



# TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12788 Austin, Texas 78711

## MEMORANDUM

January 9, 2020

Stuart W. Stedman  
CHAIR

Fred Farias III, O.D.  
VICE CHAIR

Ricky A. Raven  
SECRETARY OF THE BOARD

Lauren C. McKenzie  
STUDENT REPRESENTATIVE

S. Javid Anwar  
Cody C. Campbell  
Emma W. Schwartz  
R. Sam Torn  
Donna N. Williams  
Welcome Wilson, Jr.

Harrison Keller, Ph.D.  
COMMISSIONER  
OF HIGHER EDUCATION

512/ 427-6101  
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Web site:  
<http://www.thecb.state.tx.us>

To: Coordinating Board Members & Interested Parties  
From: Harrison Keller, Ph.D.  
Subject: Coordinating Board Meeting

The agenda for the January 23, 2020, Coordinating Board meeting is attached. The meeting will be held in the Board Room at 1200 East Anderson Lane in Austin according to the schedule below. The agenda is organized according to committees. The times indicated for the start and conclusion of each section of the agenda are approximate and depend on the length of discussion for each item.

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

### Wednesday, January 22

2:00 p.m.

#### Agency Operations Committee

Texas Higher Education Coordinating Board  
Board Room 1.170

6:30 p.m.

#### Reception and Dinner for Board Members with the Independent Colleges & Universities of Texas (ICUT)

Westin Hotel  
11301 Domain Drive  
Austin, TX 78758

### Thursday, January 23

#### Coordinating Board Meeting

Texas Higher Education Coordinating Board  
Board Room 1.170

8:30 a.m.

#### Agenda Item I

Call to Order: Opening Remarks

8:40 a.m.

#### Agenda Item II

Approval of Minutes

- 8:45 a.m. Agenda Item III  
Approval of the Consent Calendar for entire meeting
- Agenda Item IV  
**(taken out of order)**
- 8:50 a.m. Agenda Item V  
Recognition of Excellence and Innovation in Higher Education
- 9:20 a.m. Agenda Item VI  
Matters relating to the Full Board
- 9:20 a.m. Agenda Item VII  
Matters relating to the Committee on Affordability,  
Accountability and Planning
- Agenda Item VIII  
**(taken out of order)**
- 9:50 a.m. Agenda Item IX  
Matters relating to the Committee on Academic and  
Workforce Success
- 11:00 a.m. Agenda Item IV  
**(taken out of order)**  
Major Policy Discussion
- 12:00 p.m. Agenda Item VIII  
**(taken out of order)**  
Lunch
- 12:30 p.m. Agenda Item X  
Matters relating to the Agency Operations Committee
- 12:35 p.m. Agenda Item XI  
Adjournment

*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.

**TEXAS HIGHER EDUCATION COORDINATING BOARD****PREFERRED MAILING ADDRESS LIST**EMAIL: [boardmember@thecb.state.tx.us](mailto:boardmember@thecb.state.tx.us)

<b>BOARD MEMBER</b>	<b>ADDRESS/PHONE/EMAIL</b>	<b>TERM ENDS</b>
Stuart W. Stedman <i>Chair</i> <b>HOUSTON</b>	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 <b>Phone: (512) 427-6101</b>	08/31/21
Fred Farias III, O.D. <i>Vice Chair</i> <b>MCALLEN</b>	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 <b>Phone: (512) 427-6101</b>	08/31/25
Ricky A. Raven <i>Secretary of the Board</i> <b>SUGAR LAND</b>	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 <b>Phone: (512) 427-6101</b>	08/31/21
S. Javaid Anwar <b>MIDLAND</b>	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 <b>Phone: (512) 427-6101</b>	08/31/21
Cody C. Campbell <b>FORT WORTH</b>	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 <b>Phone: (512) 427-6101</b>	08/31/23
Emma W. Schwartz <b>EL PASO</b>	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 <b>Phone: (512) 427-6101</b>	08/31/25
R. Sam Torn <b>HOUSTON</b>	/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 <b>Phone: (512) 427-6101</b>	08/31/25
Donna N. Williams <b>ARLINGTON</b>	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 <b>Phone: (512) 427-6101</b>	08/31/23
Welcome W. Wilson, Jr. <b>HOUSTON</b>	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 <b>Phone: (512) 427-6101</b>	08/31/23
Lauren C. McKenzie <i>Student Representative</i> <b>LUBBOCK</b>	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 <b>Phone: (512) 427-6101</b>	05/31/20

Dated 12/03/2019

**Standing Committee Membership**  
**Effective December 11, 2019**

**Committee on Academic and Workforce Success (CAWS)**

Fred Farias III, O.D., Chair

Donna N. Williams., Vice Chair

Emma W. Schwartz

Stuart W. Stedman

R. Sam Torn

Welcome W. Wilson, Jr.

Lauren C. McKenzie (Student Representative), Ex-Officio

**Committee on Affordability, Accountability and Planning (CAAP)**

S. Javaid Anwar, Chair

Welcome W. Wilson, Jr., Vice Chair

Ricky A. Raven

Stuart W. Stedman

R. Sam Torn

Donna N. Williams

Lauren C. McKenzie (Student Representative), Ex-Officio

**Agency Operations Committee (AOC)**

Ricky A. Raven, Chair

S. Javaid Anwar, Vice Chair

Fred Farias III, O.D.

Emma W. Schwartz

Stuart W. Stedman

Lauren C. McKenzie (Student Representative), Ex-Officio

*NOTE: The Coordinating Board meeting will be broadcast live on the Internet at <http://www.thecb.state.tx.us/Events>. Board meeting agendas, minutes, presentations and reports are also available at this address.*

**TEXAS HIGHER EDUCATION COORDINATING BOARD**  
**A G E N D A**  
**Regular Quarterly Meeting**

**1200 EAST ANDERSON LANE, ROOM 1.170**  
**AUSTIN, TEXAS**

**8:30 A.M., Thursday, January 23, 2020**

*The Texas Higher Education Coordinating Board may convene in Executive Session at any point in this meeting, concerning any item listed in the agenda or to seek or to receive its attorney's advice on legal matters related thereto, pursuant to Texas Government Code Ann. 551.071.*

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

**I. Call to Order: Opening Remarks**

- A. Introduction of New Board Member, Mr. Cody Campbell
- B. Committee Appointments
- C. Commissioner's Remarks

**II. Approval of Minutes**

- A. Quarterly Board Meeting, October 24, 2019
- B. Special Called Board Meeting, December 11, 2019

**III. Approval of the Consent Calendar**

- A. Consent Calendar

Agenda item  
IV taken out  
of order

**V. Recognition of Excellence and Innovation in Higher Education**

- A. Texas Space Grant Consortium and the NASA design challenge

**VI. Matters relating to the Full Board**

New item

- A. Discussion and consideration of the timing of Coordinating Board committee meetings relative to full Board meetings, including possible selection of meeting dates

**VII. Matters relating to the Committee on Affordability, Accountability and Planning**

- A. Committee Chair's Overview
- B. Public Testimony on Items Relating to the Committee on Affordability, Accountability and Planning
- C. ~~60x30TX~~Data Insight: Career and Technical Education (CTE) Completions
- D. Report on facilities projects that were submitted to the Coordinating Board
- E. Report on Financial Aid Advisory Committee activities
- F. Consideration of adopting the Committee's recommendation to the Board relating to the approval of the nominated members of the Financial Aid Advisory Committee
- G. Proposed rules adopted as emergency rules at the October 2019 Board meeting:
  - (1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rules to Chapter 22, Subchapter BB, Section 22.751 through 22.757 of Board rules, concerning the establishment of the Nursing Shortage Reduction Program Rider 28 Study Work Group

Agenda item VIII taken out of order

**IX. Matters relating to the Committee on Academic and Workforce Success**

- A. Committee Chair's Overview
- B. Public Testimony on Items Relating to the Committee on Academic and Workforce Success
- C. Consideration of adopting the staff recommendation to the Board relating to the 2019 report on the National Research University Fund
- D. Consideration of adopting the Committee's recommendation to the Board relating to requests for a new degree program:
  - TEXAS A&M UNIVERSITY-TEXARKANA
    - (1) Bachelor of Science (BS) degree with a major in Mechanical Engineering
  - THE UNIVERSITY OF TEXAS AT TYLER
    - (2) Doctor of Education (EdD) degree with a major in School Improvement
  - UNIVERSITY OF HOUSTON
    - (3) Bachelor of Science (BS) degree with a major in Computer Engineering and Analytics
  - UNIVERSITY OF HOUSTON
    - (4) Bachelor of Science (BS) degree with a major in Construction Engineering

UNIVERSITY OF HOUSTON

(5) Bachelor of Science (BS) degree with a major in Systems Engineering

- E. Consideration of adopting the Committee's recommendation to the Board relating to changes in the *Lower-Division Academic Course Guide Manual* (ACGM)
- F. Consideration of adopting the Committee's recommendation to the Board relating to the request from Vernon College for a Branch Campus Maintenance Tax Election
- G. Consideration of adopting the Certification Advisory Council's, the Commissioner's, and the Committee's recommendation to the Board relating to a request from Southwest School of Art for a fourth Certificate of Authority to grant degrees in Texas
- H. Consideration of adopting the Committee's recommendation to the Board relating to the July 2019 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")
- I. Report to the Board on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)
- J. Consideration of adopting the Committee's recommendation to the Board relating to approval to fund Grad TX activities designed to help meet the completion goal of *60x30TX*
- K. Consideration of adopting the Committee's recommendation to the Board relating to approval to issue a Request for Proposals for the Evaluation of Corequisite Models required by the Texas Success Initiative
- L. Consideration of adopting the Committee's recommendation to the Board relating to approval to issue a Request for Proposals for the Developmental Education Program
- M. Consideration of adopting the Committee's recommendation to the Board relating to approval to issue a Request for Applications for the Nursing, Allied Health and Other Health-related Education Grant Program
- N. Consideration of adopting the Committee's recommendation to the Board relating to approval to issue a Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program
- O. Consideration of adopting the Committee's recommendation to the Board relating to approval to issue a Request for Applications for the Carl D. Perkins Career and Technical Leadership Grant Program
- P. Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the last Board meeting

Q. Proposed Rules:

- (1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 7, Subchapter A, Sections 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 and 7.11 of Board rules, concerning Financial Protections for Student Tuition and Fees
- (2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rule for Chapter 7, Subchapter A, Section 7.16 of Board rules, concerning Financial Protections for Student Tuition and Fees
- (3) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rules for Chapter 1, Subchapter BB, Sections 1.9100 – 1.9106 of Board rules, concerning the establishment of the Texas Application for Student Financial Aid (TASFA) Advisory Committee (*House Bill 2140, 86th Texas Legislature*)
- (4) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rules for Chapter 21, Subchapter W, Sections 21.700 – 21.707 of Board rules, concerning the Texas Working Off-Campus: Reinforcing Knowledge and Skills (WORKS) Internship Program (*House Bill 3808, 86th Texas Legislature*)
- (5) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 6, Subchapter C, Section 6.73 of Board rules, concerning institutional eligibility under the Nursing, Allied Health and Other Health-related Education Grant Program (*House Bill 1401, 86th Texas Legislature*)

R. Proposed Rules adopted as emergency rules at the October 2019 Board Meeting

- (1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 1, Subchapter DD of Board rules, concerning the Title IX Training Advisory Committee (*Senate Bill 212 and House Bill 1735, 86th Texas Legislature*)
- (2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 1, Subchapter EE of Board rules, concerning the Study and Report on Core Curriculum Advisory Committee (*Senate Bill 25, Sections 8-10, 86th Texas Legislature*)

- S. Consideration of adopting the Information Technology Program of Study Advisory Committee's recommendation to the Board relating to courses required for the Cloud Computing Program of Study
- T. Consideration of adopting the Information Technology Program of Study Advisory Committee's recommendation to the Board relating to courses required for the Cloud Support and Cybersecurity Program of Study

- U. Consideration of adopting the Information Technology Program of Study Advisory Committee's recommendation to the Board relating to courses required for the Cloud Computing Data Science Program of Study
- V. Consideration of adopting the Information Technology Program of Study Advisory Committee's recommendation to the Board relating to courses required for the Cloud Computing Data Analysis Program of Study

**IV. Major Policy Discussion (taken out of order)**

- A. Update on the implementation of House Bill 3, 86th Texas Legislature, and implications for higher education

**VIII. Lunch (taken out of order)**

**X. Matters relating to the Agency Operations Committee**

- A. Committee Chairs' Overview
- B. Public Testimony on Items Relating to the Agency Operations Committee

**C. Four-year review of Coordinating Board Rules:**

- (1) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 1, Agency Administration
- (2) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 3, Rules Applying to All Public and Private or Independent Institutions of Higher Education in Texas Regarding Electronic Reporting Option for Certain Offenses; Amnesty
- (3) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 4, Rules Applying to All Public Institutions of Higher Education in Texas
- (4) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 5, Rules Applying to Public Universities, Health-Related Institutions, and/or Selected Public Colleges of Higher Education in Texas
- (5) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 6, Health Education, Training, and Research Funds
- (6) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 7, Degree Granting Colleges and Universities Other Than Texas Public Institutions

(7) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 8, Creation, Expansion, Dissolution, or Conservatorship of Public Community College Districts

(8) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 9, Program Development in Public Two-Year Colleges

(9) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 11, Texas State Technical College System

(10) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 13, Financial Planning

(11) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 14, Research Funding Programs

(12) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 15, National Research Universities

(13) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 17, Facilities

(14) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 21, Student Services

(15) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 22, Student Financial Aid Programs

(16) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 23, Education Loan Repayment Programs

(17) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 25, Optional Retirement Program

(18) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 26, Programs of Study

(19) Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 27, Fields of Study

- D. Consideration of adopting the Committee's recommendation to the Board relating to approval of a request from the University of North Texas to establish a branch campus in Frisco, Texas
- E. Consideration of adopting the Committee's recommendation to the Board for approval to enter into a five-year lease agreement to secure the current agency location with 1200 Anderson Partners with an early termination clause option

**XI. Adjournment**

## AGENDA ITEM I-A

### Introduction of New Board Member, Mr. Cody C. Campbell

RECOMMENDATION: No Action Required

#### Background Information:

The Board Chair will introduce Mr. Campbell.

Cody Campbell is Co-Founder and Co-Chief Executive Officer of DoublePoint Energy, LLC, a Joint Venture between Double Eagle Energy Holdings III LLC and FourPoint Energy. DoublePoint, headquartered in Fort Worth, Texas, is focused on acquiring and developing oil and gas interests in the Permian Basin.

Double Eagle Energy Holdings III LLC was formed in 2017 following the successful sale of Double Eagle Energy Holdings II LLC to Parsley Energy Inc. earlier in 2017 and the successful sale of Double Eagle Energy Holdings I LLC to American Energy Non-Op LLC in 2014. Double Eagle has been one of the largest organic acquirers of acreage in the Permian over the past ten years, having completed tens of thousands of individual transactions encompassing over one million acres and more than five billion dollars in value. Double Eagle also has a strong history of operational success in the Permian Basin, having run multiple horizontal drilling programs and having consistently achieved industry-leading benchmarks in well cost and well performance.

Mr. Campbell graduated with honors from the Texas Tech Rawls College of Business in 2003, with a Bachelor of Business Administration degree in finance and economics and earned a Master of Science in finance degree from Texas Tech in 2004.

Mr. Campbell was a four-year football letterman at Texas Tech, was a multi-year starter on the offensive line, and received multiple All Big XII and Academic All Big XII honors. After his college career, he spent just under two years on the roster of the Indianapolis Colts. Mr. Campbell lives in Fort Worth and is married with four children. He is a member of YPO and serves on the Advisory Council for the Texas Tech Rawls College of Business.

AGENDA ITEM I-B

Committee Appointments

RECOMMENDATION: No action required

Background Information:

The Board Chair will announce committee appointments.

AGENDA ITEM I-C

Commissioner's Remarks

RECOMMENDATION: No action required

Background Information:

The Board will invite Dr. Harrison Keller, Commissioner of Higher Education, to comment on some of the important agenda items.

**TEXAS HIGHER EDUCATION COORDINATING BOARD**

**DRAFT M I N U T E S**

**October 24, 2019**

**Regular Quarterly Meeting**

**1200 East Anderson Lane, Austin, Texas**

**The Texas Higher Education Coordinating Board convened at 8:35 a.m. on October 24, 2019, with the following members present: Stuart Stedman, presiding; Fred Farias; Javaid Anwar; Ricky Raven; Emma Schwartz; Donna Williams; Welcome Wilson; and Lauren McKenzie.**

**Members absent: None**

<b>AGENDA ITEM</b>	<b>ACTION</b>
<b>I. Call to order: Opening Remarks</b>	<p>Mr. Stedman called the meeting of the Coordinating Board to order. A quorum was met for this board meeting.</p> <p>Mr. Stedman announced that agenda item IX-D had been withdrawn from the agenda.</p>
A. Introduction of New Board Member, Emma Schwartz, and committee appointments	<p>No action required. The Board Members welcomed Ms. Emma Schwartz.</p> <p>Mr. Stedman announced the following committee appointments:</p> <p><b>Committee on Academic and Workforce Success</b> Fred Farias III, O.D., Chair Donna N. Williams., Vice Chair Emma W. Schwartz Stuart W. Stedman Welcome W. Wilson, Jr. Lauren C. McKenzie (Student Rep.), Ex-Officio</p> <p><b>Committee on Affordability, Accountability and Planning</b> S. Javaid Anwar, Chair Welcome W. Wilson, Jr., Vice Chair Ricky A. Raven Stuart W. Stedman Donna N. Williams Lauren C. McKenzie (Student Rep.), Ex-Officio</p> <p><b>Agency Operations Committee</b> Ricky A. Raven, Chair S. Javaid Anwar, Vice Chair Fred Farias III, O.D. Emma W. Schwartz Stuart W. Stedman Lauren C. McKenzie (Student Rep.), Ex-Officio</p>

AGENDA ITEM	ACTION
B. Consideration of Appointment of Secretary of the Board	On a motion by Mr. Stedman, seconded by Ms. Williams, the Board appointed Mr. Raven as Secretary of the Board.
C. Introduction of Harrison Keller, Ph.D., Commissioner of Higher Education	No action required. Mr. Stedman introduced Dr. Harrison Keller as the new Commissioner of Higher Education. Commissioner Keller addressed the members.
D. Commissioner’s Remarks	No action required.
<b>II. Approval of Minutes</b>	
A. July 25, 2019, Board Meeting  B. September 11, 2019, Special Called Board Meeting	On a motion by Dr. Farias, seconded by Mr. Anwar, the Board approved the July 25, 2019, Board Meeting minutes.  On a motion by Mr. Wilson, seconded by Ms. Williams, the Board approved the September 11, 2019, Special Called Board Meeting minutes.
<b>III. Approval of the Consent Calendar</b>	
	On a motion by Ms. Schwartz, seconded by Dr. Farias, the Board approved adding agenda items IX-N(1) and IX-N(2) to the Consent Calendar. On a motion by Ms. Williams, seconded by Mr. Anwar, the Board approved the Consent Calendar as amended. Items approved on the consent calendar were: VI-A(1), VI-A(2), VI-A(3), VI-B, VI-C, VII-E, VII-F, VII-G(1), VII-G(2), VII-G(3), VII-G(4), VII-G(5), VII-G(6), VII-G(7), VII-G(8), VII-G(9), VII-G(10), VII-G(11), IX-G, IX-H, IX-L(1), IX-L(2), IX-M(1), IX-M(2), IX-M(3), IX-M(4), IX-M(5), IX-M(6), IX-M(7), IX-N(1), IX-N(2), and IX-O(1).
<b>IV. Major Policy Discussion</b>	
A. Developmental Education: Learning from the Past – Transforming the Future	No action required. Dr. Suzanne Morales-Vale, Director of Developmental and Adult Education, introduced the panel and facilitated a discussion focusing on developmental education. Other panelists who presented were: Dr. Toby Park, Associate Director, Center for Postsecondary Success, Florida State University; Mr. Randall Dawson, Vice President for Academic Success, St. Philip’s College; and Dr. Polly Allred, Ed.D., Senior Lecturer of Mathematics and Coordinator of

AGENDA ITEM	ACTION
	Introductory Mathematics, Texas A&M University – Kingsville.
<b>V. Recognition of Excellence</b>	
A. McLennan Community College – ADA Compliance: Training for the Work of Compliance	No action required. Mr. Richard Leslie, Coordinator for the Center for Teaching and Learning, and Project Director, Perkins Leadership Grant at McLennan Community College made a presentation on the college’s work on ADA compliance.
<b>VI. Matters relating to the Full Board</b>	
<p>A. Emergency Rules Resulting from the 86th Texas Legislative Session:</p> <p>(1) Consideration of adopting the staff recommendation to the Board to adopt, on an emergency basis, proposed new rules Chapter 22, Subchapter AB, Sections 22.751 through 22.757 of Board rules concerning the establishment of the Nursing Shortage Reduction Program Rider 28 Study Work Group</p> <p>(2) Consideration of adopting the staff’s recommendation to the Board to adopt, on an emergency basis, proposed new rules Chapter 1, Subchapter DD of Board rules, concerning the Title IX Training Advisory Committee (Senate Bill 212 and House Bill 1735, 86th Texas Legislature, Regular Session)</p> <p>(3) Consideration of adopting the staff’s recommendation to the Board to adopt, on an emergency basis, proposed new Chapter 1, Subchapter EE of Board rules, concerning the Study and Report on Core Curriculum Advisory Committee (Senate Bill 25, 86th Texas Legislature, Regular Session)</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>
B. Consideration of adopting the staff recommendation to the Board relating to the appointment of member(s) to the Nursing Shortage Reduction Program Rider 28 Study Work Group	This item was approved on the Consent Calendar.
Consideration of adopting the staff’s recommendation to the Board relating to the appointment of members to the Core Curriculum Study and Report Advisory Committee (Senate Bill 25, Sections 8-10, 86th Texas Legislature)	This item was approved on the Consent Calendar.

