fine Arts, Texas Tech University

Rolando Reyna, Faculty, Houston Community College
MFA in Studio Art, University of North Carolina at Greensboro

Kenneth Rosier, Department Chair, Del Mar College
MFA in Ceramics and Sculpture, University of North Texas

Roberta Weston, Department Chair, Austin Community College
MA in Art History, The University of Texas at Austin

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

Denise Baxter, Associate Dean, University of North Texas
PhD in History of Art and Architecture, University of California at Santa Barbara

Jeffrey Dell, Professor, Texas State University
MFA in Printmaking, University of New Mexico-Albuquerque

Andrew Dell'Antonio, Associate Dean, The University of Texas at Austin
PhD in Music History and Literature, The University of California at Berkeley

Ovidio Giberga, Associate Professor, The University of Texas at San Antonio
MFA in Art and Ceramics, University of Florida

Michael Henderson, Department Chair, Sam Houston State University
MFA in Painting and Drawing, University of North Texas

Natashia Hovey, Assistant Professor, Texas A&M International University
MFA in Art, University of Wisconsin-Madison

Zenas Ikeda, Associate Professor, University of Texas at Arlington
MFA in Visual Communications, Kansas State University

Todd Lucas, Department Chair, Texas A&M University-Kingsville
MFA in Studio Art, Stephen F. Austin University

Chris Stewart, Department Chair, Angelo State University
MFA in Studio Art, University of Nebraska-Lincoln

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

AGENDA ITEM V-L (6)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Agricultural Business & Administration Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

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

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

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

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

Vance Christie, Assistant Professor, Weatherford College
MS in Agricultural Education, Tarleton State University

Christi Esquivel, Faculty, Blinn College
MS in Agricultural Economics, Texas A&M University

Savannah Rugg, Department Chair, Austin Community College
MS in Biology, University of Texas Rio Grande Valley

Brandi Terry, Professor, Cisco College
MS in Agriculture, Tarleton State University

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

Roger Hanagriff, Associate Professor, Texas A&M University-Kingsville
PhD in Agricultural Leadership, Education, and Communications, Texas A&M University

Shyam Nair, Assistant Professor, Sam Houston State University
PhD in Agricultural and Applied Economics, Texas Tech University

Pratheesh Sudhakaran, Assistant Professor, Texas State University
PhD in Environmental and Natural Resource Economics, University of Rhode Island

Andrew Wright, Assistant Professor, Angelo State University
PhD in Agricultural and Applied Economics, Texas Tech University

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

AGENDA ITEM V-L (7)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Journalism Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of new members to the Journalism 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 Journalism degree program into which the student transfers. Students completing the Journalism 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 Journalism FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to three years.

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

Fredrick Batiste, Program Coordinator, Houston Community College
MA in Mass Communication, Southern University and A&M College

Paul Brown, Associate Professor, Austin Community College
PhD in Journalism, The University of Texas at Austin

James Cho, Instructor, Blinn College
MA in Communication and Media Studies, University of Illinois at Chicago

Erica Edwards, Program Coordinator, Richland College
MS in Public Relations, Syracuse University

Scott Farrin, Professor, Collin College
MFA in Creative Writing, Texas State University

Jenee Higgins, Division Director, Howard College
PhD in Education Leadership, New Mexico State University

Robert Muilenburg, Associate Professor, Del Mar College
MS in Journalism, Murray State University

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

Lindita Camaj, Associate Professor, University of Houston
PhD in Mass Communication, Indiana University

Kanso El-Ghori, Professor, The University of Texas at San Antonio
PhD in Mass Communication, Ohio University

Jennifer Erdely, Associate Professor, Prairie View A&M University
PhD in Communication Studies, Louisiana State University

Kymberly Fox, Associate Professor, Texas State University
MA in Communication, University of the Incarnate Word

James Mueller, Interim Associate Dean, University of North Texas
PhD in Journalism, The University of Texas at Austin

Robert Peaslee, Department Chair, Texas Tech University
PhD in Mass Communication, University of Colorado-Boulder

Paula Poindexter, Professor, The University of Texas at Austin
PhD in Journalism, Syracuse University

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

AGENDA ITEM V-L (8)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Animal Sciences Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of new members to the Animal Sciences 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 Animal Sciences degree program into which the student transfers. Students completing the Animal Sciences Field of Study 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 Animal Sciences FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to three years.