AGENDA ITEM	ACTION
<b>VII. Matters Relating to the Committee on Affordability, Accountability and Planning</b>	
A. Committee Chair’s Overview	No action required. An overview of the Committee’s activities was presented to the Board by Mr. Anwar, Chair of the Committee on Affordability, Accountability and Planning.
B. Public Testimony on Items Relating to the Committee on Affordability, Accountability and Planning	No action required.
C. Presentation on the Preliminary Headcount for fall 2019	No action required. Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, gave a presentation on the Preliminary Headcount for fall 2019.
D. <i>60x30TX</i> Data Insight: High School to Higher Education Data	No action required. Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, gave a presentation on <i>60x30TX</i> Data Insight: High School to Higher Education Data.
E. Consideration of adopting the Committee’s recommendation to the Board relating to the report on Student Financial Aid in Texas Higher Education, Fiscal Year 2018 (General Appropriations Act, House Bill 1, Article III, page III-265, 86th Texas Legislature, Regular Session)	This item was approved on the Consent Calendar.
F. Consideration of adopting the Committee’s recommendation to the Board relating to the approval of the nominated members of the Financial Aid Advisory Committee	This item was approved on the Consent Calendar.
<p>G. Proposed Rules:</p> <p>(1) Consideration of adopting the Committee’s recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter A, Section 22.1 and new Sections 22.9 – 22.11 of Board rules, concerning General Provisions</p> <p>(2) Consideration of adopting the Committee’s recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter B, Sections 22.21-22.28 and the repeal of Sections 22.30-22.32 of Board rules, concerning the Provisions for the Tuition Equalization Grant Program</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>

AGENDA ITEM	ACTION
<p>(3) Consideration of adopting the Committee’s recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter C, Sections 22.42, 22.44-22.46, 22.51-22.53, and 22.55 and the repeal of Section 22.43 of the Board rules, concerning the Hinson-Hazlewood College Student Loan Program</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>
<p>(4) Consideration of adopting the Committee’s recommendation to the Board relating to amendment to Chapter 22, Subchapter E, Section 22.84 and the repeal of, Sections 22.86-22.91, 22.94, and 22.97-22.102 of Board rules, concerning the Hinson-Hazlewood College Student Loan Program: All Loans Made Before Fall Semester, 1971, Not Subject to the Federally Insured Student Loan Program</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>
<p>(5) Consideration of adopting the Committee’s recommendation to the Board relating to proposed amendments to Chapter 23, Subchapter C, Sections 23.65, and 23.70-23.71 of Board rules, concerning The Physician Education Loan Repayment Program (House Bill 2261, 86th Texas Legislature, Regular Session)</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>
<p>(6) Consideration of adopting the Committee’s recommendation to the Board relating to proposed amendments to Chapter 23, Subchapter J, Sections 23.288, 23.290, and 23.294 of Board rules, concerning the Math and Science Scholars Loan Repayment Program (Senate Bill 1757, 86th Texas Legislature, Regular Session)</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>
<p>(7) Consideration of adopting the Committee’s recommendation to the Board relating to proposed repeal of Chapter 1, Subchapter CC, Sections 1.9521-1.9527 of Board rules, concerning the Financial Literacy Advisory Committee</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>
<p>(8) Consideration of adopting the Committee’s recommendation to the Board relating to proposed repeal of Chapter 22, Subchapter K, Sections 22.196-22.203 of Board rules, concerning Provisions for Scholarships for Students Graduating in the Top 10 Percent of Their High School Class</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>
<p>(9) Consideration of adopting the Committee’s recommendation to the Board relating to proposed repeal of Chapter 23, Subchapter E, Sections 23.124-23.130 of Board rules, concerning the Dental Education Loan Repayment Program</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>

AGENDA ITEM	ACTION
<p>(10) Consideration of adopting the Committee’s recommendation to the Board relating to proposed repeal of Chapter 23, Subchapter F, Sections 23.155-23.161 of Board rules, concerning the Border County Doctoral Faculty Education Loan Repayment Program</p> <p>(11) Consideration of adopting the Committee’s recommendation to the Board relating to proposed new Chapter 23, Subchapter H, Sections 23.209-23.216 of Board rules, concerning Peace Officer Loan Repayment Assistance Program (Senate Bill 16, 86th Texas Legislature Session, Regular Session)</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>
<p>H. Consideration of adopting the Commissioner’s recommendation to the Board relating to approval of the replacement of a member of the General Academic Institutions Formula Advisory Committee for the 2022-2023 biennium</p>	<p>On a motion by Mr. Raven, seconded by Ms. Williams, the Board approved the replacement of a member of the General Academic Institutions Formula Advisory Committee for the 2022-2023 biennium. Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding was available for questions.</p>
<p><b>VIII. Lunch</b></p>	<p>At 10:35 AM Mr. Stedman announced a short break. The Board re-convened at 10:44 AM.</p>
<p><b>IX. Matters relating to the Committee on Academic and Workforce Success</b></p>	
<p>A. Committee Chair’s Overview</p>	<p>No action required. An overview of the Committee’s activities was presented to the Board by Dr. Farias, Chair of the Committee on Academic and Workforce Success.</p>
<p>B. Public Testimony on Items Relating to the Committee on Academic and Workforce Success</p>	<p>No action required. Dr. Farias announced that requests for public testimony had been received for agenda items 9-C (1), 9-C (2), and 9-D. Testimony for agenda items 9-C(1) and 9-C(2) were scheduled to be heard at the appropriate time on the agenda. Testimony for agenda item 9-D was not heard as this item had previously been withdrawn.</p>

AGENDA ITEM	ACTION
<p>C. Consideration of adopting the Committee’s recommendation to the Board relating to requests for new degree programs:</p> <p>TEXAS A&amp;M UNIVERSITY-CORPUS CHRISTI  (1) Bachelor of Science (BS) degree with a major in Civil Engineering</p> <p>TEXAS A&amp;M UNIVERSITY-CORPUS CHRISTI  (2) Bachelor of Science (BS) degree with a major in Industrial Engineering</p> <p>TEXAS A&amp;M UNIVERSITY-KINGSVILLE  (3) Master of Science (MS) degree with a major in Mechatronics Engineering</p>	<p>On a motion by Ms. Williams, seconded by Ms. Schwartz, the Board approved the new degree program. Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.</p> <p>Public testimony against this program was provided by Mr. Larry White.</p> <p>Additional comments in support of this program were provided by Dr. Kelly Quintanilla, President and CEO at Texas A&amp;M University-Corpus Christi; Dr. Clarendia Phillips, Provost and Vice President for Academic Affairs at Texas A&amp;M University-Corpus Christi; and Dr. LD Chen, Director for the School of Engineering and Computing Sciences at Texas A&amp;M University-Corpus Christi, provided.</p> <p>On a motion by Mr. Stedman, seconded by Ms. Williams, the Board approved the new degree program. Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.</p> <p>Public testimony against this program was provided by Mr. Larry White.</p> <p>Additional comments in support of this program were provided by Dr. Kelly Quintanilla, President and CEO at Texas A&amp;M University-Corpus Christi; Dr. Clarendia Phillips, Provost and Vice President for Academic Affairs at Texas A&amp;M University-Corpus Christi; and Dr. LD Chen, Director for the School of Engineering and Computing Sciences at Texas A&amp;M University-Corpus Christi, provided.</p> <p>On a motion by Mr. Raven, seconded by Mr. Wilson, the Board approved the new degree program. Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.</p>
<p><b>VIII. Lunch</b></p>	<p>The meeting adjourned for lunch at 11:51 AM and re-convened at 12:27 PM.</p>

AGENDA ITEM	ACTION
<p>C. Consideration of adopting the Committee’s recommendation to the Board relating to requests for new degree programs:</p> <p>TEXAS A&amp;M UNIVERSITY/TEXAS A&amp;M UNIVERSITY AT GALVESTON (4) Doctor of Philosophy (PhD) degree with a major in Marine and Coastal Management and Science</p> <p>TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER-EL PASO (5) Doctor of Dental Medicine (DMD) degree with a major in Dental Medicine</p> <p>UNIVERSITY OF HOUSTON (6) Master of Science (MS) degree with a major in Engineering Data Science</p> <p>THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO (7) Doctor of Philosophy (PhD) degree with a major in Health Sciences</p>	<p>On a motion by Mr. Wilson, seconded by Mr. Raven, the Board approved the new degree program. Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.</p> <p>On a motion by Ms. Schwartz, seconded by Mr. Anwar, the Board approved the new degree program. Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.</p> <p>On a motion by Mr. Raven, seconded by Ms. Williams, the Board approved the new degree program. Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.</p> <p>On a motion by Mr. Anwar, seconded by Mr. Raven, the Board approved the new degree program. Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.</p>
<p>D. Consideration of adopting the Certification Advisory Council and Commissioner Paredes’ recommendation to the Board relating to a request from Burrell College of Osteopathic Medicine for an initial Certificate of Authority to grant degrees in Texas</p>	<p>This agenda item was withdrawn from the agenda.</p>
<p>E. Consideration of adopting the Committee’s recommendation to the Board relating to the report on the effectiveness of the Advise TX program (Rider 51, 86th Texas Legislature, Regular Session)</p>	<p>On a motion by Mr. Raven, seconded by Mr. Anwar, the Board approved adopting the Committee’s recommendation to the Board relating to the report on the effectiveness of the Advise TX program. Mr. Jerel Booker, Assistant Commissioner for College Readiness and Success, presented this item and was available for questions.</p>

AGENDA ITEM	ACTION
<p>F. Consideration of adopting the Committee’s recommendation to the Board relating to the report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education</p>	<p>On a motion by Ms. Schwartz, seconded by Ms. Williams, the Board approved adopting the Committee’s recommendation to the Board relating to the report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education. Mr. Jerel Booker, Assistant Commissioner for College Readiness and Success, presented this item and was available for questions.</p>
<p>G. Consideration of adopting the Committee’s recommendation to the Board relating to allocation of funds for Completion Models</p>	<p>This item was approved on the Consent Calendar.</p>
<p>H. Consideration of adopting the Health Sciences Program of Study Advisory Committee’s recommendation to the Board relating to courses required for the Respiratory Care Program of Study</p>	<p>This item was approved on the Consent Calendar.</p>
<p>I. Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the last Board meeting</p>	<p>No action required. Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.</p>
<p>J. Consideration of adopting the Committee’s recommendation to the Board relating to the revision of the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered at a Distance</p>	<p>On a motion by Mr. Anwar, seconded by Mr. Raven, the Board approved adopting the Committee’s recommendation to the Board relating to the revision of the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered at a Distance. Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.</p>
<p>K. Report to the Board on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)</p>	<p>No action required. Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions</p>
<p>L. Consideration of adopting the Committee’s recommendation to the Board relating to issuance of a Request for Applications for:</p> <p>(1) Open Educational Resources Grant</p> <p>(2) Minority Health Research and Education Grant Program</p>	<p>This item was approved on the Consent Calendar.</p> <p>This item was approved on the Consent Calendar.</p>

AGENDA ITEM	ACTION
<p>M. Consideration of adopting the Committee’s recommendation to the Board relating to the appointment of member(s) to:</p> <p>(1) Certification Advisory Council</p> <p>(2) Information Technology Program of Study Advisory Committee</p> <p>(3) WECM Advisory Committee</p> <p>(4) Advertising and Public Relations Field of Study Advisory Committee</p> <p>(5) Nutrition &amp; Dietetics Field of Study Advisory Committee</p> <p>(6) Undergraduate Education Advisory Committee</p> <p>(7) Postsecondary Educational Opportunities for Persons with Intellectual and Developmental Disabilities Advisory Council</p>	<p>This item was approved on the Consent Calendar.</p>
<p>N. Proposed Rules:</p> <p>(1) Consideration of adopting the Committee’s recommendation to the Board relating to the proposed amendments to Chapter 15, Subchapter C, Section 15.43 of Board rules, concerning the eligibility criteria to receive distributions from the National Research University Fund</p> <p>(2) Consideration of adopting the Committee’s recommendation to the Board relating to the proposed new rules for Chapter 1, Subchapter U, Sections 1.230-1.236, concerning the establishment of a Marketable Skills Task Force</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>
<p>O. Proposed Rules adopted as emergency rules at the July 2019 Board meeting:</p> <p>(1) Consideration of adopting the Committee’s recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter D, Sections 4.83, 4.84, and 4.85 of Board rules concerning institutional agreements and state funding of dual credit courses</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>

AGENDA ITEM	ACTION
<b>XI. Matters relating to the Agency Operation’s Committee</b>	
A. Committee Chair’s Overview	No action required. An overview of the Committee’s activities was presented to the Board by Mr. Raven, Chair of the Agency Operations Committee.
B. Public Testimony on Items Relating to the Agency Operation’s Committee	No action required.
Consideration of adopting the Committee’s recommendation to the Board relating to authorizing the issuance of State of Texas College Student Loan Bonds in one or more series; and delegation of the authority for administration and approval of the activities necessary to complete the sale of the private activity bonds	On a motion by Mr. Anwar, seconded by Dr. Farias, the Board approved adopting the Committee’s recommendation to the Board relating to authorizing the issuance of State of Texas College Student Loan Bonds in one or more series; and delegation of the authority for administration and approval of the activities necessary to complete the sale of the private activity bonds. Mr. Ken Martin, Assistant Commissioner for Financial Services and Chief Financial Officer, and Mr. Richard Donoghue, Partner, McCall Parkhurst and Horton, presented this item and were available for questions.
<b>X. Adjournment</b>	

With no further business, on a motion by Dr. Farias, seconded by Mr. Raven, the meeting adjourned at approximately 1:30 p.m.

Respectfully Submitted,

Ricky A. Raven  
Secretary of the Board

**TEXAS HIGHER EDUCATION COORDINATING BOARD**

**DRAFT MINUTES**

**December 11, 2019**

**Special Called Board Meeting  
1200 East Anderson Lane, Austin, Texas**

**The Texas Higher Education Coordinating Board convened at 12:42 p.m. on December 11, 2019, with the following members present: Stuart Stedman, presiding; Fred Farias; Ricky Raven; Emma Schwartz; Sam Torn; Donna Williams; and Lauren McKenzie.**

<b>AGENDA ITEM</b>	<b>ACTION</b>
<b>I. Call to order and Opening Remarks</b>	Mr. Stedman called the meeting of the Coordinating Board to order and announced that Mr. Anwar, Mr. Campbell, and Mr. Wilson were unable to attend the board meeting today due to duties requiring their attention elsewhere. On a motion by Mr. Raven, seconded by Dr. Farias, the Board excused the absence of Mr. Anwar, Mr. Campbell, and Mr. Wilson. A quorum was met for this special called board meeting.
A. Introduction of New Board Members	No action required. The Board Members welcomed Mr. Sam Torn. Mr. Stedman announced that the Board would welcome Mr. Campbell at the January Quarterly Board Meeting.
B. Committee Appointments	No action required. Mr. Stedman announced that Mr. Torn had been appointed to the Committee on Affordability, Accountability and Planning and the Committee on Academic and Workforce Success, effective December 11, 2019.
<b>II. Public Testimony</b>	No requests were received regarding public testimony.
<b>III. Matters relating to the Full Board</b>	
A. Proposed Rules:	
(1) Consideration of adopting the Negotiated Rulemaking Committee's recommendation to the Board relating to proposed new rules for Chapter 4, Subchapter T, Sections 4.340 through 4.347, and proposed revisions to Chapter 4, Subchapter D, Section 4.85 and Chapter 9, Subchapter L, Section 9.555 of	On a motion by Mr. Raven, seconded by Dr. Farias, the Board approved the proposed new rules for Chapter 4, Subchapter T, Sections 4.340 through 4.347, and proposed revisions to Chapter 4, Subchapter D, Section 4.85 and Chapter 9, Subchapter L, Section 9.555 of Board rules,

AGENDA ITEM	ACTION
<p>Board rules, concerning required degree plans for students at public institutions of higher education in Texas (<i>Senate Bill 25, Section 4 and House Bill 3808, Section 3, 86th Texas Legislature, Regular Session</i>)</p>	<p>concerning required degree plans for students at public institutions of higher education in Texas.</p> <p>Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions. A copy of the Board rules as adopted may be found in the agenda materials.</p>
<p>(2) Consideration of adopting the Negotiated Rulemaking Committee’s recommendation to the Board relating to proposed new rules for Chapter 3, Subchapter B, Section 3.16, and proposed revisions to Chapter 4, Subchapter A, Section 4.2 and Chapter 4, Subchapter A, Section 4.7 of Board rules, concerning required transcript notation when a student is ineligible to reenroll in an institution of higher education due to a non-academic or non-financial reason (<i>House Bill 449, 86th Texas Legislature, Regular Session</i>)</p>	<p>On a motion by Ms. Schwartz, seconded by Ms. Williams, the Board approved the proposed new rules for Chapter 3, Subchapter B, Section 3.16, and proposed revisions to Chapter 4, Subchapter A, Section 4.2 and Chapter 4, Subchapter A, Section 4.7 of Board rules, concerning required transcript notation when a student is ineligible to reenroll in an institution of higher education due to a non-academic or non-financial reason. The motion passed with 5 votes in favor. Mr. Raven abstained.</p> <p>Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions. A copy of the Board rules as adopted may be found in the agenda materials.</p>
<p>(3) Consideration of adopting the Negotiated Rulemaking Committee’s recommendation to the Board relating to proposed repeal and replacement of Chapter 3, Subchapter A, Sections 3.11 – 3.15 and proposed new rules for Chapter 3, Subchapter A, Sections 3.1 – 3.10 and 3.16 – 3.20 of Board rules, concerning required reporting rules and policies regarding certain incidents of sexual harassment, sexual assault, dating violence, and stalking at postsecondary educational institutions (<i>Senate Bill 212 and House Bill 1735, 86th Texas Legislature, Regular Session</i>)</p>	<p>Mr. Stedman requested that this item be brought to a future meeting for further discussion, and possible amendment.</p> <p>On a motion by Mr. Raven, seconded by Ms. Schwartz, the Board approved the proposed new rules for Chapter 3, Subchapter A, Sections 3.11 – 3.15 and proposed new rules for Chapter 3, Subchapter A, Sections 3.1 – 3.10 and 3.16 – 3.20 of Board rules, concerning required reporting rules and policies regarding certain incidents of sexual harassment, sexual assault, dating violence, and stalking at postsecondary educational institutions.</p> <p>Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions. A copy of the Board rules as adopted may be found in the agenda materials.</p>

<p>B. Consideration of adopting the staff’s recommendation to the Board relating to the acquisition of contract services for Phase II of the Identity and Access Management (IAM) Modernization Project</p>	<p>On a motion by Dr. Farias, seconded by Mr. Raven, the Board approved the acquisition of contract services for Phase II of the Identity and Access Management Modernization Project.</p> <p>Ms. Zhenzhen Sun, Assistant Commissioner for Information Solutions and Services, and Chief Information Officer, presented this item and was available for questions.</p>
<p>C. Consideration of adopting the Committee’s recommendation to the Board relating to the request from Texas Tech University for a Doctor of Veterinary Medicine (DVM) degree with a major in Veterinary Medicine</p>	<p>On a motion by Ms. William’s, seconded by Dr. Farias, the Board approved the request from Texas Tech University for a Doctor of Veterinary Medicine (DVM) degree with a major in Veterinary Medicine.</p> <p>Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.</p>
<p>D. Consideration of adopting the Certification Advisory Council and the Commissioner’s recommendation to the Board relating to a request from Burrell College of Osteopathic Medicine for an initial Certificate of Authority</p>	<p>On a motion by Ms. Schwartz, seconded by Mr. Torn, the Board approved the request from Burrell College of Osteopathic Medicine for an initial Certificate of Authority. The motion passed with 5 votes in favor and 1 against. Mr. Raven voted against.</p> <p>Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.</p>
<p><b>VI. Adjournment</b></p>	

With no further business, on a motion by Mr. Raven, seconded by Dr. Farias, the meeting adjourned at approximately 1:53 p.m.

Respectfully Submitted,

Ricky A. Raven  
Secretary of the Board

**TEXAS HIGHER EDUCATION COORDINATING BOARD**  
**REGULAR QUARTERLY MEETING**  
**\*\*DRAFT\*\***  
**CONSENT CALENDAR**  
**JANUARY 2020**

**VII. Matters relating to the Committee on Affordability, Accountability and Planning**

- E. Report on Financial Aid Advisory Committee activities
- F. Consideration of adopting the Committee's recommendation to the Board relating to the approval of the nominated members of the Financial Aid Advisory Committee
- G. Proposed rules adopted as emergency rules at the October 2019 Board meeting:
  - (1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rules to Chapter 22, Subchapter BB, Section 22.751 through 22.757 of Board rules, concerning the establishment of the Nursing Shortage Reduction Program Rider 28 Study Work Group

**IX. Matters relating to the Committee on Academic and Workforce Success**

- C. Consideration of adopting the staff recommendation to the Board relating to the 2019 report on the National Research University Fund
- H. Consideration of adopting the Committee's recommendation to the Board relating to the July 2019 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")
- I. Report to the Board on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)
- J. Consideration of adopting the Committee's recommendation to the Board relating to approval to fund Grad TX activities designed to help meet the completion goal of *60x30TX*
- L. Consideration of adopting the Committee's recommendation to the Board relating to approval to issue a Request for Proposals for the Developmental Education Program
- P. Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the last Board meeting
- Q. Proposed Rules:
  - (1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 7, Subchapter A, Sections 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 and 7.11 of Board rules, concerning Financial Protections for Student Tuition and Fees
  - (2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rule for Chapter 7, Subchapter A, Section 7.16 of Board rules, concerning Financial Protections for Student Tuition and Fees

- (3) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rules for Chapter 1, Subchapter BB, Sections 1.9100 – 1.9106 of Board rules, concerning the establishment of the Texas Application for Student Financial Aid (TASFA) Advisory Committee (*House Bill 2140, 86th Texas Legislature*)
- (4) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rules for Chapter 21, Subchapter W, Sections 21.700 – 21.707 of Board rules, concerning the Texas Working Off-Campus: Reinforcing Knowledge and Skills (WORKS) Internship Program (*House Bill 2140, 86th Texas Legislature*)
- (5) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 6, Subchapter C, Section 6.73 of Board rules, concerning institutional eligibility under the Nursing, Allied Health and Other Health-related Education Grant Program (*House Bill 1401, 86th Texas Legislature*)

R. Proposed Rules adopted as emergency rules at the October 2019 Board Meeting

- (1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 1, Subchapter DD of Board rules, concerning the Title IX Training Advisory Committee (*Senate Bill 212 and House Bill 1735, 86th Texas Legislature*)
- (2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 1, Subchapter EE of Board rules, concerning the Study and Report on Core Curriculum Advisory Committee (*Senate Bill 25, Sections 8-10, 86th Texas Legislature*)

**X. Matters relating to the Agency Operations Committee**

C. Four-year review of Coordinating Board Rules:

- (1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 1, Agency Administration
- (2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 3, Rules Applying to All Public and Private or Independent Institutions of Higher Education in Texas Regarding Electronic Reporting Option for Certain Offenses; Amnesty
- (3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 4, Rules Applying to All Public Institutions of Higher Education in Texas
- (4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 5, Rules Applying to Public Universities, Health-Related Institutions, and/or Selected Public Colleges of Higher Education in Texas
- (5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 6, Health Education, Training, and Research Funds

- (6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 7, Degree Granting Colleges and Universities Other Than Texas Public Institutions
- (7) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 8, Creation, Expansion, Dissolution, or Conservatorship of Public Community College Districts
- (8) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 9, Program Development in Public Two-Year Colleges
- (9) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 11, Texas State Technical College System
- (10) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 13, Financial Planning
- (11) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 14, Research Funding Programs
- (12) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 15, National Research Universities
- (13) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 17, Facilities
- (14) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 21, Student Services
- (15) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 22, Student Financial Aid Programs
- (16) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 23, Education Loan Repayment Programs
- (17) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 25, Optional Retirement Program
- (18) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 26, Programs of Study
- (19) Consideration of adopting the Commissioner's recommendation to the Committee relating to the four-year review of Coordinating Board Rules, Chapter 27, Fields of Study

## AGENDA ITEM IV-A

### Update on the implementation of House Bill 3, 86th Texas Legislature, and implications for higher education

RECOMMENDATION: No action required

#### Background Information

Major Policy Discussions are topics of interest where staff, policy experts, and/or stakeholders provide Coordinating Board members with information on higher education policy matters or initiatives that have the potential to impact Texas statewide. The Major Policy Discussion for this meeting will focus on the implementation of House Bill 3, 86th Texas Legislature, and implications for higher education.

In the last legislative session, House Bill 3 significantly altered the state's K12 finance system. Gov. Abbott described the new law as "a monumental moment in public education history in the state of Texas." The law will cover costs to increase per-student base funding, teacher salaries, merit pay programs, and pre-K offerings. Beyond these public education finance measures, the bill also includes a section focused on college, career, and military readiness (CCRM).

HB 3 includes a direct reference to *60x30TX* as the impetus for this CCRM focus. The language of the bill recognizes the importance of student success in K12, as a precursor to student success in postsecondary pursuits. The three major areas of the CCRM focus are: (1) annual outcomes bonus(es) to school districts if high school graduates meet certain measures, (2) funding to reimburse school districts for the cost of one administered Texas Success Initiative (TSI) instrument per high school student, and (3) requisite completion of a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA) for a student to graduate from high school.

Mike Morath, Commissioner, Texas Education Agency will provide this overview and be available to answer questions.

## AGENDA ITEM V-A

### Texas Space Grant Consortium and the NASA design challenge

RECOMMENDATION: No action required

#### Background Information:

The Texas Higher Education Coordinating Board's (THECB) Recognition of Excellence is meant to showcase models of excellence within the education community and highlight the outstanding work of our education faculty and administrators, and the outstanding institutional programs around our state. The Recognition of Excellence will be for the Texas Space Grant Consortium, which both provides and supports educational opportunities for elementary, secondary, and postsecondary students.

Formed in 1989, the Texas Space Grant Consortium is a group of 59 institutions which include universities, industrial organizations, non-profit organizations, and government agencies within Texas that are joined to ensure that the benefits of space research and technology are available to all Texans. Through education and research, the Consortium enables Texans to be inspired by and participate in the National Aeronautics and Space Administration's (NASA) mission of better understanding and protecting our planet, to improve life on earth, extend life beyond our planet, and explore the universe. The Texas Space Grant Consortium is funded through a NASA Training Grant.

One of the major opportunities the Consortium provides to university and college students is a semi-annual statewide NASA design challenge. NASA engineers and scientists identify topics of interest and need for participating student teams to address. Teams submit proposals and, if accepted, are mentored by NASA staff for the duration of the projects. Each semester, 10 to 20 teams gather at the NASA Johnson Space Center in Houston to share their work with NASA and contractor experts and educators. Student projects are evaluated and several teams win scholarships each semester. At least one team is selected as having a superior project earning those students the "top design team" award and a \$1,000 scholarship each. Challenge winners in the last five years include Lamar University (2016), University of North Texas (2016, 2017), Lonestar College CyFair (2016, 2018, 2019), Texas A&M (2017), and Texas Women's University (2018).

Timothy J. Urban, PhD, Director, TSGC and Research Associate, UT Center for Space Research will provide an overview of the Texas Space Grant Consortium and be available to answer questions.

AGENDA ITEM VI-A

Discussion and consideration of the timing of Coordinating Board committee meetings relative to full Board meetings, including possible selection of meeting dates

RECOMMENDATION: Approval

Background Information:

The Board will consider the timing of Coordinating Board committee meetings relative to full Board meetings, including possible selection of meeting dates

<b>Scheduled Meeting Dates</b>	<b>Proposed Meeting Dates</b>
<p><b>Quarterly Board Meeting</b></p> <p>Thursday, April 23, 2020  Thursday, July 23, 2020  Thursday, October 22, 2020  Thursday, January 21, 2021  Thursday, April 22, 2021  Thursday, July 22, 2021  Thursday, October 21, 2021</p>	<p><b>Quarterly Board Meeting</b></p> <p>Thursday, April 23, 2020  Thursday, July 23, 2020  Thursday, October 22, 2020  Thursday, January 21, 2021  Thursday, April 22, 2021  Thursday, July 22, 2021  Thursday, October 21, 2021</p>
<p><b>Committee on Affordability, Accountability and Planning (CAAP) &amp; Committee on Academic and Workforce Success (CAWS)</b></p> <p>Wednesday, March 18, 2020  Wednesday, June 17, 2020  Wednesday, September 16, 2020  Wednesday, December 16, 2020  Wednesday, March 17, 2021  Wednesday, June 16, 2021  Wednesday, September 15, 2021  Wednesday, December 15, 2021</p>	<p><b>CAAP, CAWS, and AOC Meetings</b></p> <p>Wednesday, April 22, 2020  Wednesday, July 22, 2020  Wednesday, October 21, 2020  Wednesday, January 20, 2021  Wednesday, April 21, 2021  Wednesday, July 21, 2021  Wednesday, October 20, 2021</p>
<p><b>Agency Operations Committee AOC</b></p> <p>Wednesday, April 22, 2020  Wednesday, July 22, 2020  Wednesday, October 21, 2020  Wednesday, January 20, 2021  Wednesday, April 21, 2021  Wednesday, July 21, 2021  Wednesday, October 20, 2021</p>	

## AGENDA ITEM VII-A

### Committee Chair's Overview

Mr. S. Javaid Anwar, Chair of the Committee on Affordability, Accountability and Planning, will provide the Board an overview of the items on the agenda.

AGENDA ITEM VII-B

Public Testimony on Items Relating to the Committee on Affordability, Accountability and Planning

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 Board after staff has presented the item, or any other time as determined by the presiding chair.

## AGENDA ITEM VII-C

### 60x30TX Data Insight: Career and Technical Education (CTE) Completions

RECOMMENDATION: No action required

#### Background Information:

The *60x30TX* completion goal counts level I and level II certificate completions as well as completion of applied associate degrees. Increasing the number of Texans who are trained to fill employment opportunities in fields requiring career and technical education (CTE) is a priority for the state. Two-year public colleges offer a range of CTE programs, which generally take from one semester (15 semester credit hours) to two years to complete. Individuals who complete CTE credentials frequently earn strong wages, and employers and the state benefit from having qualified applicants to fill a growing number of “middle-skills” technical jobs.

This presentation will focus on data related to Career and Technical Education (CTE) at Texas public two-year colleges. It will include trends in enrollment and completions, with information about participating student demographics and changes over time. Growth in dual credit CTE will also be discussed.

Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, will provide a brief presentation and will be available to answer questions.

## AGENDA ITEM VII-D

### Report on facilities projects that were submitted to the Coordinating Board

RECOMMENDATION: No action required

#### Background Information:

Senate Bill 215, 83rd Texas Legislature, Regular Session, shifted the authority to approve capital projects from the Texas Higher Education Coordinating Board (THECB) to the Boards of Regents. However, it requires that institutions continue to report projects to the Board and that THECB staff continue to review facilities projects. Additional information is provided for projects that do not meet one or more standards. The Board must submit a report to the governor, lieutenant governor, speaker of the house, and Legislative Budget Board on all projects that do not meet standards.

Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, will be available to answer questions.

**Reviewed Projects**

Institution Project Name	Project Cost	Standard Met Yes/No			
		Space Usage	Space Need	Cost	Building Efficiency
Sam Houston State University <i>Construct Medical Sciences Building</i>	\$65,000,000	No	Yes	Yes	Yes
Sam Houston State University <i>Construct Art Complex</i>	\$45,340,000	No	Yes	Yes	Yes
Lamar Institute of Technology (TRB) <i>Technical Art Building Renovation and Replacement</i>	\$23,141,220	Yes	Yes	Yes	Yes
University of Houston <i>Renovate Science Building</i>	\$16,500,000	NA	Yes	Yes	Yes

Project Type	Space Usage	Space Need	Cost	Building Efficiency
<b>New Construction and Addition</b>	Space Usage Efficiency (SUE) score of: <ul style="list-style-type: none"> <li>• 75 points in the classroom score for classroom type facilities</li> <li>• 75 points in the class laboratory score for lab type facilities</li> <li>• 150 points overall for all others</li> </ul>	Does not create nor add to a surplus as predicted in the space projection model	Does not exceed the annually published cost standard	The ratio of net assignable square feet (NASF) to gross square feet (GSF) shall not exceed: <ul style="list-style-type: none"> <li>• Classroom and general – 0.60</li> <li>• Office – 0.65</li> <li>• Clinical, diagnostic support labs, and technical research – 0.50</li> </ul> For parking structures: <ul style="list-style-type: none"> <li>• Automobile – 400 SF per space</li> <li>• Boathouses – 500 SF per space</li> <li>• Airplanes – 3,000 SF per space</li> </ul>
<b>Repair and Renovation (including repairs and renovations as part of a real property purchase)</b>	Not applicable	Does not create nor add to a surplus as predicted in the space projection model	Does not exceed the annually published cost standard	Does not reduce existing ratio of NASF to GSF more than ten percent
<b>Real Property Purchases</b>	Not applicable	Does not create nor add to a surplus as predicted in the space projection model	Should not exceed the higher of two appraisals. If the cost exceeds this amount, institution must demonstrate the need to purchase at the higher price	Not applicable

## AGENDA ITEM VII-E

### Report on Financial Aid Advisory Committee activities

RECOMMENDATION: No action required

#### Background Information:

Coordinating Board rules require advisory committees to report on committee activities on an annual basis. This allows the Coordinating Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The current report covers the period from October 2018 through October 2019.

The Financial Aid Advisory Committee (FAAC) is authorized under Texas Education Code, Section 61.0776 and Texas Government Code, Section 2110.0012. The Financial Aid Advisory Committee provides the Coordinating Board with advice and recommendations regarding the development, implementation, and evaluation of state financial aid programs for college students. The FAAC also assists staff in the development of training materials for use by the Center for Financial Aid Information and others in informing students, parents, secondary education counselors, college personnel, members of appropriate community-based organizations, and others about financial aid opportunities for Texas students, including eligibility requirements and procedures for applying for financial aid.

Dr. Charles W. Contèro-Puls, Deputy Assistant Commissioner for Student Financial Aid Programs, will be available to answer questions.

## FINANCIAL AID ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: 10/31/2021

**Committee Purpose:** The Financial Aid Advisory Committee was created to provide the Board advice and recommendations regarding the development, implementation, and evaluation of state financial aid programs for college students. It also assists staff in the development of training materials for use by the Center for Financial Aid Information and others in informing students, parents, secondary education counselors, college personnel, members of appropriate community-based organizations, and others about financial aid opportunities for Texas students, including eligibility requirements and procedures for applying for financial aid. In addition, the committee shall provide insight on state financial aid program policies and procedures (e.g. eligibility, allocations, disbursement processes, etc.); review the collection, use, and reporting of data; and identify areas of research for consideration.

**Annual Report Period:** November 2018 - October 2019

**Chair:** Diane Todd Sprague – The University of Texas at Austin

**Vice Chair:** Robert Merino – San Jacinto Community College

**Past Chair:** Zelma DeLeon – University of North Texas

**Committee Members and Terms:**

Shannon Crossland	Texas Tech	06/19 – 10/30/20	Samantha Stalnaker	Tarrant County College	12/17 – 10/30/20
Karla Flores	UT-Rio Grande Valley	12/17 – 10/30/20	Kelly Steelman	Amarillo College	12/18 – 10/30/21
Paul Galyean	Jacksonville College	12/18 – 10/30/21	Dr. Christine Stuart-Carruthers	TX State Tech	12/17 – 10/30/20
Heidi Granger	UT-El Paso	12/18 – 10/30/21	Kara Tappendorf	Pflugerville ISD	01/17 – 10/30/19
Bridget Jans	University of Houston	12/17 – 10/30/19	Denise Welch	Panola College	12/18 – 10/30/21
Ed Kerestly	Angelo State University	12/18 – 10/30/21	Brent Williford	Blinn College	12/17 – 10/30/19
Tam Nguyen	UNT Health Science Ctr	12/18 – 10/30/21	Marilyn Abedrabbo	Student Representative	06/18 – 05/31/20
Terry Sheneman	Fort Bend ISD	12/17 – 10/30/20	Johnathan Cereceres	Student Representative	06/18 – 05/31/20

**Committee Meeting Dates:**

December 6, 2018  
March 6, 2019  
June 6, 2019  
September 5, 2019

**Annual Costs Expended**

**Travel:** \$8,988.64

**Other:** N/A

**Member Time Commitments:** 637.5 hours

**Current Recommendations to the Board:**

1. Continue to work with the Financial Aid Advisory Committee (FAAC) in providing feedback and recommendations on new initiatives in particular when there would be an implied or real impact on state financial aid program policies and procedures. This is critical to the strengthening of student participation and providing access to higher education.
2. Continue to work with FAAC in seeking feedback on how the State aid program rules and policies could align with Federal policies with an eye to mitigating barriers to students.
3. Continue the work of the Data Collection Subcommittee to review and streamline the collection, use, and reporting of institutional reports to the Texas Higher Education Coordinating Board (THECB).
4. Continue to create and utilize Financial Aid Advisory Committee subcommittees with subject experts to review and identify areas of development/research for consideration of topics of interests.
5. Continue to provide information regarding proposed legislative recommendations so FAAC can provide feedback on potential impact to students in high school and those seeking a postsecondary education.
6. Continue support of tuition set-aside funds.
7. Continue work with THECB in cooperation with FAAC on providing an electronic TASFAA and review the possibilities on providing a student’s complete state financial aid history to institutions.

**Summary of Tasks Completed:**

Over the course of the year, the Financial Aid Advisory Committee members discussed and provided feedback and recommendations regarding a number of financial aid topics. Highlights included, but are not limited to the following:

- **Implementation of a New Member Orientation** – The FAAC Chair, Past Chair, and Coordinating Board staff provided an orientation for new members to assist in roles, responsibilities and expectations in order to assist new members in being able to participate more fully with FAAC in providing more robust conversation and feedback.
- **Hosting/participating in presentations to FAAC** – Working with Coordinating Board staff, FAAC hosted and discussed a number of presentations relative to innovative or best practices within higher education aid administration. These presentations included the 2019 State of Student Aid and Higher Education in Texas presented by Trellis, proposed legislation on innovative textbook pricing, and the Ethical Dilemmas in Determining the Cost of Attendance. FAAC is very appreciative of the opportunity to hear about and discuss these topics.
- **TASFA Subcommittee** – FAAC’s TASFA Subcommittee surveyed TASFAA members and based on survey results the subcommittee proposes the following recommendations:
  - Incorporate the selective service registration statement within the TASFA application and remove the “not registered” option to reduce the likelihood that students will need to make a correction to an already submitted application.
  - Remove the question asking not-tax filers to explain how they supported themselves as this data element has been removed from the verification groups.
  - Add a data element to show money received or paid on behalf of the student’s untaxed income which aligns with the Free Application for Federal Student Aid (FAFSA).
- **Data Collection Subcommittee** - FAAC’s Data Collection Subcommittee continued to work with the THECB to improve the auto-grants payment process. Modifications to the project eliminate the reporting of student level data since data provided via the Financial Aid Database (FAD) process/report make this redundant. Institutions will report student counts and dollar amounts in order to request funds. Improvements to the application include:

- Allows institutions to see the total approved allocation, the available amount remaining, and a running total of the student count.
- Allows institutions to see which transactions are pending approval by THECB and when refunds are received by THECB.
- Allows institutions to query on all transactions statuses including cancelled transactions.

The Subcommittee discussed the elimination of several data elements within FAD reporting that are duplicative to other agency reports and the need to add a data element to capture summer initial awards on FAD as summer awarding is now an option. The Subcommittee discussed the online loan reporting project proposing that the reports be brought back online and eliminate the manual requests and fulfillment of these reports. This is inclusive of data for CAL, B-On-time and TASSP borrowing.

- **Discussion of relevant bills in progress in 86<sup>th</sup> Texas Legislative session.** FAAC had multiple discussions with staff from THECB on various pieces of legislation prior to and post passage of the bill during the 86<sup>th</sup> legislative session.

A non-inclusive list of the bills discussed include:

- **SB 499** – clarifying that institutions need not include information relative to private loans in debt letters to students
- **HB 3** – requiring that high school students complete a FAFSA or TASFA form or have parents/guardians provide a waiver in order for students to graduate high school.
- **HB 3808** – creates a centralized paid internship program at THECB and removes the current off-campus requirements under TCWS. The bill allows THECB to work with employers across the state to offer paid internship opportunities to students.
- **HB 2140** – whereby THECB must establish an electronic submission portal for the Texas Application for State Financial Aid (TASFA) in conjunction with an appointed advisory committee of financial aid and student representatives to assist with implementation.

The members of FAAC are appreciative of the Board’s approval for the continuation of the committee and offer the following examples of why the FAAC is important:

- The opportunity to share information helps both the agency and the institutions gain a better understanding and make better decisions related to higher education financial aid issues/concerns
- Provides a platform to identify key services and to discuss how we can make those services more efficient and successful in the administration of programs supporting Texas residents in the pursuit of higher education.
- Allows members representing all sectors assist in the realization of the State’s 60X30 goals
- Provides opportunities to influence research and reporting that will provide relevant data to assist THECB and legislators when considering future proposals relevant to the support of higher education

Financial Aid Advisory Committee Meeting Notes  
 December 6, 2018  
 (Minutes Approved at March 6, 2019 Meeting)

Committee Members in Attendance	Committee Members Absent	THECB Staff	Audience
Diane Sprague - Chair Zelma De Leon Delisa Falks Karla Flores Paul Galyean Heidi Granger Ed Kerestly Robert Merino Minh-Tam Nguyen Alan Pixley Charles Puls Terry Sheneman Samantha Stalnaker Kelly Steelman Kara Tappendorf Arnaldo Trejo Denise Welch Brent Williford  Marilyn Abedrabbo – Student Rep Johnathan Cereceres – Student Rep  Karen LaQuey – Conference Call Christine Stuart Carruthers - Conference Call	Mike Scott Bridget Jans	Lesa Moller DeCha Reid Lourdes Sanchez Leah Smalley Amy Zandy	Rissa McGuire Angela Oubda

<b>Agenda Item B. Consideration of Approval of Minutes of the meeting held on September 6, 2018 and June 7, 2018</b> Diane Todd Sprague, Chair	<b>Formal Decision/Action Required</b> Minutes unanimously approved.

<b>Agenda Item C. Update: Prior FAAC Business</b> Chad Puls, Deputy Assistant Commissioner	<b>Formal Decision/Action Required</b> None
Chad stated that after review of previous minutes, he found there wasn't any prior FAAC business to discuss.	