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

Dave Cleavinger, Professor, South Plains College
MS in Animal Nutrition, Angelo State University

Nathan Krueger, Department Chair, Blinn College
PhD in Animal Sciences, University of Florida

Mary Weis, Professor, Collin College
DVM in Veterinary Medicine, Texas A&M University

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

Reed Richardson, Professor, Texas State University
PhD in Animal Science, University of Illinois at Urbana-Champaign

Chase Runyan, Assistant Professor, Angelo State University
PhD in Animal Science, Texas A&M University

Kyle Stutts, Associate Professor, Sam Houston State University
PhD in Physiology of Reproduction, 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-M

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

RECOMMENDATION: Approval

Background Information:

The Mathematics 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 Mathematics degree program into which a student transfers. Students completing a Mathematics 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 Mathematics FOS Curriculum.

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

The committee recommends adoption of the 2018 FOS curriculum. The FOS for Mathematics shall consist of 25 lower-division semester credit hours (SCH) 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 Mathematics Field of Study Curriculum

Course Title	Course Number	SCH
Calculus I	MATH 2413	4
Calculus II	MATH 2414	4
Calculus III	MATH 2415	4
Linear Algebra*	MATH 2318	3
Differential Equations	MATH 2320	3
University Physics I plus lab	PHYS 2425 or PHYS 2325 and PHYS 2125	4
Choose Programming for Engineers, Programming Fundamentals I, or a course that includes Programming Fundamentals I as a prerequisite. <ul style="list-style-type: none"> • Programming for Engineers • Programming Fundamentals I • Programming Fundamentals II • Programming Fundamentals III • Computer Organization 	ENGR 2304 COSC 1336 COSC 1436 COSC 1337 COSC 1437 COSC 2336 COSC 2436 COSC 2325 COSC 2425	3
TOTAL		25

*Note: Some receiving institutions may prefer the 4 SCH version of Linear Algebra (MATH 2418) and Differential Equations (MATH 2320); however, the 3 SCH is fully transferable and must apply to the degree program. Students are encouraged to check the curriculum of the institution to which they plan to transfer.

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on August 15, 2018. The 30-day comment period ended on September 14, 2018. The following comments were received and reviewed by the committee.

Institutional representatives had no issues with the proposed FOS or said that the FOS courses will have satisfactory course equivalents in their existing curriculum.

COMMENTS: Northeast Texas Community College, Central Texas College, Midland College, The University of Texas at Tyler, and Houston Community College stated that the proposed FOS will work well with their existing programs and will prepare students for upper-division coursework.

COMMITTEE RESPONSE: No response needed.

Institutional representatives recommended additional courses.

COMMENTS: The University of Texas at Arlington and The University of Texas at Austin recommended a menu of science options instead of the proposed single semester of Physics. University of Houston-Clear Lake and University of North Texas recommended using the 3 semester credit hour (SCH) version of Calculus III rather than the 4 SCH version because of higher enrollments. The University of Texas at Dallas recommended adding a note that some institutions may prefer the 4 SCH version of Differential Equations. San Jacinto College recommended Programming for Engineers as an option.

COMMITTEE RESPONSE: The committee discussed various science options and felt that a single semester of Physics is the best course for applied mathematics and will work best with most existing university requirements. The committee felt that the 4 SCH version of Calculus III is the appropriate version, and it causes fewer transfer problems for receiving institutions. The committee agreed to add a footnote about the 4 SCH version of Differential Equations. The committee agreed that Programming for Engineers (ENGR 2304) offers greater flexibility to students and institutions. **The committee added a footnote stating that some institutions may prefer the 4 SCH version of Differential Equations, and the committee added Programming for Engineers to the list of Programming course options.**

Institutional representatives recommended removing or revising courses.