<b>Agenda Item D. Presentation: Communicating Cost: A Comparative Analysis of Award Letters from Across the Country</b> Laura Kean, uAspire; Tom Biedscheid, Director, Office of Financial Aid, Colorado State University	<b>Formal Decision/Action Required</b> None
Purpose, Methodology & Data Set <ul style="list-style-type: none"> <li>• Majority of students don't decide where to attend college based on acceptance letters, but rather based on financial aid packages and what they think they can afford.</li> <li>• No federal policy exists that requires standardization on every financial aid offer</li> <li>• Poor communication of financial aid options can threaten long-term financial health</li> <li>• Obscuring costs puts students at risk of dropping out – a major predictor of default</li> </ul> Quantitative Findings <ul style="list-style-type: none"> <li>• Confusing Jargon and Terminology (e.g. use of acronyms, failure to include the word "loan," etc.)</li> <li>• Omission of the Complete Costs</li> <li>• Failure to Differentiate Types of Aid</li> </ul>	

Financial Aid Advisory Committee  
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<ul style="list-style-type: none"> <li>• Misleading Packaging of Parent PLUS Loans</li> <li>• Vague Definitions and Poor Placement of Work-Study</li> <li>• Inconsistent Bottom Line Calculations</li> <li>• No Clear Next Steps</li> </ul> <p>uAspire Policy Recommendations to Institutions, States and the Federal Government</p> <ul style="list-style-type: none"> <li>• Require a written financial aid offer to all qualified students</li> <li>• Employ standardized terms and student-friendly definitions</li> <li>• Include cost of attendance with breakdown of direct costs and indirect expenses</li> <li>• List gift aid and loans separately</li> <li>• Do not include Parent PLUS loans &amp; work-study as line items in aid offers</li> <li>• Calculate the student’s net cost and estimated bill</li> <li>• Identify critical next steps</li> </ul> <p>A Case Study of Student-Centered Aid Offers – Colorado Statue University</p> <ul style="list-style-type: none"> <li>• Students thought they couldn’t afford CSU based on the award letters</li> <li>• CSU met with students, then worked with uAspire to gather feedback through focus groups and campus/pre-collegiate partnerships</li> <li>• Consistency in terminology across all communication platforms was identified as critical</li> <li>• A quick redesign was completed the first year (just to the award letter, not to the on-line portal)             <ul style="list-style-type: none"> <li>• Clarity in costs</li> <li>• Delineation of awards</li> <li>• Helping to explain “the bill”</li> <li>• Explaining opportunities to fill the gap</li> </ul> </li> <li>• Larger re-imagining of the award letter is being completed (to both the award letter and the on-line portal)             <ul style="list-style-type: none"> <li>• Reformatting the visual presentation</li> <li>• Expanding the information provided (general benefits of higher education, glossary of terms, next steps, etc.)</li> </ul> </li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• While uAspire noticed a larger gap in off-campus award letters, they do not have details on what is causing the gap.</li> <li>• CSU utilizes the Banner software to extract the data elements, which it then merges into a pdf file to create the award letters. Hard copies are mailed to any student new to the financial aid process.</li> <li>• CSU has seen a reduction in questions from families about the award letter itself.</li> <li>• uAspire is working with major technology partners, such as Campus Logic and PowerFAIDS, to identify how they can assist institutions by providing pre-programmed options in their software, since it is clear that not all institutions can tackle the re-imagining of the award letter using in-house resources.</li> <li>• uAspire also hopes to reach out to student account organizations, like NACUBO, to engage them in the discussions.</li> <li>• A committee member raised concerns about providing full cost information for fear of students and families being scared away by sticker shock.</li> </ul>
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<p><b>Agenda Item E. Discussion: 2019 FAAC Meeting Dates</b> Diane Todd Sprague, Chair</p>	<p><b>Formal Decision/Action Required</b> None – Meeting Dates Stand</p>
<p>Suggested 2019 FAAC Meeting Dates -</p> <p>March 6 June 6 September 5 November 21</p>	

<p><b>Agenda Item F. Update External Relations</b> John Wyatt, Director</p>	<p><b>Formal Decision/Action Required</b> None</p>
<p><b>86th Legislative Session-</b></p> <p>In early January, the Chairs and Committee members will be determined. There are no guarantees that membership will be the same as the last legislative session.</p> <p>Last week the Senate Higher Education Committee released their Interim Report for the 86<sup>th</sup> Legislature that contained a few recommendations relevant to this committee -</p> <ul style="list-style-type: none"> <li>• Public schools should encourage and help students complete a FAFSA</li> </ul>	

Financial Aid Advisory Committee  
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- Expand opportunity for paid internships in the state that are relevant to degrees – this relates to the agency’s recommendation for the creation of the Texas WORKS Program, which would use the off-campus portion of the Texas College Work Study to fund paid internship opportunities across the State.
- SB877, student debt letter: recommended this legislation not require private loans be included in that letter (though the current statute already only requires information that is reasonably available to the institution)

Pre-filed legislation – There are several bills that have been filed already that are relevant to this committee.

- Senator Zaffarini – filed SB32 (all institutions) and SB33 (two-year institutions) – create a Texas Promise Grant Program – designed for students to meet the difference between tuition and mandatory fees and any other aid they receive (e.g. a last dollar scholarship).
- Senator Zaffarini – filed SB34 – Limits TEXAS Grant lifetime eligibility to 135 hours or 15 hours beyond degree requirements. This is a Coordinating Board recommendation.
- Senator Zaffarini – filed SB35 – reestablish the Texas B-On-Time Student Loan Program. SB35 would not bring back the Tuition Set Aside that funded it. It would rely on gifts, grants, appropriations, and bonds in order to fund the program.
- Representative Biedermann – filed HB413 – Eliminates the 36-month pathway to be considered a resident for higher education purposes used by many undocumented students to qualify for in state tuition and state financial aid programs.

January 15<sup>th</sup> is the deadline for filing both the Senate and House versions of the General Appropriations Act. That will determine the starting point of our Financial Aid Programs. The Coordinating Board has submitted an exceptional item request for the TEXAS Grant. A request for an additional \$107,000,000 for the TEXAS Grant, just to keep up with the percentage of initial year students served in the current biennium, based on our estimates (currently about 70% of student eligible for initial-year awards are funded).

**Discussion:**

- It is assumed that the Promise Grant proposals would be funded through state appropriations.
- Eliminating tuition set-asides and how to replace that funding, was a big conversation. There is no indication yet as to what action may occur regarding tuition set-asides, but we know from last session that elected officials are aware that set-asides are important in terms of financial aid packaging.
- A member recommended analyzing the 135 credit limit as to the impact it would have on specific populations of students (e.g. under-represented students, first-generation students, etc.). The agency is working to identify how to incent timely completion without creating undue burden.
- The basic premise of re-establishing BOT is the same as existed previously. The funding piece would be fundamentally different. The statute re-establishes the Board’s authority to issue bonds for the program, but does not direct a specific amount of bonds to be issued. The fiscal feasibility of issuing bonds for a forgivable, no-interest loan program needs to be analyzed. How would the bonds be repaid?
- With the changes in elected officials (Democrats vs. Republicans, new Speaker in the House, who ends up as Higher Ed Committee chairs, who ends up on the Higher Ed committees, etc.) it is difficult to predict the likelihood of specific legislation moving forward.
- The agency does not maintain documentation of the amount of state funding received by undocumented students. Affidavit students are not all undocumented students.
- A little over 1% of students qualify for residency via the affidavit process. During the last legislative session, analysis identified about \$12 million in appropriated funds used to award state financial aid to affidavit students.

<b>Agenda Item G: Update: Data Collection Sub Committee</b> DeChà Reid	<b>Formal Decision/Action Required</b> None
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Financial Aid Advisory Committee  
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<p><b>Update:</b></p> <ul style="list-style-type: none"> <li>• The sub-committee met November 7, 2018 – reviewed the Auto-Grant Payment Project and its scope.</li> <li>• Overview of the Auto-grant Payment Program for all three grant programs.</li> <li>• Automate the process for receiving funds from the agency by providing a limited amount of student data to support future reconciliation.</li> <li>• Asked FAAC for discussion regarding the benefits of re-scoping the program, particularly in relation to populating the Award History files.</li> </ul> <p><b>Discussion:</b></p> <p>The use of Award History files are used primarily in relation to transfer students, primarily by 4-year public institutions. When this data was not available during the FAD transition, a lot of manual calculation needed to occur at 4-year public institutions. Dr. Puls asked members to determine exactly how they were using this data, and exactly which data they were using, in order to ensure the agency is not collecting unnecessary information.</p> <ul style="list-style-type: none"> <li>• The current source of data for the Award History file is FADS as well as the historical information provided by institutions. The scope of the Auto Grant Payment project will have to change if the source of data for the Award History file is being reconsidered.</li> <li>• The Go Live date for the project of June 1, 2019 given the current scope.</li> <li>• The FAD revisions were first envisioned several years ago. Since then, reallocations have been eliminated for the grant programs, efforts to introduce summer grant flexibility have begun, and this auto grant process has begun to be investigated. The landscape has changed significantly since work initially began on FADS. If the landscape hadn't changed so significantly, we wouldn't be proposing this type of change so quickly.</li> <li>• It was pointed out that the FAD requires a significant amount of manual "massaging" to complete, and thus any changes that could reduce the manual effort would be helpful.</li> <li>• The impact of the new FAD process on reducing errant information (both student and dollar counts) is still being analyzed while the third cycle of FAD processing is being completed.</li> <li>• Concerns were raised as to the level of complication and the timing of the proposed automation of the grant payment processing.</li> <li>• How do we make sure that all institutions are aware of these changes, implement the changes, and are ready for the Go-Live Date? Not just the institutions represented on the FAAC.</li> <li>• Currently, no FAAC member schools uses summer as a header, so we need to make sure those schools are represented in the discussion.</li> <li>• The Chair asked for all members to discuss the current scope of this project with the institutions within their communities, especially schools that treat summer as a header, and report back to Samantha or DeChà.</li> </ul>
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<p><b>Agenda Item H: Update: TASFA sub-committee</b> Robert Merino</p>	<p><b>Formal Decision/Action Required</b> Send nominations to Robert</p>
<p><b>Update:</b></p> <ul style="list-style-type: none"> <li>• There are five new volunteers – Fred Pena from TSTC, Joseph Sanchez from UNTHS, Vanessa Negrete from Texas Tech, Lacey Thompson from UNT, and Chandra Gonzalez from the University of Houston. The goal is to have a meeting after spring registration, but no later than January. There is room for additional members, particularly from private institutions, since there is no representation from that sector yet.</li> </ul>	

<p><b>Agenda Item I: School District Recommendations</b> Diane Todd Sprague, Chair</p>	<p><b>Formal Decision/Action Required</b> None</p>
<p><b>Update:</b></p> <p>Committee Chair stated that this is a new, and standing, item to the Agenda. It was extremely important to give the ISD representatives a chance to bring topics of conversation that they would like to share with the Coordinating Board. The following items were presented:</p> <ul style="list-style-type: none"> <li>• Importance of shifting the language in grant and loan information available to students at the high school level. The Parent Plus loan was given as an example – students don't understand that their parents may not qualify.</li> <li>• The priority deadline. The shift has been relatively easy for counselors to absorb. There hasn't been any issue in meeting those deadlines.</li> </ul>	

<p><b>Agenda Item J: TASFAA Recommendations</b> Diane Todd Sprague, Chair</p>	<p><b>Formal Decision/Action Required</b> None</p>
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Financial Aid Advisory Committee  
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**Update:**  
Committee Chair stated that Delisa Falks is the FAAC connection on TASFAA. And that this is also a new, and standing, item to the agenda. The chair stated there is nothing to report.

<b>Agenda Item K: Priority Deadline’s Impact on Financial Aid</b> Chad Puls, Deputy Assistant Commissioner	<b>Formal Decision/Action Required</b> None
<p>Experience with the new Jan 15<sup>th</sup> deadline, including benefits and drawbacks:</p> <ul style="list-style-type: none"> <li>• Shifting from the term “priority deadline” to “priority date” is something that institutions have done to soften the wording and reduce anxiety.</li> <li>• There do not seem to have been significant questions, concerns, or comments from parents and students. FAA’s have had to help their institution’s executive officers understand that this change was not a significant concern.</li> <li>• Admissions staff have done a great job making sure school counselors about the new priority.</li> <li>• Guidance is to file no matter what, even if the priority has passed.</li> <li>• With the earlier FAFSA availability, and the earlier priority deadline, the order of application appears to be switching – students are filing the FAFSA first and the admissions application second, rather than the historical approach of filing the admissions application first.</li> <li>• One of the student representatives noted that new students appear to be more familiar with the new date than upperclass students.</li> </ul> <p>What are the positive impacts and unintended consequences of having a deadline? The following are some questions from recent meetings about a priority deadline:</p> <ol style="list-style-type: none"> <li>1- Does the priority deadline have a negative impact on two-year institutions due to the very different admissions financial aid cycle used in that sector? Even though it is not a requirement for two-year institutions, is it being perceived as a requirement in that area?</li> <li>2- Does the priority deadline have a negative impact on TASFA completion? Given all the challenges institutions have trying to get students to initially fill out the TASFA.</li> <li>3- Does the priority deadline have a negative impact on transfer students due to the very different admissions and financial aid cycle?</li> </ol> <ul style="list-style-type: none"> <li>• Community colleges admit students throughout the summer, so the priority is less applicable.</li> <li>• Community colleges also expend their funds so quickly that they may not even cover all those who apply by the priority.</li> <li>• From a processing standpoint, it does help get students packaged earlier.</li> </ul>	

<b>Agenda Item L: Proposed Updates to Texas Administrative Code for the Texas College Work-Study Program</b> Chad Puls, Deputy Assistant Commissioner	<b>Formal Decision/Action Required</b> None
<p><b>Update:</b> We will be utilizing the FAAC to receive feedback prior to the Rules being posted to the Texas Register, which is our official method for posting Rules. The proposed changes that are included today are primarily for consistency to the Rules for Texas College Work-Study. Dr. Puls went over the proposed Rule changes. There was no feedback.</p>	

<b>Agenda Item M: Update: Office of Student Financial Aid Programs</b> Chad Puls, Deputy Assistant Commissioner	<b>Formal Decision/Action Required</b> None
<p><b>Update:</b> Updated Resources:</p> <ul style="list-style-type: none"> <li>• November 1: new on-line FAQs were released.</li> <li>• November 29: the update to the award history tool was announced.</li> <li>• December 3: the application process for Kevin Ashworth scholarship program was announced.</li> </ul> <p>Upcoming events:</p> <ul style="list-style-type: none"> <li>• Beginning February 2019: the agency will be participating in the TASFA Regional Training.</li> <li>• December 14: FAD reporting deadline.</li> <li>• December 21: User Access Review is due.</li> <li>• January 2: deadline for materials from anybody participating in the bi-lingual education program.</li> <li>• The updated list for FY19 Grant Allocations will be sent out soon.</li> </ul>	

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Upcoming Projects:

- The paper-based system for students requesting ACH will be replaced with an online system. There will be a quarter point discount offered to borrowers who participate in recurring ACH payments.
- Working on improvement to display and communication on HH Loans payment information to make it easier to read.
- Sometime during the spring semester, we will be instituting a processing fee in relation to credit card payments. If students choose to pay through a credit card, there will be a processing fee involved. We want students to be aware of other options that don't involve a fee. The processing fee is the largest expense next to salaries when it comes to running our program. We felt this needed to be handled by the borrowers who were utilizing the process instead of spreading the cost out across all borrowers. The College of All Texans website is currently undergoing a review, led by the agency's College Readiness and Success Division, to identify improvements on how information is communicated to students. We are looking at how Financial Aid information is being presented, and if we might be able to merge the information with HH Loans into the College for All Texans website so that students have one place to go for information, instead of having to go to multiple places of information.

**Agenda Item N. Adjournment**

Diane Todd Sprague, Chair

**Formal Decision/Action Required**

Adjourned

Next FAAC Meeting set for March 6, 2019

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Committee Members in Attendance	Committee Members Absent	THECB Staff	Audience
Diane Sprague – Chair Zelma De Leon Karla Flores Paul Galyean - Teleconference Heidi Granger Bridget Jans Ed Kerestly Karen LaQuey Robert Merino Alan Pixley Charles Puls Terry Sheneman Samantha Stalnaker Kelly Steelman Kara Tappendorf Denise Welch Brent Williford  Marilyn Abedrabbo – Teleconference Johnathan Cereceres – Student Rep	Christine Stuart Carruthers Delisa Falks Minh-Tam Nguyen Mike Scott	Ken Martin DeChá Reid Leah Smalley Lourdes Sanchez	Dominic Chavez Carla Fletcher Jennifer Hill Maria Ramirez Allison Rizzolo Kevin Witt

<b>Agenda Item B. Consideration of Approval of Minutes of the meeting held on December 6, 2018</b> Diane Todd Sprague, Chair	<b>Formal Decision/Action Required</b> <ul style="list-style-type: none"> <li>• Agenda Item J (Page 5) – Spelling of Delisa Falk’s name corrected.</li> <li>• Agenda Item K (Bullet 3) – “ne priority” corrected to indicate “new priority”.</li> </ul>
<ul style="list-style-type: none"> <li>• Minutes unanimously approved, with corrections</li> </ul>	

<b>Agenda Item C. Selection of a Vice Chair</b> Diane Todd Sprague, Chair	<b>Formal Decision/Action Required</b> Robert Merino nominated and approved as Vice Chair.
<b>Discussion - Election of Vice-Chairman:</b> <ul style="list-style-type: none"> <li>• Motion by Diane T. Sprague, Chair, and seconded by Alan Pixley to nominate Robert Merino as the new Committee Vice-Chairman. Robert Merino was unanimously approved by the Committee as the new Vice-Chairman.</li> </ul>	

<b>Agenda Item D. Update Prior FAAC Business:</b> Chad Puls, Deputy Assistant Commissioner	<b>Formal Decision/Action Required</b> None
After the review of previous minutes, Chad found no prior FAAC business to discuss.	

<b>Agenda Item E. Presentation: 2019 State of Student Aid and Higher Education in Texas</b> Carla Fletcher, Trellis Company	<b>Formal Decision/Action Required</b> None
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Ms. Fletcher presented an overview of the SOSA, an annual reference publication, which includes the following 13 sections:

1) Demographics, 2) College Readiness, 3) Profile of Texas College Students, 4) Cost of Education and Sources of Aid, 5) Grant Aid and Net price, 6) Loans, 7) Need and work, 8) Texas College Attainment, 9) Student Financial Wellness, 10) Evidence-Based Programs and Interventions, 11) Consumer Debt, 12) Delinquencies, Defaults, and Collections, 13) Texas Higher Education and Student Debt Policy.

**Highlights from the Overview**

- Enrolling in college immediately after high school graduation is important because not doing so is a risk factor for dropping out or not enrolling at all.
- By 2020 54% of all jobs in Texas will require some form of training or education after high school.
- In 2016 37% of Hispanic people age 25 and older did not have a high school diploma.
- In 2016 15.6% of Texans were living in poverty.
- Two-year public institutions play a greater role in Texas than in other states. In fall 2017, more than three-fourths of all incoming freshmen at Texas institutions of higher education were enrolled at 2-year public institutions. Nearly one-third of students attending public 2-year institutions are the first generation in their families to attend college. About half of all community college students surveyed by the federal government experienced low or very low food security as defined by the USDA.
- Almost all aid in the public two-year sector is federally funded (86%); 54% of that aid is in the form of grants. In 2015-16 about a third of all aid to Texas students was in the form of student loans.
- From 1966 – 1981 a person could have paid for the cost of attending a public university for two semesters by working about 24 hours per week. In the 1980s education costs increased while minimum wages did not rise at the same rate. By 2017, **66** hours of minimum wage work would be needed to cover the average cost of attendance for two semesters at a Texas public university.

**Discussion**

Members found the data about “working one’s way through school” in past years, compared with current times, particularly interesting. It is worthwhile for policymakers who are recalling their own experiences from years ago, to be informed about the current reality. A member noted that, when counseling students, he sometimes asks them to calculate how many hours they would need to work to replace the gift aid they are receiving, to reinforce the importance of maintaining eligibility. He makes the point that their “main job” is to be a student.

A question was asked about the availability of the work hours data (relative to the cost of attendance) for each year, dating back to the 1960s. Trellis does have this information, though it is national, rather than specific to Texas. Members expressed interest in receiving the data for each decade, beginning with the '60s.

Q: Regarding the COA data, what is the source of county cost of living estimates?

A: That study was looking at institutional cost of attendance from IPEDS and compared them to the Office of Housing and Urban Development costs for rent, and the food costs were from the USDA.

A point was made by a member about the concept of increasing the calculated COA to account for different circumstances. His concern was that this would likely lead to increased loan amounts, rather than increased grant aid.

Members asked for clarification of data differences on slides referring to COA; Trellis will review this and get back to the members.

Q: How do you deal with dual credit students in your data?

A: Depends on where it comes from – a lot of the information comes from the Department of Education (IPEDS). We leave it to the entities who make the data request. What would be the best way to handle that – should dual credit students be considered full-fledged college students? Members agreed there was no single “good answer” for this question.

**Agenda Item F. Presentation: Proposed Legislation regarding innovative textbook pricing agreements**  
Dominic Chavez, Pearson

**Formal Decision/Action Required**

Presenters represented the American Associations of Publishers (AAP) and gave an update of technology and Innovation-delivery of books, supplies and instructional material on campuses, as well as, the outreach being done by AAP.

Current market:

- Books and Supplies range between \$1200 to \$1600

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- Student spending on textbooks has declined
- Students now have more choices of delivery
  - Open Educational Resources- downloading materials
  - Higher Education-Changing the business model

The downside of having choices when students are bargain shopping or delay buying materials can have negative consequences according to a recent survey, students tend to drop or fail courses.

Inclusive Access - Delivery of digital course materials:

- model delivers material on the first day of class at affordable rates
- partnerships between the publisher, bookstore and the faculty to address affordability (First day access value of Affordability, Accessibility and Achievement)
- offers data analytics for instructors- eBooks
- AAP works with the bookstore to negotiate the rates (campus choose the content)
- students get billed at or below market rate, they have an "opt-out" clause for students.

Currently AAP is working with 525 institutions nationally on an Inclusive Access Program (IAP). One local example is Austin Community College (ACC). ACC started with a pilot program in summer 2018 and has grown their program from 87 sections to over 280 sections for Fall of 2018, and with saving of over \$700,000. Alamo Colleges report current savings data for students as \$9.3 million and benefiting over 150,000 students using IAP and OER programs which launched in 2015.

The majority of colleges participating in IAP in Texas are the community colleges and range from pilot to full blown programs. The public four year are minimal and lagged due to clarification from legislation.

Texas Challenge:

US Department of Education 34 CFR 668.164(c)(2) authorizes institutions of higher education:

- Assess a fee of purposes of offering below market rate
- Utilize Title IV aid to cover cost of assessed fee
- Establish opt-out provision for students who choose not to pay

Texas Education Code Chapter 54, Tuition & Fees

- Texas university lack clear consistent guidance, for aligning 34 CFR with state code related to tuition and fees, specifically as it relates to:
  - Clarification of IA within existing tuition and fee framework
  - Approval authority for IA fees (local vs Board decision)
  - Uncertainty related to potential fee freeze

**Legislative Recommendation.** Introduced by Rep. Howard and Menendez, authorizes governing board of an institution of higher education to establish a textbook affordability program pursuant to US Dept of Education regulations.

- Facilitate innovative pricing and delivery models for instruction materials resulting in substantial savings for students
- Program costs packaged as part of tuition and fees, offset by Title IV financial aid
- Students can opt-out as required by 34 CFR

<b>Agenda Item G. Update: External Relations</b> John Wyatt, Director	<b>Formal Decision/Action Required</b>
<p><b>Update:</b></p> <p><b>Status of THECB Recommendations on Financial Aid.</b></p> <ul style="list-style-type: none"> <li>• SB 1192 (West) and HB 3042 (Turner) have been introduced to establish the Texas WORKS (Working Off-Campus: Reinforcing Knowledge &amp; Skills) Internship Program. Texas WORKS would provide paid internship opportunities for FT undergraduate students utilizing a portion of the current work-study appropriation; eliminates the current 20% - 50% off-campus employment requirement. Program priorities would include activities supporting timely completion and online training or other activities preparing students for basic work expectations.</li> </ul>	

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Comments:

- Schools expressed concerns that requiring 15 or more SCHs per semester is excessive; Institutions will have an opportunity to provide input regarding specific requirements during the rule-making process.
- HB 2968 (Frullo) would help protect the THECB's ability to obtain sufficient bonding authority to support demand in the College Access Loan Program. The bill increases the amount of bonding authority from \$75 million per project to \$200 million to ensure adequate funding to continue supporting the loan program.
- SB 34 (Zaffirini) has been filed which would reduce lifetime eligibility for TEXAS Grants from 150 SCHs to 135 SCHs or 15 SCH beyond degree requirements, whichever is greater.
  - This recommendation will encourage both students and institutions to focus on more efficient degree completion, while still providing a cushion beyond degree requirements.
  - Also, the agency estimates that implementing a 135 cap on TEXAS Grant eligibility will allow institutions to redirect \$11.2M to approximately 2,400 newly eligible students.
  - The agency is examining data regarding the impact of the change by different categories of students, but the larger point is that incenting more efficient degree completion will benefit all students by reducing their costs of education and increasing their likelihood of success.

Comments:

- we've had conversations with CB in the past; need data analysis; there will be a significant impact for retention for new students - understand ability to re-direct \$ to more students, but we're financing our continuing students first. We don't want unintended consequences. Concerns about students taking classes in summer – putting students in a hard place.
- "From K-12 perspective, more and more we're having to tell 8<sup>th</sup> graders what they have to do for the rest of their lives. Real challenge." Ginger will share concerns with John W.
- SB 330 by Senator Zaffirini and HB 3137 by Representative Donna Howard would allow a student enrolled in a community college baccalaureate degree program to receive TEOG, up to 135 hours or 15 hours beyond degree requirements.
  - This addresses an issue that arose when the Legislature approved the expansion of community college baccalaureate degree programs last session and will allow students in these programs access to appropriate state financial aid.

**Discussion and comments:**

- SB499 – relates to the student debt letter and clarifies that the inclusion of private loans – for purposes of student debt letters - is up to the discretion of the institution. Members commented that the bill's language is still too vague and will cause confusion when calculating private loan terms.
- HB2140 – creates an electronic centralized statewide TASFA form; HS's need an easy consistent process for students to provide their financial aid information; currently the TASFA is not a statewide authorized form through statute, and there is no means for collecting who has done a TASFA for graduation certification. Will undocumented students be comfortable entering information into a centralized database?

SFAP tracking 44 bills relating to financial aid:

- 11 relate to loan repayment programs: peace officers, school psychologists, mental health....
- 7 bills pertaining to repeal license holds for borrowers who default on their loan
- 7 bills proposing "Promise" programs (tuition and fees covered for any recipients) one focusing on 2-year institutions
- 4 bills relate to the FAFSA/TASFA requirements
- 12 revising current programs (Texas Works, TEOG etc.)
- 12 proposes new programs: First Generation scholarship, emergency grant, homeless exemption, as well as disabled firefighters, pilot program for loans at junior colleges, UT/A&M football game restrictions, etc.

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<p><b>Agenda Item H: Update: Data Collection Sub Committee</b> Samantha Stalnaker, sub-committee Chair DeChá Reid, FAS Director</p>	<p><b>Formal Decision/Action Required</b> None</p>
<p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• The sub-committee met February 22, 2019.</li> <li>• The sub-committee assessed the data elements for the auto-grants payment process. It was decided to make modifications to the project and to eliminate the need to provide student level data. Instead only student counts and dollar amounts will be needed for the file.</li> <li>• Other aspects of the auto-grants payment project were reviewed. A reporting piece will be included which will allow institutions to view disbursal amounts. The return of funds will also be done through this application.</li> <li>• The payment project is set to be released sometime in the summer. There will not be payments until September 1, but information can start being uploaded into the report probably by August 1. There will be instructions and additional training on eligibility and satisfactory academic progress.</li> <li>• The sub-committee discussed the FY19/20 Financial Aid Database (FAD) report. The goal is to make minimal changes. At this time there will be no new data elements but once the legislative session ends, the need for new data elements will be re-assessed.</li> <li>• The sub-committee discussed the possibility of removing some elements from the FY 20/21 FAD, such as tuition and fees, ethnic origin, race, and classification due to duplicate information captured throughout other agency reports.</li> <li>• Summer grant awarding for the three grant programs was discussed. Institutions are now allowed to request funding up until August 1 which allows for summer awards. FAD data element 57 does not currently have summer initial awards as an option. Guidelines for the institutions will be drafted and reviewed at the next sub-committee meeting.</li> <li>• The sub-committee discussed the online loan reporting project. The institutional link to pull reports for allocation amounts, disbursement awards and uncertified applications was removed from HelmNet in February due to security reasons. These reports are currently requested and fulfilled manually. The SFAP request to have these reports brought back online as well as adding additional reports has been approved by the agency. Hopefully this function will be brought online within the next year.</li> <li>• SFAP is looking into data for any CAL, B-On-Time and TASSP borrowing, (similar to NSLDS) to be included in the online loan reporting project</li> </ul>	
<p><b>Agenda Item I: Update: TASFA sub-committee</b> Robert Merino, sub-committee Chair</p>	<p><b>Formal Decision/Action Required</b></p>
<p><b>Update:</b></p> <ul style="list-style-type: none"> <li>• The sub-committee met January 31, 2019.</li> <li>• This meeting covered introductions and the history of the TASFA.</li> <li>• It was decided that the TASFA is relevant. The institutions represented at the meeting had between 400 and 1500 students who completed the TASFA.</li> <li>• Ideas for gathering feedback about the TASFA were collected. These ideas include contacting all Financial Aid Directors and to do a survey during the TASFA regional training.</li> <li>• The sub-committee met February 27, 2019.</li> <li>• The sub-committee continued to gather feedback and started drafting the survey questions.</li> <li>• Feedback so far includes adding a selective service statement as well as a statement of eligibility on the TASFA.</li> <li>• The next meeting is scheduled for March 27.</li> </ul>	
<p><b>Agenda Item J: School District Recommendations</b> Terry Sheneman</p>	<p><b>Formal Decision/Action Required</b> None</p>
<p><b>Update:</b></p> <ul style="list-style-type: none"> <li>• No recommendations at this time.</li> </ul>	

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<b>Agenda Item K: TASFAA Recommendations</b> Delisa Falks, TASFAA President	<b>Formal Decision/Action Required</b> None
<b>Update:</b>  No updates to present.	

<b>Agenda Item L: Annual FAAC Nomination Process</b> Chad Puls, Deputy Assistant Commissioner	<b>Formal Decision/Action Required</b> None
<p><b>Discussion:</b> Term ending for the following individuals after the September FAAC Meeting.</p> <ul style="list-style-type: none"> <li>• Zelma De Leon</li> <li>• Delisa Falks</li> <li>• Bridget Jans</li> <li>• Alan Pixley</li> <li>• Mike Scott</li> <li>• Kara Tappendorf</li> </ul> <p>Previous members are eligible to serve again, and the FAAC nomination process handout provides a timeline (early April) for the launch of membership drive. Nominations will be collected until the end of May. The nominees selected will go before the Board in October for approval. The first meeting for new members will be in November.</p> <p>How we go about collecting nominations – THECB uses the GovDelivery system, and the TASFAA Listserv is also used to deliver announcements to:</p> <ul style="list-style-type: none"> <li>➤ Presidents and Chancellors of all Texas Higher Education Institutions</li> <li>➤ Financial Aid Directors</li> </ul> <p>We don't have student nomination because it's done every other year.</p> <p>In order to get representation from school districts emails will be sent to the Texas Association of Secondary School Principals and the Texas Association of School Administrators. We still have the challenge of getting representation from independent school districts and are currently looking for any recommendations to getting the word out to school districts. TASFAA nominations are received directly from TASFAA President.</p>	

<b>Agenda Item M: Opportunities to utilize Texas On Course to achieve portions of the Center for Financial Aid Information training expectations outlined in §61.0776(f)</b> Chad Puls, Deputy Assistant Commissioner	<b>Formal Decision/Action Required</b> None
<p><b>Discussion:</b></p> <p>TEC Section 61.0776 requires our agency to have created the Financial Aid Information Center (FAIC). THECB staff looked at how each requirement set forth in the statute is being met and determined that the one area where improved articulation could occur is in providing comprehensive training to public school counselors. It would seem duplicative for the agency to create a new program, considering that Texas OnCourse (established in 2015 in response to HB18) provides much of this.</p> <p>A representative of Texas OnCourse attended the meeting and stepped up to the podium to answer questions. She said that a content team works on changes at least annually.</p>	

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<p><b>Agenda Item N: Update: Office of Student Financial Aid Programs</b>                  Chad Puls, Deputy Assistant Commissioner</p>	<p><b>Formal Decision/Action Required</b>                  None</p>
<p><b>Update:</b></p> <ul style="list-style-type: none"> <li>• The FY 2019-20 award amounts for TEXAS Grant and TEOG were released on January 30. TEG award amounts were released on February 4.</li> <li>• On February 11, Financial Aid Services (FAS) announced the start of the 2018-19 reporting cycle. Files are now being accepted.</li> <li>• An announcement was released that FAS is starting a monthly webcast. People can ask questions and get updates to recent events. A flyer is posted under the Stay Connected section of the SFAP webpage. The first monthly webcast is March 12 at 2 p.m.</li> <li>• FAS will be participating in TASFA regional training in March and will be hosting a training April 10 at the Coordinating Board.</li> <li>• FAS will be participating in the New Aid Officers workshop in May.</li> <li>• Good Neighbor Scholarship nomination forms are due by March 15.</li> <li>• FAD cycle 1 data needs to be validated by April 15 (which is later than last year's cycle 1 date.)</li> <li>• Institutions will be receiving preliminary data for review of the grant programs (TEXAS Grant, TEOG and TEG); the summer awarding process and the auto grant payment process.</li> <li>• Effective January 31, online ACH request forms were moved into production. This comes with an interest rate deduction of .25 percentage points for those who enroll in ongoing payments. (Paper forms were removed from the HHLoans website.)</li> <li>• Improvements to the display and communication of information on HHLoans will be put into production at the end of March.</li> <li>• The TASSP nomination period opens April 15 and closes July 31.</li> <li>• A credit card processing fee will be implemented April 26.</li> <li>• CAL applications received on or after May 1 will receive an interest rate of 5.2 instead of 5.3.</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• A question was asked about the chat bot the CB is initiating. SFAP does not have information. The project is being led by College Readiness and Success (CRS). FAS will have CRS present at the next FAAC meeting.</li> <li>• A question was asked about the Emergency Grant Program. The agency received a Gates grant called the Texas Emergency Aid for Public Post-Secondary Students Grant program. Senate bill SB884 by Menéndez provides the establishment of grants to institutions to assist students in order to prevent the loss of momentum towards completion. The institutions would have some requirements such as provide matching funds of at least 10 percent of the grant amount, to have clear language on what constitutes an emergency, and meet timeframes to respond to emergency requests. Currently the cap is at \$1,000 per award, must be offered in in both English and Spanish and the maximum is \$50,000 per institution.</li> </ul>	

<p><b>Agenda Item O. Adjournment</b>                  Diane Todd Sprague, Chair</p>	<p><b>Formal Decision/Action Required</b>                  Adjourned</p>
<p>Next FAAC Meeting set for June 6, 2019</p>	

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Committee Members in Attendance	Committee Members Absent	THECB Staff	Audience
Diane Sprague (Chair) Jose Merino (Vice Chair) Shannon Crossland Christine Stuart Carruthers - Teleconferenced Zelma De Leon Delisa Falks Karla Flores Paul Galyean - Teleconferenced Heidi Granger - Teleconferenced Briget Jans Ed Kerestly Minh-Tam Nguyen Alan Pixley Charles Puls Terry Sheneman Samantha Stalnaker Kelly Steelman Kara Tappendorf Denise Welch Brent Williford  Marilyn Abedrabbo (Student Rep.) Johnathan Cereceres (Student Rep.) – Teleconferenced		Wanda Carr Lizette Montiel DeChá Reid Lourdes Sanchez Leah Smalley	Brian Ashton Scott Born Rissa McGuire

<b>Agenda Item B. Consideration of Approval of Minutes from meetings held March 6, 2018</b> Diane Todd Sprague, Chair	<b>Formal Decision/Action Required</b>
<b>Critical Discussion Points</b>  Minutes Approved	

<b>Agenda Item C. Update: Prior FAAC Business</b> Charles Puls, Deputy Assistant Commissioner	<b>Formal Decision/Action Required</b>
<b>Critical Discussion Points</b>  Prior Minutes – <ul style="list-style-type: none"> <li>• Update received a big pool of nominations for FAAC this year that covered the geographic area.</li> <li>• Great feedback in reaching school districts for the nominations.</li> <li>• Shannon Crossland has filled one of the current vacancies in the board.</li> </ul>	

<b>Agenda Item D. Presentation: Ethical Dilemmas in Determining Cost of Attendance</b> Pamela Fowler, University of Michigan; Mary Sommers, University of Nebraska Kearney	<b>Formal Decision/Action Required</b>
<b>Critical Discussion Points</b>  NASFAA has been advocating for the development of best practices with regard to this topic. The slides presented at the meeting had been presented at the 2018 NASFAA annual conference. Slide 10 refers to an article that appeared in the March 9, 2017, Journal of Higher Education: “The Cost of College Attendance: Examining Variation and Consistency in Institution Living Cost Allowances.” This has started a national discussion about this subject. For example, the researchers found that nearly half of all colleges provide living-cost allowances at least 20% above or below estimated county-level living expenses. Some of the statements in the article stirred controversy and created concerns among financial aid administrators that their offices were perceived as not doing a good job in this area.  NASFAA’s working group to discuss cost of attendance made the following general recommendations: <ul style="list-style-type: none"> <li>• COA should not be used as a vehicle to achieve institutional goals</li> <li>• Institutions should separate the COA components that are combined in practice and statute</li> <li>• Institutions should clearly indicate exactly what expenses are included in each COA component</li> </ul>	

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**Comments/questions from the Committee**

- It is extremely difficult to come up with a one-size-fits-all solution to the determination of cost issues.
- Question for the presenters: what is the frequency of their student surveys and are there any incentives for students to complete surveys? Answer: the surveys are done in the fall every other year and the institutions provide small gift cards as incentives for completion.
- Question from Chad: Is there anything the THECB should be focusing on to help institutions make sure that the cost of attendance is accurate? Responses: One member uses the data posted on College for all Texans (CFAT) to make sure its institutional costs are in line. Another member noted that the guidance provided on CFAT is helpful.

<b>Agenda Item E. Update: External Relations</b> John Wyatt, Director	<b>Formal Decision/Action Required</b>
<p><b>Critical Discussion Points</b></p> <p><b>The 86<sup>th</sup> Texas Legislature</b></p> <ul style="list-style-type: none"> <li>• Regular session ended May 27</li> <li>• Governor Abbott has until June 16 to:                             <ul style="list-style-type: none"> <li>○ Sign or veto bills</li> <li>○ Line item veto budget items</li> </ul> </li> <li>• Special session <b>not</b> expected</li> </ul> <p><b>Higher Education Budget Outcomes</b></p> <ul style="list-style-type: none"> <li>• <b>TEXAS Grant</b> <ul style="list-style-type: none"> <li>○ Increased by \$80M</li> <li>○ FY 2020-21 Biennium: \$866.4M</li> <li>○ Expect to maintain target awards of \$5K to 70% of newly eligible students</li> <li>○ Not Funded: Request for 2.5% increase in target awards</li> </ul> </li> <li>• <b>TEOG</b> <ul style="list-style-type: none"> <li>○ No change in funding (FY 2020-21 Biennium: \$88.47M)</li> </ul> </li> <li>• <b>TEG</b> <ul style="list-style-type: none"> <li>○ Increased by \$6.8M</li> <li>○ FY 2020-21 Biennium: 178.6M (Reflects shift of funds from BOT Private)</li> </ul> </li> <li>• <b>TCWS</b> <ul style="list-style-type: none"> <li>○ No change in funding (FY 2020-21 Biennium: \$18.81M)</li> </ul> </li> <li>• <b>TASSP</b> <ul style="list-style-type: none"> <li>○ Increased by \$4.17M</li> <li>○ FY 2020-21 Biennium: \$6.84M</li> <li>○ Annual awards increased from \$4k to \$10k</li> </ul> </li> <li>• <b>BOT Public</b> <ul style="list-style-type: none"> <li>○ Decreased by -\$17.16M</li> <li>○ FY 2020-21 Biennium: 1M (Estimate for renewals only)</li> <li>○ Awards ending FY 2020</li> </ul> </li> <li>• <b>BOT Private</b> <ul style="list-style-type: none"> <li>○ Decreased by -\$7.08M</li> <li>○ FY 2020-21 Biennium: \$200K (Estimate for renewals only)</li> <li>○ Awards ending FY 2020</li> </ul> </li> <li>• <b>Texas WORKS Internship Program – HB 3808</b> <ul style="list-style-type: none"> <li>○ Creates a centralized paid internship program at the THECB</li> <li>○ Removes the current off-campus requirements under TCWS</li> <li>○ No "new" funding: \$1M/year (FY 2020-21 Biennium) of TCWS funding will be used for Texas WORKS                             <ul style="list-style-type: none"> <li>▪ Preliminary allocations sent to institutions by FAS, already accounted for the \$1M usage for Texas WORKS</li> <li>▪ Final allocations expected to go out June 18</li> </ul> </li> <li>○ Allows the THECB to work with employers across the state to offer paid internship opportunities to students</li> </ul> </li> <li>• <b>Efficient Student Transfer – SB 25:</b> includes changes intended to safeguard student course transfer process                             <ul style="list-style-type: none"> <li>○ New reporting requirement – institutions must submit a report to the THECB identifying transferred courses that <b>do not</b> apply and include an explanation of such</li> <li>○ The THECB will use the reports to identify where student transfer challenges are and report them to the legislators; first report due <b>March 1, 2021</b></li> <li>○ Co-Admission – this would allow students to give consent, on the Apply Texas Application, to share their application with another institution, if denied admission for a specific program by the first institution of choice</li> </ul> </li> </ul>	

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- **Degree Plan (DP) Filing – SB 1324:** recently signed by the Governor
  - University students must file a DP after 30hrs (previously 45hrs)
  - Added Provision: Dual credit students must file a DP after 15hrs
- **Recommended Course Sequences** – institutions required to develop at least one recommended course sequence of lower division courses for each certificate and degree program offered
  - Institutions must include in course catalog and online
  - Institutions required to report information to the THECB
- **Articulation Agreements**
  - Institutions can enter into articulation agreements and extend the existing agreements to other institutions
- **Study on Core Curriculum and Meta Majors**
  - The THECB to create and Advisory Committee consisting of two-year and four-year institution representatives to study the viability of splitting the core curriculum between general core and meta major
  - Committee to present outcome/recommendations to legislatures
- **Graduation Supplement**
  - SB 1504 was introduced since the THECB’s initial recommendation (allocating portion of formula funding on basis of undergraduate completers) did not receive enough support. With SB 1504, proceeds from BOT will be used on a variety of initiatives, such as:
    - Intrusive advising
    - Academic support
    - Various methods aimed at increasing at-risk student degree completers
    - Account abolishment extended from 2020 to 2024 (funds were not appropriated during 86th legislative session)
- **Student Loan – SB 1474**
  - \$200M annual cap per bond issuance
  - Existing statute amendment allows the THECB to continue to meet the demands of the student loan program
- **Student Debt Letter – SB 499**
  - Amendment to SB 241
    - Institutions are **not** required to provide information on private loans
    - Effective: September 1, 2019
- **Texas Application for State Financial Aid (TASFA) – HB 2140**
  - The THECB must establish an electronic submission portal for the TASFA through the Apply Texas website
    - Effective 2022-23 academic year
    - THECB’s College Readiness department will lead on creation
  - The THECB must appoint an advisory committee of financial aid and student representatives to assist with implementation
    - Committee established **only** for the period of creation
  - Report on recommendations due to legislators no later than **January 1, 2021**
- **FAFSA/TASFA for HS Graduation – HB 3**
  - Requires HS students to complete and submit a FAFSA/TASFA prior to graduation
    - Effective 2021-22 school year
    - No consequences outlined in legislation for those not fulfilling the requirement
    - Members discussed challenges school districts may face in tracking this data
  - Requirement Waiver
    - Student’s parent/guardian can sign a form to decline
    - Student’s over 18 can sign a form to decline
    - School counselor can authorize a student to decline
    - School districts must adopt a form to be used
      - ✓ Must be approved by Texas Education Agency (TEA)
      - ✓ Must be available in English and Spanish
- **Disabled Peace Officers – HB 766**
  - Adds disabled fire fighters as eligible recipients
  - Makes the exemption **mandatory** for institutions, but includes a cap
    - May not provide to more than 20% of the maximum number of students allowed to be enrolled in a specific course (as designated by the institution)