COMMENTS: Alvin Community College stated that some universities will not take certain courses in transfer, particularly Linear Algebra. Texas State University and The University of Texas at Arlington stated that certain courses such as Linear Algebra and Differential Equations may not have the content necessary for students to succeed at the upper-division level.

COMMITTEE RESPONSE: Institutions are required by law to accept and apply FOS courses to degree programs. Linear Algebra is taught as a lower-division course at many universities. The committee suggested that universities communicate with their transfer partner institutions to ensure that the appropriate course content is included. **The committee made no changes to the FOS.**

Institutional representatives recommended structural changes to the FOS.

COMMENTS: Texas State University noted that the proposed FOS would make it possible for transfer students to have a Math minor without having taken any Math courses in residence. The University of Texas at Arlington recommended that there be a separate FOS for the Bachelor of Arts (BA) and the Bachelor of Science (BS) degrees in Mathematics.

COMMITTEE RESPONSE: FOS curricula are designed for academic majors. The committee considered separate tracks for the BA and BS degrees, but it felt that the proposed FOS could serve for both. **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-N

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

RECOMMENDATION: Approval

Background Information:

The Radio & Television 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 Radio & Television degree program into which a student transfers. Students completing a Radio & Television 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 Radio & Television FOS Curriculum.

**Recommendations of the 2018 Radio & Television
FOS Advisory Committee**

The committee recommends adoption of the 2018 FOS curriculum. The FOS for Radio & Television 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 Radio & Television Field of Study Curriculum

Course Title	Course Number	SCH
Choose one of the following survey courses: <ul style="list-style-type: none"> • Introduction to Mass Communication • Introduction to Electronic Media 	COMM 1307 COMM 1335	3
Choose one of the following writing courses: <ul style="list-style-type: none"> • Media Writing • Writing for Radio, Television, and Film 	COMM 2311 COMM 2339	3
Video Production I	COMM 1336	3
Audio Production	COMM 2303	3
TOTAL		12

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on August 15, 2018. The 30-day comment period ended on September 14, 2018. The following comments were received and reviewed by the committee.

Institutional representatives had no issues with the proposed FOS or said that the FOS courses will have satisfactory course equivalents in their existing curriculum.

COMMENTS: Texas State University and Houston Community College stated that there should be no issues transferring the courses in the proposed FOS.

COMMITTEE RESPONSE: No response needed.

Institutional representatives recommended additional courses for the FOS.

COMMENTS: Texas Tech University recommended a new course that teaches a range of multimedia skills. San Antonio College expressed concern about the limitations on student options, and they recommended adding courses in Radio/TV Announcing (COMM 2331), Radio/TV News (COMM 2332), Video Production II (COMM 1337), and Media Literacy (COMM 2300). Tyler Junior College emphasized the need for internships and recommended adding an Academic Cooperative (COMM 2389). Tyler Junior College also recommended additional writing classes.

COMMITTEE RESPONSE: The committee felt that the existing courses in the *Lower-Division Academic Course Guide Manual* (ACGM) are sufficient and would create the fewest problems in transfer. The committee discussed the length of the proposed FOS and felt that it was sufficient to prepare students for upper-division coursework while still leaving room for universities to keep their upper-division requirements. The committee discussed Radio/TV Announcing and Radio/TV News and determined that the courses are better left as electives or for the forthcoming Journalism FOS. The committee considered all of the media production and writing courses and determined that the proposed FOS courses are the ones most frequently required in degree programs and would cause the fewest problems in transfer. The committee discussed Media Literacy at length and decided that the course material can be adequately addressed in the existing proposed FOS courses. The committee

discussed Academic Cooperatives and determined that these are best administered at the upper-division level as needed.