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<p><b>Agenda Item F. Presentation: TEXAS Grant report</b> Charles Puls, Deputy Assistant Commissioner</p>	
<p><b>Critical Discussion Points</b></p> <ul style="list-style-type: none"> <li>• The report was streamlined this year to include only the statutorily required elements, but there are plans to highlight additional information in other forums, such as “two-pagers”. Chad asked members to let us know if there were particular items that had been in previous TEXAS Grant reports that they are interested in.</li> </ul> <p>The following will be highlighted for the presentation of the report to the Board:</p> <ul style="list-style-type: none"> <li>• The \$80 million increase in funding for the upcoming biennium, which should allow the agency to continue to fund approximately 70% of students who are eligible for an initial award.</li> <li>• The enrollment pathways section - not only the percentage of students who are eligible via a particular pathway, but also the percentage of those students who receive awards through each pathway.</li> <li>• Staff plan to examine any discrepancy between eligibility and receipt of awards to determine if there are opportunities/recommendations for closing those gaps. Most notable is the TEOG pathway, where the percentage of students qualifying for TEXAS Grant through this pathway is increasing, while only .4% of the eligible students are receiving the funds.</li> <li>• Due to the changes to the FAD Report, for the first time the agency is able to see the extent to which students are receiving TEXAS Grants through the military pathway. We still don’t know how many students are eligible through this pathway, but we can at least identify how many are funded through that pathway (fewer than 5 students for FY2018).</li> <li>• The Urban Institute has identified Texas as one of two states where Sandy Baum and Kristin Blagg are going to be conducting a study to identify opportunities for improvement to the state grant programs using the THECB data. For example, are there elements that achieve the goals of the programs or are they just rationing devices? The funding for this study ends in 2020, so there will be time to benefit from what is learned before the next legislative session.</li> </ul> <p>Regarding the TEXAS Grant Program, Chad noted that there have been some inquiries about how the four different priorities for TEXAS Grant relate to one another: (1) the priority deadline, (2) the priority EFC, (3) the Priority Model, and (4) the priority for renewal students. Staff are researching this matter and working on additional guidance, likely to be available this fall.</p>	
<p><b>Agenda Item G. Update: Data Collection Sub-Committee</b> Samantha Stalnaker, sub-committee Chair</p>	<p><b>Formal Decision/Action Required</b></p>
<p><b>Critical Discussion Points</b></p> <ul style="list-style-type: none"> <li>• The sub-committee met March 27.</li> <li>• Summer guidance for the grant programs was discussed.</li> <li>• The sub-committee will meet on June 12 to get a demonstration of the new auto grant application.</li> <li>• The FAD Report Manual was reviewed, and the group is still making recommendations based on FY18-19.</li> <li>• DeCha Reid gave a preview of what the new Auto Grant Payment application looks like from the institution side.             <ul style="list-style-type: none"> <li>○ The new application will allow institutions to see the total allocation that has been approved, the available remaining amount and a running total of the student count.</li> <li>○ It will allow institutions to see which transactions are pending approval by the Coordinating Board.</li> <li>○ It will allow institutions to see when refunds have been received by the Coordinating Board.</li> <li>○ It will allow institutions to query for all transactions statuses including cancelled transactions.</li> <li>○ When institutions receive their final allocations, a message will be included, stating that the ability to start requesting funds for FY19-20 will begin on August 1 through the new application.</li> </ul> </li> </ul>	
<p><b>Agenda Item H. Update: TASFA Sub-Committee</b> Robert Merino, sub-committee Chair</p>	<p><b>Formal Decision/Action Required</b></p>
<p><b>Critical Discussion Points</b></p> <ul style="list-style-type: none"> <li>• The sub-committee met March 27 and May 7.</li> <li>• The sub-committee conducted an informal email poll of primary institution contacts, but the response rate was inconsistent.</li> <li>• An electronic survey using Qualtrax was conducted.</li> <li>• The survey was distributed through the TASFAA list serve and 47 respondents answered at least one question on the survey.</li> <li>• Based on the survey results and discussions with the sub-committee, four recommendations have been proposed.             <ul style="list-style-type: none"> <li>○ Incorporate the selective service statement within the TASFA application.</li> <li>○ Remove the “not registered” option to the selective service statement. This should reduce the likelihood that student will need to make a correction to an already submitted application.</li> <li>○ Remove the question that asks non-tax filers to explain how they financially support themselves. (Question #79). This requirement has been removed from the verification groups.</li> </ul> </li> </ul>	

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- Add "money received or paid on your behalf" under the student's untaxed income. This is to align untaxed income with the FAFSA.
- Other observations from the data include:
  - A show of general support of the creation of the online TAFSA which will be accomplished by HB 2140.
  - The opening of the TASFA on October 1 is accepted by a large majority of the schools but the schools would like to receive have the application a month earlier to allow for system modifications.
- Leah Smalley, Assistant Director of Financial Aid Services, informed the sub-committee that the selective service statement will be reviewed with the next FAAC Data Collection sub-committee meeting.

<p><b>Agenda Item I. Discussion: Proposed updates to Texas Administrative Code Chapter 22 – General Provisions and Tuition Equalization Grant</b> Charles Puls, Deputy Assistant Commissioner</p>	<p><b>Formal Decision/Action Required</b></p> <ul style="list-style-type: none"> <li>• Charles to review rules further regarding THECB's definition of Period of Enrollment vs. Academic Year</li> <li>• After proposed updates are posted in the Texas Register for 30-day comment period, a notification will be sent out through the SFAP and TASFAA Listservs.</li> </ul>
<p><b>Critical Discussion Points</b></p> <p>Handout provided for committee to review.</p> <p><b>General Provisions</b></p> <ul style="list-style-type: none"> <li>• Are dual credit courses considered in the calculation of total attempted hours? Currently, nothing in statute excludes dual credit courses in the calculation of attempted hours.</li> <li>• Period of Enrollment vs. Academic Year                             <ul style="list-style-type: none"> <li>○ It appears that institutions are not relying on the THECB's definition between the two.</li> </ul> </li> </ul> <p><b>TEG</b> No concerns addressed.</p>	

<p><b>Agenda Item J. Discussion: School District Recommendations</b> Terry Sheneman, Fort Bend ISD</p>	<p><b>Formal Decision/Action Required</b></p>
<p><b>Critical Discussion Points</b></p> <ul style="list-style-type: none"> <li>• District Coordinator for Fort Bend ISD                             <ul style="list-style-type: none"> <li>○ Eight largest school districts</li> <li>○ 80 schools</li> <li>○ Largest employer</li> <li>○ 37% economically disadvantage</li> <li>○ Offered Dual Credit through Houston Comm College</li> </ul> </li> <li>• Three early college High Schools                             <ul style="list-style-type: none"> <li>○ One ECHS (Early College High School) and two P-TECH schools is basically                                     <ul style="list-style-type: none"> <li>▪ P-Tech is basically an associate degree or level II which focus on health care &amp; computer science</li> </ul> </li> <li>○ Statistics of Diverse student population</li> <li>○ All statistics of dual credit spiked way up</li> </ul> </li> <li>• Career &amp; Technical Center (CTE)                             <ul style="list-style-type: none"> <li>○ Financial Aid and College Education</li> <li>○ Welders - we do not have welders welding in a booth, Firefighters- backup a firetruck near a ravine, Law Enforcement- 360-degree interactive screen, Culinary Arts, and Cosmetology</li> </ul> </li> <li>• National Student Clearinghouse                             <ul style="list-style-type: none"> <li>○ Founded 1993 by higher ed community</li> <li>○ 12,200 participating high schools</li> <li>○ Measure postsecondary education</li> </ul> </li> <li>• DATA                             <ul style="list-style-type: none"> <li>○ Percentage of students enrolled in college in the summer or fall immediately after high school about average 72% go up</li> <li>○ The majority go to a public instead of a private institution</li> </ul> </li> </ul>	

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- 2014 decrease in 4yr to 2yr because of the change in \_\_\_\_\_
- Most FBISD stay close to home for college
- Percentage of student enrolling after they wait a year to enroll in college avg 3%
- Average of about 50% (of what \_\_\_\_\_)
- **Student** through the data show kids graduating after seven years
- Some students may take as much as 8 years (or longer) to finish college
- Two years out about 81% of student show enrolling in college after high school
- About 90% retention rate return the second year the first semester is tough
- Percent of high school class that complete a degree in five years about 50%
- Best practices for ISDs and IHEs
  - College visits to high schools
  - College application boot camps
  - College presentations by reps
  - College fairs
  - Alumni visits- contacting college representatives

<b>Agenda Item K. Discussion: TASFAA Recommendations</b> Delisa Falks, TASFAA President	<b>Formal Decision/Action Required</b>
<b>Critical Discussion Points</b>	
<ul style="list-style-type: none"> <li>● Senate bill 499 TASFAA to support the bill the confusion among some institutions about loans. Submit a letter Zelma and Allen went to the capital to support.</li> <li>● SB 249 no intent of alternative loans what you can provide or easy access too for loans.</li> <li>● Past spring provide NASFAA credentialing- Subject Satisfactory Academic Progress.</li> <li>● TASFAA early awareness to try to increase the number of high schools' counselors. Tailor presentation two ways make it shorter, sometimes do long workshops that are tailored certificates something out in the list serv Workshops for counselors to provide thru the year. Fall conference -request for presentations Oct 9-11<sup>th</sup> in Fort Worth TX - theme "denim dollars and decreasing debt."</li> <li>● Aspiring Directors track provide some training increasing the skills, knowledge.</li> </ul>	

<b>Agenda Item L. Update: Office of Student Financial Aid Programs</b> Charles Puls, Deputy Assistant Commissioner	<b>Formal Decision/Action Required</b>
<b>Critical Discussion Points</b>	
<ul style="list-style-type: none"> <li>● The Net Price Calculator is now available.</li> <li>● The credit card processing fee went into effect May 17.</li> <li>● CAL loans that are certified on or after May 1 will have an interest rate of 5.2% instead of 5.3%.</li> <li>● Ken Martin worked with the bonding authority to ensure there is enough authority to meet demand for the foreseeable future as well as adjusted the timing of the bond issuance which will save about four million dollars a year in interest payments.</li> <li>● The Coordinating Board is assessing the current process of placing academic holds on delinquent students.</li> <li>● Due to new legislation, occupational license holds will be removed effective September 1.</li> <li>● Future topics for the FAAC meeting will include the chatbot that is being launched at the CB and dual credit.</li> </ul>	

<b>Agenda Item M. Adjournment</b> Diane Todd Sprague, Chair	<b>Formal Decision/Action Required</b>
<b>Critical Discussion Points</b>	
Diane Todd Sprague, Chair Adjourned; next meeting at September 5, 2019.	

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<b>Committee Members in Attendance</b>	<b>Committee Members Absent</b>	<b>THECB Staff</b>	<b>Audience</b>
Diane Todd Sprague (Chair) Jose Merino (Vice Chair) Zelma De Leon (Past Chair) Shannon Crossland Christine Stuart Carruthers Delisa Falks Karla Flores Paul Galyean - Teleconferenced Heidi Granger - Teleconferenced Bridget Jans Ed Kerestly Tam Nguyen - Teleconferenced Alan Pixley Charles Puls Samantha Stalnaker Kelly Steelman - Teleconferenced Kara Tappendorf Denise Welch Brent Williford  Johnathan Cereceres (Student Rep.) – Teleconferenced	Terry Sheneman Marilyn Abedrabbo (Student Rep.)	Jerel Booker Connie Cooper Rinn Harper Claudette Jenks Ken Martin Lesa Moller DeChá Reid Lourdes Sanchez Leah Smalley Michelle Soto Erin Willig	Raul Cavazos

<b>Agenda Item A. Welcome, Introductions, and Overview of Meeting</b>	<b>Formal Decision/Action Required</b>
Diane Todd Sprague, Chair	Vice-Chair Nominations
<b>Critical Discussion Points</b>	
<ul style="list-style-type: none"> <li>• Introductions in person and teleconference attendees</li> <li>• Ms. Sprague’s term as Chair is coming to an end and she will then serve in the Past Chair capacity and Mr. Merino will become Committee Chair</li> <li>• At the next meeting (Nov. 21), the Committee will consider nominations for Vice-Chair; please be prepared to discuss.</li> </ul>	

<b>Agenda Item B. Consideration of Approval of Minutes from meetings held June 6, 2019</b>	<b>Formal Decision/Action Required</b>
Diane Todd Sprague, Chair	Minutes approved
<b>Critical Discussion Points</b>	
<ul style="list-style-type: none"> <li>• Committee made a last review of the prior meeting’s minutes</li> <li>• Clarification - Ms. DeLeon cited a correction on page 6 – under Senate Bill 499, it was clarified that Zelma and Alan created the letter, Delisa Falks submitted the letter, and Ms. Falks, Chris Myrr, and Jimmy Parker went to the Capitol for support to Senator Zelkin’s office.</li> <li>• Minutes were approved – A. Pixley motion to approve; D. Falks second</li> </ul>	

<b>Agenda Item C. Update: Prior FAAC Business</b>	<b>Formal Decision/Action Required</b>
Charles Puls, Deputy Assistant Commissioner	
<b>Critical Discussion Points</b>	
<ul style="list-style-type: none"> <li>• None at this time.</li> </ul>	

<b>Agenda Item D. Presentation: THECB Chatbot</b>	<b>Formal Decision/Action Required</b>
Erin Willig, Program Specialist, College Readiness and Success	
<b>Critical Discussion Points</b>	
<ul style="list-style-type: none"> <li>• New project – very excited</li> <li>• The state and Coordinating Board are very invested in the success of college advising initiatives in support of the goals of the 60x30TX.</li> <li>• Effective college advising done at the right time is critical to student success</li> <li>• The virtual advising project is one piece of that puzzle, sharing that project now</li> <li>• In partnership with UT-Austin under the AdviseTexas program</li> <li>• Introducing a chatbot named ADVI –</li> </ul>	

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- Launched this past May in South Texas Rio Grande Valley with a set of stop out students that were close to a degree but not yet graduated - going back to 2012
- Have had some success in reaching these students and having conversation about identifying their barriers with returning to college, interests with returning to college, and continuing to talk via text using the textbot and advisers monitoring the program getting them re-enrolled
- Now focusing on using the information we have on how to scale this kind of initiative, nudging is in the news in particular how to scale nudging initiatives, works best when it's done regionally and is tied to something the student recognizes or is connected to their experience so we are expanding in a regional way and thoughtful way using on the ground partners so we're developing some partners now – be able to talk about this in the near future.
- Talking with a number of institutions, entities at the local level, non-profits, and other organizations who support schools including ESCs to think about how we can reach students who may need some basic college information, who aren't getting support, in high school or between HS and college, help them get to the next level in talking to college or re-enrolling
- Who do we want to reach?
  - Generation Z – ages 18-24, coming up after millennials, very tech savvy with high expectations (“tech native”), sees this type of technology as part of their world not separate, seamless – works because it's not a static website, personalized, with suggestive tools in line with their likes
  - Returning students – coming back to college to complete a degree, or to up-skill based on what they need in their careers, these people are very busy juggling jobs and family and other responsibilities. Info needs to be quick and digestible. Need to walk them through current processes that can be difficult.
- Want to free up time and energy for students to focus on learning and progressing toward graduation
- Why a Chatbot?
  - Enables us to meet students when and where they are ready to engage and answer questions
  - We can answer student questions at scale providing accessible information – live peer advisers step in when chatbot cannot answer a question
  - We can work with returning, under-resourced, and other hard-to-reach student populations to identify and overcome obstacles to entering, re-entering, and/or completing their post-secondary education
- We want to work with populations that are under-supported
- Interactive Design Process
  - Knowledgebase and campaign development → testing and troubleshooting → improvements and KB additions → target launch → evaluation and improvements → expansion and ongoing campaigns – this means the Chatbot ADVI will continue to get smarter and smarter!
- How ADVI works – ADVI responds to simple questions such as “Can I drop a class?” or “Will I get a refund if I drop?” ADVI provides general information or tells person where to find specific or more detailed information.
- UT Austin heading up advertising to reach stop out population
- Members expressed interest in using ADVI on their institution’s websites.
- CRS is open to hearing from institutions who want to get involved in anyway; institutions can reach out to Erin and the CRS division

<b>Agenda Item E. Presentation: Overview of College Access Loan Bond Funding</b>	<b>Formal Decision/Action Required</b>
<p>Ken Martin, Assistant Commissioner/CFO</p> <ul style="list-style-type: none"> <li>• College Access Loan Program (CAL) – how do we get the money, fund the program, and get it to students.</li> <li>• B-On-Time phasing out – last year to have funding/issue loans; will service loans for about the next 15 years and any defaulted loans</li> <li>• TASSP – funded by general revenue; for ROTC programs such as the corps at A&amp;M</li> <li>• Outstanding loans - B-On-Time has \$180 million and TASSP has \$15 million</li> <li>• College Access Loan Program (CAL) was authorized in 1988 – created in 1965 under the Hinson-Hazlewood College Student Loan Program - \$1.4 billion in student loans outstanding</li> <li>• CAL is supported by tax exempt general obligation bonds</li> <li>• Originally started in 1966 with \$10 million of bonds issued – lasted a couple of years; that amount would last about two weeks now</li> <li>• Since 1966 THECB has issued over \$3.1 billion in bonds</li> <li>• Borrower loan payments are used to pay bond debt</li> <li>• CAL Program is self-sufficient – no general revenue has been utilized to support the CAL program</li> <li>• All CAL funds are appropriated in the General Appropriations Act via rider</li> <li>• Current CAL default rate is 5% - it was around 3% up until a few years when THECB began making subprime loans.</li> <li>• SB 1474 (Tax Exempt Bond Bill)                             <ul style="list-style-type: none"> <li>➢ Bipartisan bill that passed unanimously in both Senate and House</li> <li>➢ Increases bonding authority</li> <li>➢ Indexes the project limits to the growth of the state allotment</li> <li>➢ Increases the time to close on bonds (more flexibility on timing of sale)</li> <li>➢ Saves the CAL program \$4 million annually</li> </ul> </li> </ul>	

<b>Agenda Item F. Discussion: CAL Loan Annual and Aggregate Maximums</b>	<b>Formal Decision/Action Required</b>
Rinn Harper, Senior Director, Borrower Services	

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- Research over the past 4-5 months regarding annual and aggregate loan limits that affect our CAL program
- As a backup we currently do not have annual or aggregate limits with CAL; the only stipulations are a minimum loan amount of \$100 and maximum annual cost of attendance minus aid
- Wants to look at whether the agency needed to implement an aggregate and annual loan limit
- The agency is not recommending annual or aggregate loan limits – do not worry
- Looking for feedback in case in the future we need to change
- Research – what are others doing in the marketplace/industry
- Looked at 20 agencies that issue private loans and found there really is not an industry standard on aggregate loans
- Industry standard - 60% do NOT have limits set – some do, their minimums are very small amounts from an aggregate standpoint there is not an industry standard with respect to setting those limits
- Looked at detailed analyses of CAL program and spending programs of borrowers in CAL
  - Looked at 2015 – what was the borrowing patterns of our students
  - Graduate vs undergraduate
  - Different school types – public vs private
  - Found 99% of loans made to undergrad students were amounts less than \$40k per year – large balances were a very small percent of students
  - Graduate student loans were mid to upper \$80k
  - Not excessive borrowing on an annual perspective
  - FY15 cohort – reviewed portfolio over next 4 yrs to look at pattern, research did not show excess outliers
  - Default rates are higher with lower loans
  - Default rates tied to lowest borrowing amounts – those are borrowers that withdraw
  - Concluded that from a risk standpoint our portfolio is not at risk from not having an aggregate or annual loan limits, so the decision was made not to move forward and keep the policy of a minimum of \$100 borrowed and annual max is cost of attendance minus the aid
  - If in the future, we have to make a decision and implement annual or aggregate limit we don't want to be in the position to make a hurried decision for institutions to implement
  - if we had to implement this what kind of lead time would institutions need?
    - Panel feedback – 1 year at last
    - Would need to update publications and notify borrowers (Falks)
    - It would probably take a year to implement depending on what time of the year is was; best would be April or May, better than beginning of academic year (Jans)
  - Puls – keep in mind we're assessing risk; the goal is to provide students with support but we all have to take it from a business perspective and manage the risk. If something changed in a way that we felt the risk was too high to continue to allow students to borrow. EMPHASIZE we are NOT doing this, we concluded that it's NOT necessary – we are just talking proactively to be prepared especially since we would need to make an announcement at least 15 months prior to the next academic year, we need to build that into the risk analysis. We have not made any plans – no financial markers or indicators are present yet.
- We are implementing procedures in our operations to target those individuals more aggressively with outreach and support those individuals, know that there is a higher risk with individuals in those lower credit ratings. Working to reduce our default rate
  - Puls - clarifying we are not looking to do aggressive collections; looking to do proactive support at our institutions. We are not in the collections business. Do not misinterpret the word aggressive. Part of what we're looking at right now is that we know our default rate is higher due to an influx of individuals who are at much lower credit levels and so figuring out that piece and seeing how that plays out now that we have increased the credit requirement again that starts to bring the default rate down, but if we did an analysis three years from now and we see graduates with borrowing more than \$40k a year are twice as likely to default as folks who didn't, then that would be a risk piece we would look at. But as Rinn mentioned so far we haven't seen any of those indicators whatsoever
  - Rinn – and as we look at the numbers when you look at thousands of borrowers over this period of time less than 500 actually had loan amounts greater than \$40k when you go further up, greater than \$200k I can count on one hand, so it's not large. We are implementing procedures in our operations to target those individuals more aggressively with outreaching and support to assist those individuals to know there is a higher risk associated with lower credit scores – especially that withdrew vs graduating so we can attack those accounts or frequently assist and not only getting them in repayment but keeping them in a successful repayment. Looking at our data helps us determine how we'd use our resources to continue the work for reducing the default rate.