Institutional representatives recommended deleting or replacing courses in the FOS.

COMMENTS: The University of Texas at Austin stated that the proposed FOS does not align with the foundational courses in their lower-division curriculum. They recommended deleting Introduction to Mass Communication (COMM 1307) and Media Writing (COMM 2311), and using Introduction to Cinema (COMM 2366) to replace the writing courses.

COMMITTEE RESPONSE: The committee determined that Introduction to Mass Communication is widely required and accepted for transfer at public universities, and Media Writing is an essential foundational skill for entering students.

Institutional representatives expressed concern about how the proposed FOS will align with their degree programs.

COMMENTS: Texas A&M University stated that the proposed FOS does not correspond with its interdisciplinary Media Arts program. The University of Texas at Austin stated that the proposed FOS does not align with the four lower-division core courses in its program.

COMMITTEE RESPONSE: The committee confirmed that the proposed FOS is not intended to apply to Media Studies programs in the 09.01 CIP code. The committee discussed the current lower-division requirements at universities across the state and feels that the proposed FOS balances the courses frequently offered at Texas universities with room for electives and a full range of upper-division level program requirements.

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

RECOMMENDATION: Approval

Background Information:

The Economics 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 Economics degree program into which a student transfers. Students completing an Economics 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 Economics FOS Curriculum.

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

The committee recommends adoption of the 2018 FOS curriculum. The FOS for Economics 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 for the Bachelor of Science (BS) in Economics, and Table 2 shows the curriculum for the Bachelor of Arts (BS) which the committee proposes for Coordinating Board approval.

Table 1. Proposed 2018 Field of Study Curriculum for Economics: BS Track

Course Title	Course Number	SCH
Principles of Macroeconomics	ECON 2301	3
Principles of Microeconomics	ECON 2302	3
Calculus I	MATH 2313	3
Choose one of the following courses: <ul style="list-style-type: none"> • BUSI 23XX: Business Statistics* • MATH 1342: Elementary Statistical Methods 	BUSI 23XX OR MATH 1342	3
TOTAL		12

Table 2. Proposed 2018 Field of Study Curriculum for Economics: BA Track

Course Title	Course Number	SCH
Principles of Macroeconomics	ECON 2301	3
Principles of Microeconomics	ECON 2302	3
Choose one of the following courses: <ul style="list-style-type: none"> • MATH 1325: Calculus for Business & Social Sciences • MATH 2313: Calculus I 	MATH 1325 OR MATH 2313	3
Choose one of the following courses: <ul style="list-style-type: none"> • BUSI 23XX: Business Statistics* • MATH 1342: Elementary Statistical Methods 	BUSI 23XX OR MATH 1342	3
TOTAL		12

*Business Statistics (BUSI 23XX) would be a new course added to the *Lower-Division Academic Course Guide Manual*.

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on September 12, 2018. The 30-day comment period ended on October 12, 2018. The following comments were received and reviewed by the committee.

Institutional representatives had no issues with the proposed FOS or said that the FOS courses will have satisfactory course equivalents in their existing curriculum.

COMMENTS: Texas A&M University stated that the FOS courses will accept the FOS courses as equivalents or electives. Houston Community College, The University of Texas at El Paso, Trinity Valley Community College, and Tarrant County College stated that the FOS was appropriate and will prepare students for upper-division coursework.

COMMITTEE RESPONSE: No response needed.

Institutional representatives felt that the Math and Statistics requirements in the proposed FOS are insufficient.

COMMENTS: The University of Texas at Dallas stated that the proposed FOS will leave students unprepared for advanced Econometrics courses. The University of Texas-Rio Grande Valley recommended an additional course in Mathematics for Business & Social Sciences.

COMMITTEE RESPONSE: The committee noted that Calculus II or III are not regularly required in Economics BS or BA programs, and they felt that the proposed Mathematics courses are appropriately rigorous and will serve as prerequisites or preparation for upper-division coursework. **The committee made no changes to the proposed 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-P (1)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter II, Sections 27.781 – 27.787 of Board rules concerning the establishment of the Health 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 Health 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 Health 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 Health 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 Health 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*: October 4, 2018

Date published in the *Texas Register*: October 19, 2018

The 30-day comment period with the Texas Register ended on: November 19, 2018

At this time no comments have been received.

Chapter 27 – Fields of Study

Subchapter II – Health Services Field of Study Advisory Committee

27.781 Authority and Specific Purposes of the Health Services Field of Study Advisory Committee

27.782 Definitions

27.783 Committee Membership and Officers

27.784 Duration

27.785 Meetings

27.786 Tasks Assigned to the Committee

27.787 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.781 Authority and Specific Purposes of the Health 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 Health Services Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Health Services field of study curricula.

27.782 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).

27.783 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.

27.784 Duration.

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

27.785 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.

27.786 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Health Services Field of Study Curricula;
(2) Provide Board staff with feedback about processes and procedures related to the Health Services Field of Study Curricula; and

(3) Any other issues related to the Health Services Field of Study Curricula as determined by the Board.

27.787 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-P (2)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter JJ, Sections 27.801 – 27.807 of Board rules concerning the establishment of the Hospitality Administration 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 Hospitality Administration 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 Hospitality Administration 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 Hospitality Administration 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 Hospitality Administration 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*: October 4, 2018

Date published in the *Texas Register*: October 19, 2018

The 30-day comment period with the Texas Register ended on: November 19, 2018

At this time no comments have been received.

Chapter 27 – Fields of Study

Subchapter JJ – Hospitality Administration Field of Study Advisory Committee

27.801 Authority and Specific Purposes of the Hospitality Administration Field of Study Advisory Committee

27.802 Definitions

27.803 Committee Membership and Officers

27.804 Duration

27.805 Meetings

27.806 Tasks Assigned to the Committee

27.807 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.801 Authority and Specific Purposes of the Hospitality Administration 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 Hospitality Administration Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Hospitality Administration field of study curricula.

27.802 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).

27.803 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.

27.804 Duration.

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

27.805 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.

27.806 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Hospitality Administration Field of Study Curricula;
(2) Provide Board staff with feedback about processes and procedures related to the Hospitality Administration Field of Study Curricula; and

(3) Any other issues related to the Hospitality Administration Field of Study Curricula as determined by the Board.

27.807 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-P (3)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter KK, Sections 27.815 – 27.821 of Board rules concerning the establishment of the Natural Resources Conservation & Research 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 Natural Resources Conservation & Research 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 Natural Resources Conservation & Research 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 Natural Resources Conservation & Research 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 Natural Resources Conservation & Research 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*: October 4, 2018

Date published in the *Texas Register*: October 19, 2018

The 30-day comment period with the Texas Register ended on: November 19, 2018

At this time no comments have been received.

Chapter 27 – Fields of Study

Subchapter KK – Natural Resources Conservation & Research Field of Study Advisory Committee

27.821 Authority and Specific Purposes of the Natural Resources Conservation & Research Field of Study Advisory Committee

27.822 Definitions

27.823 Committee Membership and Officers

27.824 Duration

27.825 Meetings

27.826 Tasks Assigned to the Committee

27.827 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.821 Authority and Specific Purposes of the Natural Resources Conservation & Research 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 Natural Resources Conservation & Research Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Natural Resources Conservation & Research field of study curricula.

27.822 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).

27.823 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.

27.824 Duration.

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

27.825 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.

27.826 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Natural Resources Conservation & Research Field of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Natural Resources Conservation & Research Field of Study Curricula; and

(3) Any other issues related to the Natural Resources Conservation & Research Field of Study Curricula as determined by the Board.

27.827 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.