<p><b>Agenda Item G. Presentation: TASFA and FAFSA Requirements from the 86<sup>th</sup> Legislative Session</b>                  Jerel Booker, Assistant Commissioner                  Claudette Jenks, Director, College Readiness and Success</p>	<p><b>Formal Decision/Action Required</b></p>
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Financial Aid Advisory Committee  
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September 5, 2019  
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**Critical Discussion Points**

Overview of HB 3, a public education finance bill under purview of TEA:

- Creates college/career/military outcomes bonus monies, which may be used for college-prep training for teachers and students
- Provides funding for state to pay for one SAT, ACT, or TSIA and an industry-based certification exam for students
- HS seniors must complete and submit a FAFSA or TASFA in order to graduate

The THECB is working closely with TEA to implement HB 3; see TEA website for more info:

[https://tea.texas.gov/About\\_TEA/Government\\_Relations\\_and\\_Legal/Government\\_Relations/House\\_Bill\\_3](https://tea.texas.gov/About_TEA/Government_Relations_and_Legal/Government_Relations/House_Bill_3)

**High school graduation FAFSA/TASFA requirement:**

- Begins with 2021-22 school year
- Allows three opt-out options (by parent or guardian; HS counselor; or self if over age 18); opt-out forms are created locally but must be approved by TEA
- Establishes an advisory board to advise on policy/implementation of FAFSA requirement
- Nominating form to volunteer for HB 3 FAFSA advisory subcommittee: <https://www.txetests.com/acn/ACNForm.php>
- Nov. 14—TEA informational video available (part of months-long video series)
- (The ApplyTexas suite can track FAFSA completion components, so students should ensure they select their high school when filling out applications.)

Questions from Diane: How are school districts implementing the requirement? How is the THECB involved? How are IHE affected?

**Responses:** Pflugerville ISD is implementing the FAFSA/TASFA requirement now, for the 2019-20 school year, with opt-out options. Chad noted that Louisiana has already implemented the policy and that the THECB is researching LA's process, as well as how the requirement will affect enrollment, financial aid projections, etc. Each November, the THECB has a campaign encouraging students to complete both ApplyTexas and either a FAFSA or TASFA. IHEs anticipate a greater influx of financial aid applications. An East Texas institution is helping rural school districts near the Texas-Louisiana border to educate students about the new requirement.

**HB 2140 formally creates the TASFA and that an online version be available**

- Establish electronic TASFA through ApplyTexas system
- Establish advisory committee of financial aid personnel and other stakeholders
- The board of the THECB will adopt procedures for TASFA and develop recommendations
- By Jan. 1, 2021, the board will report the advisory committee's recommendations (committee expires Jan. 1, 2023)
- Maintain online database of institutions that will accept the TASFA (list currently exists on [CollegeforAllTexans](http://CollegeforAllTexans))
- Note: Student/parent information is confidential and not to be submitted to disclosure

Question from Diane: Will the advisory committee convene or report to legislature on Jan. 1, 2021? Response: Advisory committee must report in 2021, so the committee will convene in early 2020. The THECB is working internally on how to form this committee.

Question on SB 232: Algebra II is no longer required for HS graduation. Will regs be written? Response from Chad: The bill says districts must provide info on consequences of *not* completing Alg II; there may be impact to eligibility for funding or college admission. None of the FA programs state outright that you need Alg II for funding. Districts just need to alert students to possible consequences. Question: What is the purpose behind the "no disclosure of confidential information" aspect of the bill? Response: Collected information can only be used to determine financial aid and is not subject to public information act requests or similar.

Chad: We should determine whether we need two committees that might have dueling purposes: (1) existing TASFA subcommittee of FAAC and (2) new advisory committee for online TASFA. Claudette: Current stakeholders for the online TASFA committee are SFAP, ApplyTexas staff, nonprofits serving students, and others. The online committee will expire in 2023, so it would be a disservice to drop existing TASFA subcommittee. Three key issues for the online TASFA committee are:

- What are mechanics of transferring data from online form to all IHE?
- Current monies for maintaining ApplyTexas come through IHE admission fees. What are costs of creating the online form, and where will monies come from?
- The ApplyTexas data is housed by the University of Texas, but the THECB owns the data. Where will online data go and who will store it?

Chad asks whether FAAC committee should be the online advisory committee. Most members say no; they lack experience with technical pieces. Perhaps the existing TASFA subcommittee may be a better fit. Diane: Opportunity to join the online TASFA committee should be widely publicized to IHE across the state. 24 members is limit for committee size.

Jerel: We must stay focused on the Jan. 1, 2021, date to report back to legislature. Recommend we seek additional guidance from legislature: Is there a rush to implement the online TASFA by January 2021? Or is main goal to have report/recommendations by January 2021

**Agenda Item H. Update: TASFA Sub-Committee**  
Robert Merino, sub-committee Chair

**Formal Decision/Action Required**

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<p><b>Critical Discussion Points</b></p> <p>TASFA subcommittee formed to assess the existing TASFA. Committee recommendations to the THECB:</p> <ul style="list-style-type: none"> <li>• Continue releasing the TASFA; it's a necessary tool for high school students</li> <li>• Create an online TASFA</li> <li>• Update the current TASFA (see recommendations from June 6, 2019, FAAC meeting) and ensure it aligns with FAFSA</li> <li>• Release English version early (Sept. 4) to allow institutions to customize and post on websites; Oct. 1—TASFA available in English and Spanish</li> </ul> <p>The existing TASFA subcommittee members would be a great resource in the formation of an online TASFA advisory committee, per HB 3. Our current subcommittee members represent a range of schools using varied software systems, and many members have expressed interest in the online committee.</p>
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<p><b>Agenda Item I. Presentation: Texas WORKS Planning Efforts</b> Jerel Booker, Assistant Commissioner, College Readiness and Success</p>	<p><b>Formal Decision/Action Required</b></p>
<p><b>Critical Discussion Points</b></p> <ul style="list-style-type: none"> <li>• The THECB worked with legislators to create Texas WORKS to help institutions meet the off-campus work-study requirement introduced two sessions ago.</li> <li>• In Texas WORKS, state agencies help administer the funds for off-campus internships.             <ul style="list-style-type: none"> <li>➢ The THECB will work closely with the Texas Workforce Commission (TWC) to create an online portal.</li> <li>➢ We'll piggyback off the existing TWC internship challenge.</li> <li>➢ We'll advertise internship possibilities to companies across the state</li> <li>➢ Employers must demonstrate that their internships helps students attain marketable skills.</li> <li>➢ Allocated funds will help pay for worker salaries.</li> <li>➢ Draft rules completed by end of September.</li> <li>➢ Final rules to come in late fall or early winter.</li> <li>➢ We'll solicit employers to participate.</li> <li>➢ In early spring 2020, students will begin applying.</li> <li>➢ First group of Texas WORKS interns to begin working in summer 2020. Initial group may be small as we work out program kinks.</li> </ul> </li> <li>• Question from Ed Kerestly: Since FY 2020 college work-study funds have been reduced to help fund Texas WORKS, do we still need to meet the FY 2020 off-campus requirement for work-study? Response from Chad: Yes. This bill passed right before midnight on the last day of session, and there's an awkward overlap of timing. Texas WORKS takes effect in summer 2020, so institutions must meet the current off-campus requirement with limited work-study funds. Neither Chad nor Jerel has heard any agency discussion about the off-campus requirement being a core compliance risk concern in the near future.</li> </ul>	

<p><b>Agenda Item J. Presentation: Peace Officers Loan Repayment Assistance program</b> Lesla Moller, Senior Director, Student Financial Aid Programs</p>	<p><b>Formal Decision/Action Required</b></p>
<p><b>Critical Discussion Points</b></p> <ul style="list-style-type: none"> <li>• Overview of the six active loan repayment programs</li> <li>• Various statutes list loans as LRP—"loan repayment program" or LRAP—"loan repayment assistance program"</li> <li>• The THECB definition of "loan forgiveness": loan requires a promissory note that includes forgiveness provisions. If provisions are met, then loan is forgiven; if not, then loan must be repaid.</li> <li>• Advantages of LRP model</li> <li>• Newest program for peace officers had almost unanimous support in the 86th Texas Legislature             <ul style="list-style-type: none"> <li>➢ We submitted draft rules in July 2019.</li> <li>➢ We will have an online application process.</li> <li>➢ Sept. 1, 2020, is first day peace officers can apply for LRAP.</li> <li>➢ LRAP intended for college attendees, not just college graduates.</li> <li>➢ Not applicable to out-of-state institutions.</li> </ul> </li> <li>• A lot of interest in program; difficult to predict number of peace officers that may apply next year.</li> </ul>	

<p><b>Agenda Item K. Update: Slate of Nominees to be Presented at September Committee on Affordability, Accountability, and Planning</b> Charles Puls, Deputy Assistant Commissioner</p>	<p><b>Formal Decision/Action Required</b></p>
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AGENDA ITEM VII-E

Financial Aid Advisory Committee  
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September 5, 2019  
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<p><b>Critical Discussion Points</b></p> <ul style="list-style-type: none"> <li>• Chad presented slate of seven candidates.</li> <li>• We had a difficult selection process, with a large candidate pool. If you were not selected, it was not for lack of being a great candidate. We focused on representation across all sectors and geographic areas and looked for rotating opportunities so that new institutions can participate.</li> <li>• If slate is approved by the board of the THECB in October, new members can attend the Nov. 21 FAAC meeting.</li> </ul>
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<p><b>Agenda Item L. Update: Data Collection Sub-Committee</b> Samantha Stalnaker, sub-committee Chair</p>	<p><b>Formal Decision/Action Required</b></p>
<p><b>Overview of June 12 committee meeting:</b></p> <ul style="list-style-type: none"> <li>• Members had the opportunity to test the new Grant Payment System (some issues/bugs were identified)</li> <li>• Members discussed open and end dates for the 2019-20 FAD Report             <ul style="list-style-type: none"> <li>➢ Proposed open/end dates for the 2019-20 FAD Report were identified after this meeting (via email)</li> </ul> </li> <li>• Next committee meeting will take place in the fall (date TBD)             <ul style="list-style-type: none"> <li>➢ Members will discuss edits that are identified due to summer grants</li> <li>➢ The 2019-20 FAD Report dates will be finalized.</li> </ul> </li> </ul> <p><b>Grant Payment System Updates</b></p> <ul style="list-style-type: none"> <li>▪ Successful August 1 release             <ul style="list-style-type: none"> <li>➢ Over 46M currently requested</li> <li>➢ Some login issues/bugs identified during initial release</li> <li>➢ THECB continuously working to enhance the system – <i>institutional feedback is welcomed</i></li> </ul> </li> </ul> <p><b>Cycle 2 FADS Update</b></p> <ul style="list-style-type: none"> <li>▪ Fifty-seven institutions <b>not</b> validated             <ul style="list-style-type: none"> <li>➢ Non-validation of Cycle 2 FADS halts some institutional disbursements for the 2019-20 award year</li> <li>➢ Reminder: Cycle 3 FADS opens September 30</li> </ul> </li> </ul>	

<p><b>Agenda Item M. Presentation: Review of proposed rules whose 30-day comment period recently ended</b> Charles Puls, Deputy Assistant Commissioner</p>	<p><b>Formal Decision/Action Required</b></p>
<p><b>Handouts provided.</b></p> <p><b>Overview:</b> THECB currently performing 4-year review process where all program rules are reviewed to identify applicable updates/changes needed.</p> <ul style="list-style-type: none"> <li>▪ Thirty-day comment period ended <b>August 26<sup>th</sup></b></li> <li>▪ Financial Literacy Advisory Committee (FLAC)             <ul style="list-style-type: none"> <li>➢ Repealed – <i>no longer exists</i></li> </ul> </li> <li>▪ Hinson-Hazlewood Program             <ul style="list-style-type: none"> <li>➢ Redundant verbiage removed</li> <li>➢ Language aligned with statutory updates</li> </ul> </li> <li>▪ Academic Transcript Hold Requirement             <ul style="list-style-type: none"> <li>➢ Repealed – <i>institutions are no longer required to place holds on students who are delinquent in state loan payments</i></li> </ul> </li> <li>▪ Hinson-Hazlewood Program – Prior to Fall 1971             <ul style="list-style-type: none"> <li>➢ Removed several parts of the rule since loans no longer issued</li> </ul> </li> <li>▪ Top 10% Scholarship Program             <ul style="list-style-type: none"> <li>➢ Repealed – <i>phased out</i></li> </ul> </li> <li>▪ Physician Education Loan Repayment Program             <ul style="list-style-type: none"> <li>➢ Updated to align with the statutory maximum allowed</li> </ul> </li> <li>▪ Non-funded Loan Repayment Programs             <ul style="list-style-type: none"> <li>➢ Repealed – not funded in the past 2 biennia</li> </ul> </li> </ul> <p><b>Programs that received Comments</b></p> <ul style="list-style-type: none"> <li>▪ Dental Education Loan Program             <ul style="list-style-type: none"> <li>➢ Comment: Concerns regarding repeal of program since it still exists in statute Response: Program will re-occur if funded in the future</li> </ul> </li> <li>▪ General Provisions             <ul style="list-style-type: none"> <li>➢ Comment: TX State Univ and TX Tech Univ in opposition to the Descriptive Timing of GPA Calculations required</li> </ul> </li> </ul>	

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<p>Response: Staff agrees that TAC, Section 22.10(b) adds unnecessary complications to the SAP calculation – <i>will be removed</i></p> <ul style="list-style-type: none"> <li>➤ Comment: TX State Univ commented in opposition to the Definition of an Academic Year in conjunction with the GPA Calculation</li> <li>Response: Staff agrees the definition adds an unnecessary complication to the provision – <i>will be removed</i></li> <li>➤ Comment: TX Tech Univ commented on the requirement to include all attempted hours</li> <li>Response: Staff disagrees because the provision includes all “earned” grades which differs from attempted hours – <i>no change</i></li> </ul>
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<b>Agenda Item N. Discussion: Proposed updates to Texas Administrative Code</b>	<b>Formal Decision/Action Required</b>
Charles Puls, Deputy Assistant Commissioner	
<b>Handouts provided.</b>	
<b>Overview:</b>	
<ul style="list-style-type: none"> <li>▪ BOT Program             <ul style="list-style-type: none"> <li>➤ Remove academic transcript hold requirement</li> </ul> </li> <li>▪ Conditional Grant Program – Teacher Texas Program             <ul style="list-style-type: none"> <li>➤ Remove all criteria related to issuance of new loans</li> </ul> </li> <li>▪ TASSP Program             <ul style="list-style-type: none"> <li>➤ Remove academic transcript hold requirement</li> <li>➤ Reviewing for potential to allow for 5-year programs (e.g., Engineering)</li> </ul> </li> <li>▪ TEOG Program             <ul style="list-style-type: none"> <li>➤ Overall re-write of rules – <i>to provide clarity, remove redundancy, and better align with other rules</i></li> <li>➤ No changes in connotation</li> </ul> </li> </ul>	

<b>Agenda Item O. Discussion: Establishing a Sub-committee to Develop Legislative Recommendations</b>	<b>Formal Decision/Action Required</b>
Diane Todd Sprague, Chair	
<b>Critical Discussion Points</b>	
<ul style="list-style-type: none"> <li>• The FAAC committee motioned to establish a subcommittee to develop and track legislation; the motion was seconded and passed</li> <li>• Volunteers were requested</li> <li>• Shannon Crossland was nominated as Chair</li> </ul>	

<b>Agenda Item P. Discussion: Preliminary Considerations for 87<sup>th</sup> Legislative Session</b>	<b>Formal Decision/Action Required</b>
Charles Puls, Deputy Assistant Commissioner	
<b>Critical Discussion Points</b>	
<ul style="list-style-type: none"> <li>• Priority viewed as end date, not priority deadline</li> <li>• For some deadline is “drop dead” date to qualify for Texas Grant</li> <li>• How do we get away from prior deadlines – need more money. Fair and equitable in order to ration resources</li> <li>• Data over several years – does it look any different now than then (March 15)? Did moving the date really make a difference or not? TAMU used December date, for example, so students are packaged earlier</li> <li>• Transfer students are one issue; dates help students know all deadlines</li> <li>• Some schools have a “wait list” because they run out of money before prior deadline</li> <li>• Can we align state aid with federal requirements? Asked schools to look at it.</li> <li>• Populations not served</li> <li>• More funding is needed to serve more students (they award less than target to serve more students) seeking more examples (graduate students) middle income students</li> <li>• Work as a resource – what are benefits and drawbacks of current WS? How do we capitalize on current programs? Looking for committee’s thoughts for improvement</li> <li>• Consider adding: bring TEXAS Grant and TEOG into alignment (i.e. not allowed to use Pell as match) – greater alignment between all programs. What are we trying to achieve with our state programs? (i.e. promise programs). Does covering tuition fees allow students to attend and succeed.</li> <li>• Extensions and waivers need guidance</li> </ul>	

<b>Agenda Item Q. Update: Acknowledging Members whose Terms are Ending</b>	<b>Formal Decision/Action Required</b>
Diane Todd Sprague, Chair	
<b>Critical Discussion Points</b>	
<ul style="list-style-type: none"> <li>• Members whose terms are ending: Zelma, Delisa, Alan, Kara, and Diane</li> <li>• Robert new chair</li> <li>• Nov 21st is the next meeting.</li> </ul>	

AGENDA ITEM VII-E

Financial Aid Advisory Committee  
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<b>Agenda Item R. Transition of Leadership</b> Diane Todd Sprague, Chair	<b>Formal Decision/Action Required</b>
<b>Critical Discussion Points</b> <ul style="list-style-type: none"><li>• Robert Merino is the next chair</li><li>• She will become past chair</li><li>• Zelma DeLeon is retiring from the committee</li></ul>	

<b>Agenda Item S. Adjournment</b> Robert Merino, Chair	<b>Formal Decision/Action Required</b>
<b>Critical Discussion Points</b> <ul style="list-style-type: none"><li>• Next meeting November 21, 2019</li><li>• Meeting adjourned</li></ul>	

AGENDA ITEM VII-F

Consideration of adopting the Committee's recommendation to the Board relating to the approval of the nominated member of the Financial Aid Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff are requesting a new member appointment for the Financial Aid Advisory Committee (FAAC). Board staff will seek confirmation of this appointment at the March 2020 Board meeting.

In accordance with Texas Education Code, Section 61.0776, and Texas Government Code, Section 2110.0012, the FAAC was created to make recommendations regarding the development, implementation, and evaluation of state financial aid programs for college students. To strengthen student access to higher education, the committee also advises the Board regarding strategies for communicating financial aid information to students, parents, secondary school counselors, and others.

The FAAC consists of individuals representing public and private institutions of higher education, public school counselors, and other stakeholders. All members of the advisory committee have student financial aid, admissions, or enrollment background experience. The FAAC meets quarterly, and most members serve for a term of three years.

The appointment is needed to replace a member who has retired. The candidate recommended for appointment is

Shonna Norton  
Director of Social and Emotional Services  
Wichita Falls ISD  
(Term ending 2020)

Dr. Charles W. Contèro-Puls, Deputy Assistant Commissioner for Student Financial Aid Programs, will be available to answer questions.

## AGENDA ITEM VII-G (1)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rules to Chapter 22, Subchapter BB, Sections 22.751 through 22.757 of Board rules concerning the establishment of the Nursing Shortage Reduction Program Rider 28 Study Work Group

RECOMMENDATION: Approval

Background Information:

General Appropriations Act, HB 1, Article III-56, Section 28, Subsection g, 86th Texas Legislature states:

Using funds under (a), the Higher Education Coordinating Board shall study the effectiveness of the Professional Nursing Shortage Reduction Program in addressing the shortage of professional nurses in the state. This study shall be conducted in coordination with a work group convened by the THECB and composed of representatives from the state nursing association, Texas Board of Nursing, Department of State Health Services Center for Nursing Workforce Studies, nursing deans and directors from public and private institutions of higher education in the state (or individuals that serve in similar roles) and other stakeholders as appropriate. In conducting this study, the Coordinating Board shall examine the structure and efficiency of the program, as well as other state funding strategies to address the nursing shortage. The Coordinating Board shall report the results of this study as well as any recommendations to improve the state's efforts to address the nursing shortage to the Legislature by November 1, 2020. THECB may reimburse work group travel expenses pursuant to Article IX, Section 5.08.

In order to establish a Work Group that primarily functions to advise the Board of the Texas Higher Education Coordinating Board (THECB), the Board of the THECB must adopt rules in compliance with Chapter 2110 of the Government Code regarding such work groups, including rules governing a work group's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Nursing Shortage Reduction Program (NSRP) Rider 28 Study Work Group. The work group will be charged with studying the effectiveness of the NSRP in addressing the shortage of professional nurses in the state, studying the structure and efficiency of the program, and studying other funding strategies to address the nursing shortage. The work group members will include the following: an equitable representation of institutions eligible to participate in the program, the Texas Nursing Association, the Texas Board of Nursing, The Department of State Health Services Center for Nursing Workforce Studies, and other stakeholders. The work group will include two ad-hoc members from the Texas Higher Education Coordinating Board (THECB) staff. Each higher education institution in Texas that is eligible to participate in the NSRP had an opportunity to nominate an individual to the work group. Tasks assigned to the work group will include advising the Board of the THECB,

providing THECB staff with feedback about processes and procedures, and addressing any other issues related to the NSRP Rider 28 Study as determined by the Board of the THECB.

The rules were adopted by the Board on an emergency basis during the October 2019 meeting pursuant to Section 2001.034 of the Government Code, which allows a state agency to adopt an emergency rule if a requirement of state or federal law requires adoption of the rule on less than a 30 days' notice. The rules are now being submitted to the Board for final approval and adoption.

Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, will present this item and be available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: November 11, 2019.

Date Published in the *Texas Register*: November 22, 2019.

The 30-day comment period with the *Texas Register* ended on: December 22, 2019.

No comments were received.

Legal Review:

Approved by the Office of General Counsel



Date:

1/3/20

Chapter 22 Student Financial Aid Programs

Subchapter BB Nursing Shortage Reduction Program Rider 28 Study Work Group

- 22.751 Authority and Specific Purpose of the Nursing Shortage Reduction Program Rider 28 Study Work Group
- 22.752 Definitions
- 22.753 Work Group Membership
- 22.754 Duration
- 22.755 Meetings
- 22.756 Tasks Assigned to the Work Group
- 22.757 Report to the Board; Evaluation of Work Group Costs and Effectiveness

22.751 Authority and Specific Purpose of the Nursing Shortage Reduction Program Rider 28 Study Work Group.

- (a) Authority. Authority for this subchapter is provided in the General Appropriations Act, HB 1, Article III-56, Section 28, Subsection g, 86th Texas Legislature.
- (b) Purpose. The Nursing Shortage Reduction Program Rider 28 Study Work Group is created to provide the Commissioner and the Board with guidance regarding the Nursing Shortage Reduction Program.

22.752 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.
- (3) Nursing Shortage Reduction Program—The program authorized in the General Appropriations Act, HB 1, Article III-56, Section 28, 86th Texas Legislature.

22.753 Work Group Membership.

- (a) The work group members will include the following: an equitable representation of institutions eligible to participate in the Nursing Shortage Reduction Program, the Texas Nursing Association, the Texas Board of Nursing, The Department of State Health Services Center for Nursing Workforce Studies, and industry.
- (b) The work group will include two ad-hoc members from the Texas Higher Education Coordinating Board (THECB) staff.
- (c) Each higher education institution that is eligible to participate in the NSRP will have an opportunity to nominate an individual to the work group.

- (d) Board staff will recommend for Board appointment individuals who are nominated.
- (e) The number of work group members shall not exceed twenty-four (24).
- (f) Members shall serve until the work group is abolished.

#### 22.754 Duration.

The work group shall be abolished no later than November 2, 2020, in accordance with Texas Government Code, Chapter 2110.

#### 22.755 Meetings.

The Work Group shall meet as necessary. 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 Work Group.

#### 22.756 Tasks Assigned to the Work Group.

Tasks assigned to the Work Group include:

- (1) study the effectiveness of the Professional Nursing Shortage Reduction Program in addressing the shortage of professional nurses in the state;
- (2) Study the structure and efficiency of the program;
- (3) Study other funding strategies to address the nursing shortage; and
- (4) Any other issues related to the Nursing Shortage Reduction Program as determined by the Board.

#### 22.757 Report to the Board; Evaluation of Work Group Costs and Effectiveness.

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

## AGENDA ITEM IX-A

### Committee Chair's 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.

AGENDA ITEM IX-B

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.

## AGENDA ITEM IX-C

### Consideration of adopting the staff recommendation to the Board relating to the 2019 report on the National Research University Fund

RECOMMENDATION: Approve the submission of the final 2019 report on the National Research University Fund to the Comptroller and Legislature by the Commissioner on behalf of the Board

#### Background Information:

Texas Education Code, Section 62.146(b) requires the Texas Higher Education Coordinating Board (THECB) 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 THECB 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 has ranged from \$7.4 to \$9.5 million per year, with an average of \$8.3 million per year over eight 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 annual distribution rate is 4.0 percent, based on past returns and return expectations.

In November 2019, 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) 2020. Two institutions, The University of Texas at Arlington and The University of Texas at El Paso, reached the required restricted expenditure benchmark in FY 2018, but have

not achieved the additional required benchmarks to become eligible for NRUF funding in FY 2020, based on the report that will be issued for FY 2019.

The NRUF certification report will be completed once all emerging research institutions submit certified data to the THECB for this purpose, using the regular Coordinating Board Management (CBM) reporting mechanism. The certification report is expected to be finalized in spring 2020. THECB staff will ask the Board of the THECB at its January meeting to consider authorizing the Commissioner to submit the NRUF certification report for Fiscal Year 2019 to the Comptroller and Legislature as soon as it is finalized.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

## AGENDA ITEM IX-D (1)

Consideration of adopting the Committee's recommendation to the Board relating to the request from Texas A&M University–Texarkana for a Bachelor of Science (BS) degree with a major in Mechanical Engineering

RECOMMENDATION: Approval, beginning fall 2020

### **Rationale:**

Texas A&M University-Texarkana (TAMU-Texarkana) is proposing a Bachelor of Science (BS) degree in Mechanical Engineering. The proposed face-to-face program would offer students a regional option for pursuing a mechanical engineering degree and provide a pool of potential employees for local industry that is challenged to recruit and retain engineers from other regions of Texas.

The U.S. Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) data indicate an over-supply of mechanical engineering graduates; however, mechanical engineers are the most employable of all engineering professions and find work in a wide variety of roles and industries. TriMech Engineering Services, a national consulting firm, reported that 2018 the unemployment rate for mechanical engineers is low, with only 1.1 percent of mechanical engineering graduates remaining unemployed after graduation.

The proposed program would be the second engineering program offered at TAMU-Texarkana. The institution has offered a BS in Electrical Engineering since 2008, which is ABET accredited.

In accordance with the institution's proposed hiring schedule, TAMU-Texarkana will hire three full-time equivalent core mechanical engineering faculty members. Two faculty members will be hired in the first year of the program and one additional faculty member will be hired in the second year of the program. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of mechanical engineering courses to be taught. Formula funding for courses is dependent on having the appropriate hires in place at the specified times.

The institution will seek accreditation for its mechanical engineering program from ABET upon graduation of its first student.

**Texas A&M University-Texarkana** (*Accountability Peer Group: Masters*)

<i>Related Programs</i>	
The institution has degree programs within the same two-digit CIP code: <b>Yes</b>	No
Texas A&M University–Texarkana has one engineering degree program: BS in Electrical Engineering (2008)	

**Proposed Program:**

The proposed face-to-face program represents 125 semester credit hours (SCH) of instruction and would satisfy ABET accreditation requirements. The institution anticipates beginning the proposed program in fall 2020. TAMU-Texarkana’s proposed program would offer students a unique focus on pulp and paper manufacturing. Students would take up to 15 SCH of coursework unique to pulp and paper manufacturing, including experiential learning opportunities provided by local and regional pulp and paper manufacturing companies.

The institution estimates that five-year costs would total \$3,434,272. Formula funding would represent 11 percent of all funding at \$434,899. Total funding is estimated to be \$4,047,385.

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty	\$ 1,886,889
Program Administration	\$ 116,920
Clerical/Staff	\$ 479,513
Student Support	\$ 150,000
Supplies & Materials	\$ 75,000
Library & IT Resources	\$ 60,000
Equipment	\$ 450,950
Facilities	\$ 215,000
Other	\$ 0
<b>Total</b>	<b>\$ 3,434,272</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 3-5)	\$ 434,899
Other State Funding	\$ 1,200,000
Tuition and Fees	\$ 1,994,886
Other	\$ 417,600
<b>Total</b>	<b>\$ 4,047,385</b>

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

*Duplication of Program: **Moderate***

Number of institutions with degree programs in the state with the same 6-digit CIP: **25**

All existing bachelor’s programs are ABET accredited or will seek ABET accreditation upon graduation of the first class.

**Public Institutions**

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

**Independent Colleges and Universities**

- Baylor University
- LeTourneau University
- Rice University
- Southern Methodist University

Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.1901): **0**

*Job Market Need: **Moderate***

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

<i>Student Demand: <b>Moderate</b></i>			
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	Yes	<u>No</u>	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>	17	45	73	99	118
<i>Student FTE</i>	17	45	73	99	118
<i>Core Faculty Headcount</i>	2	3	3	3	3
<i>Core Faculty FTE</i>	2	3	3	3	3

**Major Commitments:**

In accordance with the institution’s proposed hiring schedule, TAMU-Texarkana will hire three full-time equivalent core mechanical engineering faculty members. Two faculty members will be hired in the first year of the program, and one additional faculty member will be hired in the second year of the program. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of letters of intent, curricula vitae, and a list of mechanical engineering courses to be taught. Formula funding for courses is dependent on having the appropriate hires in place at the specified times.

The institution will also seek accreditation for its mechanical engineering program from ABET upon graduation of its first student.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

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

Location: Texarkana, Upper East Region

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

Out-Of-State Peers: Governors State University, Louisiana State University-Shreveport, Southern Arkansas University Main Campus, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	1,232	68.3%	1,262	61.9%	1,180	57.1%
Hispanic	172	9.5%	258	12.7%	299	14.5%
African American	296	16.4%	332	16.3%	338	16.4%
Asian	27	1.5%	35	1.7%	36	1.7%
International	25	1.4%	57	2.8%	66	3.2%
Other & Unknown	53	2.9%	94	4.6%	148	7.2%
<b>Total</b>	<b>1,805</b>	<b>100.0%</b>	<b>2,038</b>	<b>100.0%</b>	<b>2,067</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	154	11.4%	209	13.1%	224	13.6%
Other Institutions	15	1.1%	25	1.6%	16	1.0%

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			Graduation Rates			
Enter Fall 2012			Enter Fall 2016		Enter Fall 2017	
Cohort	Number	Percent	Number	Percent	Cohort	Institution Rate
Total	194	57.2%	202	65.3%	237	29.8%
Same	42.8%	51.5%	51.1%	66.2%	Fall 2013 4-year	24.2%
Other	14.4%	13.9%	15.2%	51.1%	Fall 2014 4-year	26.7%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			Enter Fall 2011		Enter Fall 2016	
Institution Persistence						
Cohort	210	69.5%	134	54.5%	202	55.4%
Total	31.4%	31.3%	38.6%	38.6%	Fall 2015 4-year	23.7%
Same	18.1%	23.1%	16.8%	22.9%	Fall 2016 4-year	29.4%
Other	22.9%	22.4%	20.2%	20.2%	Fall 2017 5-year	39.1%
Peer Group Persistence						
Cohort	493	69.0%	535	72.9%	544	41.8%
Total	45.8%	50.5%	49.8%	49.8%	Fall 2011 6-year	37.1%
Same	22.9%	22.4%	20.2%	22.9%	Fall 2012 6-year	45.0%
Other	22.9%	22.4%	20.2%	20.2%	Fall 2013 5-year	41.8%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$5,998	.0%	\$6,418	.0%
2015	\$6,622	10.4%	\$6,992	8.9%
2016	\$7,036	6.3%	\$7,366	5.3%
2017	\$6,649	-5.5%	\$7,583	2.9%
2018	\$7,347	10.5%	\$7,259	-4.3%
2019	\$8,070	9.8%	\$7,702	6.1%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2014	124	11.57	136.76	416	12.15	143.84
FY 2017	161	10.60	129.00	480	11.91	141.42
FY 2018	186	10.80	128.00	525	11.81	139.57

National Comparison (IPEDS Definition)		
Cohort	Institution Rate	OOS Peers Rate
Fall 2008 4-year	.0%	12.6%
Fall 2012 4-year	17.0%	20.0%
Fall 2013 4-year	18.0%	20.5%
Fall 2007 5-year	.0%	22.4%
Fall 2011 5-year	22.0%	31.3%
Fall 2012 5-year	25.0%	30.5%
Fall 2006 6-year	.0%	25.0%
Fall 2010 6-year	26.0%	35.0%
Fall 2011 6-year	30.0%	34.8%

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	49	22.4%
Peer Group	103	41.7%
<i>For Students NOT Needing Dev Ed</i>		
Institution	145	38.6%
Peer Group	370	60.3%

\*Peer Group data is average for peer group.

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2016	54%	\$7,392	37%	\$6,234	50%	\$8,097
2017	55%	\$7,885	38%	\$5,716	58%	\$6,765
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2016	81%	\$7,486	53%	\$4,710	64%	\$8,754
2017	80%	\$6,912	54%	\$5,002	65%	\$9,342
<b>Federal (Pell) Grants</b>						
2016	50%	\$4,061	38%	\$3,443	40%	\$4,419
2017	50%	\$4,043	38%	\$3,444	43%	\$4,359

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$18,173,945	57.8%	\$25,659,544	62.0%	\$25,826,260	58.5%
Federal Funds	\$3,274,182	10.4%	\$4,504,986	10.9%	\$4,938,953	11.2%
Tuition & Fees	\$6,381,690	20.3%	\$9,345,952	22.6%	\$9,766,043	22.1%
<b>Total Revenue</b>	<b>\$31,431,209</b>	<b>100.0%</b>	<b>\$41,362,160</b>	<b>100.0%</b>	<b>\$44,115,240</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## TEXAS A&M UNIVERSITY-TEXARKANA

Location: Texarkana, Upper East Region

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

Out-Of-State Peers: Governors State University, Louisiana State University-Shreveport, Southern Arkansas University Main Campus, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's

[Institutional Resumes](#)

[Accountability System](#)

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Enrollment		
Race/Ethnicity	Fall 2018	
	Number	Percent
White	1,180	57.1%
Hispanic	299	14.5%
African American	338	16.4%
Asian	36	1.7%
International	66	3.2%
Other & Unknown	148	7.2%
<b>Total</b>	<b>2,067</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG
Two-Year Institutions	224	13.6%
Other Institutions	16	1.0%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students Entering			
Measure	Fall	Rate	
4-year Rate Total	2014	28.5%	
Same Institution		26.7%	
Other Institutions		1.8%	
5-year Rate Total	2013	39.1%	
Same Institution		29.8%	
Other Institutions		9.3%	
6-year Rate Total	2012	29.4%	
Same Institution		27.3%	
Other Institutions		2.1%	

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2017		
Total	66.2%	
Same	51.1%	
Other	15.2%	

2-Year Persistence, Fall 2016		
Total	55.4%	
Same	38.6%	
Other	16.8%	

Avg Number SCH for Bachelor's Degree		
FY 2018 Average		
	Sem	SCH
All	10.80	128.00

Degrees Awarded	
Type	FY 2018
Bachelor's	373
Master's	121
Doctoral	4
Professional	0
<b>Total</b>	<b>498</b>

[Degrees by Ethnicity](#)

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

\*Data for FY 2017

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

Application for First-time Undergraduate Admission			
Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	1,117	61.9%	14.6%
African American	871	62.5%	6.6%
Hispanic	1,087	63.0%	8.9%
Asian	166	53.6%	7.9%
International	216	64.4%	7.9%
Other	206	60.7%	13.6%
<b>Total</b>	<b>3,663</b>	<b>62.1%</b>	<b>10.3%</b>

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$5,998	.0%	\$6,447	.0%
2015	\$6,622	9.4%	\$7,020	8.2%
2016	\$7,036	5.9%	\$7,397	5.1%
2017	\$6,649	-5.8%	\$7,655	3.4%
2018	\$7,347	9.5%	\$7,253	-5.5%
2019	\$8,070	9.0%	\$7,676	5.5%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019	
Type of Cost	Average Amount
Total Academic Cost	\$8,070
On-campus Room & Board	\$10,194
Books & Supplies	\$1,400
Off-Campus Transportation & Personal Expenses	\$2,037
<b>Total Cost</b>	<b>\$21,701</b>

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

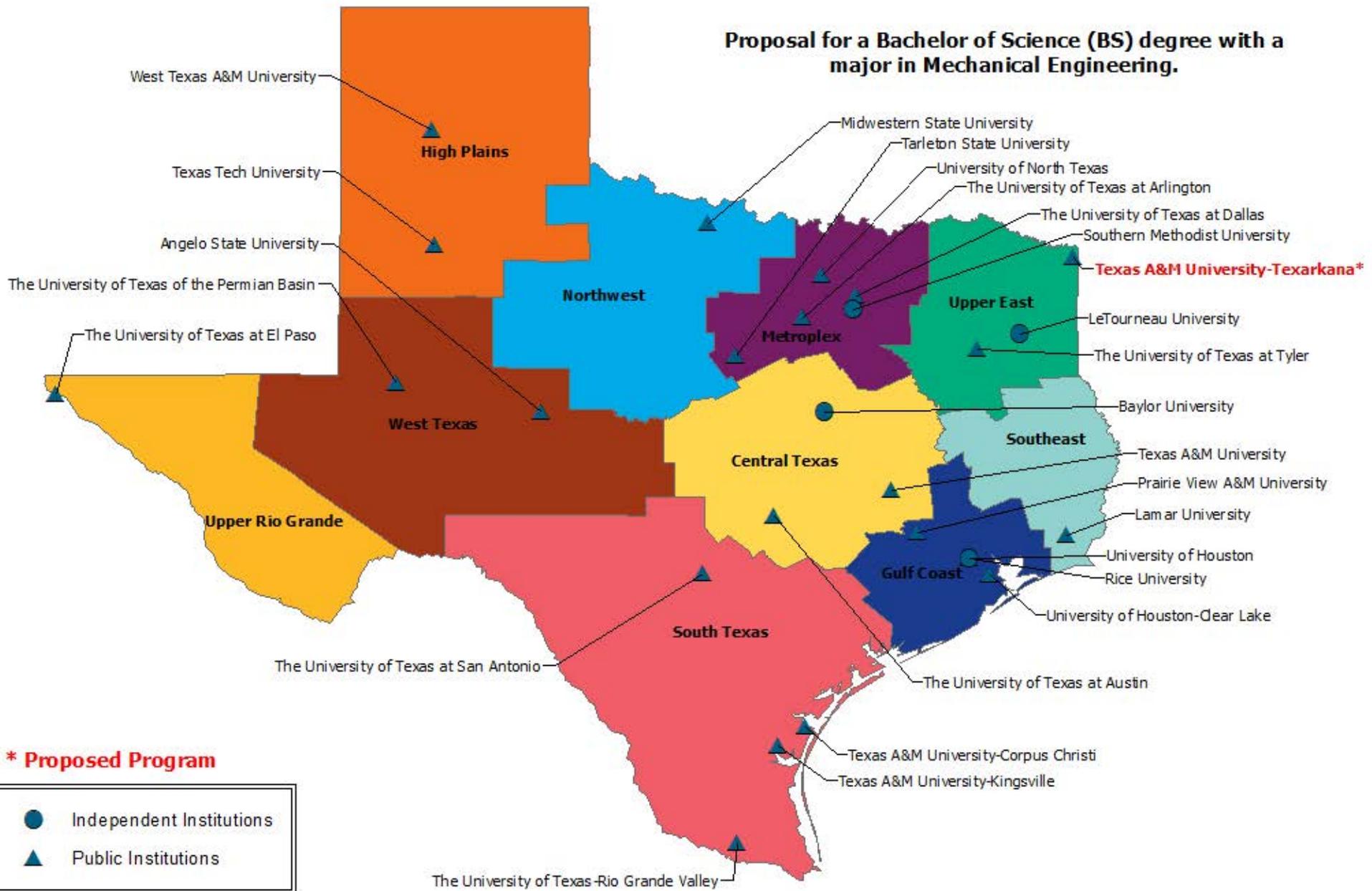
Instruction	
Measure of Excellence	Fall 2018
Undergraduate Classes with < 20 Students	56.3%
Undergraduate Classes with > 50 Students	0.6%
% of Teaching Faculty Tenured/Tenure-track *	63.4%
Student/Faculty Ratio *	15:1

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	80%	\$6,912
Federal (Pell) Grants	50%	\$4,043
Federal Student Loans	55%	\$7,885

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$25,826,260	58.5%
Federal Funds	\$4,938,953	11.2%
Tuition & Fees	\$9,766,043	22.1%
<b>Total Revenue</b>	<b>\$44,115,240</b>	<b>100.0%</b>

\* Fall 2017 Data

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



## AGENDA ITEM IX-D (2)

Consideration of adopting the Committee's recommendation to the Board relating to the request from The University of Texas at Tyler for a Doctor of Education (EdD) degree with a major in School Improvement

RECOMMENDATION: Approval, beginning summer of 2020

### **Rationale:**

The University of Texas at Tyler (UTT) is proposing a Doctor of Education (EdD) degree with a major in School Improvement, beginning summer 2020. The proposed fully online EdD program would prepare students for professional practice in education administration with a focus on primary and secondary school turnaround. The institution would build upon the department's existing master's programs in education. The proposed program would enroll up to 25 students annually, and students would be full-time, practicing educators.

An analysis of workforce demand indicates that there is a need for education administrators in East Texas. The U.S. Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) consider a master's degree to be sufficient for education administrators, and there are sufficient numbers of master's graduates to fulfill workforce need in Texas. Based on job projection data from TWC and completion rates, the production of doctoral graduates does not meet the demand for education administrators in Texas. The proposed EdD program in School Improvement would be focused on improving primary and secondary schools. According to the Texas Education Agency, 163,437 students attended low-performing schools in Academic Year 2018. The proposed EdD program aims to address this issue by training educational leaders in the principles and practices of school turnaround.

In accordance with the institution's proposed hiring schedule, UTT will hire one additional faculty member to start in the third year of the program. By June 1 of the third year, the institution will provide documentation of the hire through submission of a letter of intent, curricula vitae, and a list of courses to be taught.

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

**The University of Texas at Tyler** (*Accountability Peer Group: Master’s*)

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master’s 5-Year Graduation Rate	68.6%	77.1%
	Doctoral 10-Year Graduation Rate	76.5%	64.7%
<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:	<u>Yes</u>	No N/A
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> <li>Clinical Psychology (PhD, 2018) first cohort of students entered in fall 2019 and enrollment data are not yet available</li> <li>Nursing Practice (DNP, 2017) enrollments met</li> </ul>		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	<u>Yes</u>	No N/A

**Proposed Program:**

The proposed fully online program would require 60 semester credit hours of instruction post-master’s and begin enrolling students in summer 2020. The proposed program would enroll up to 25 students per year. Students would be required to enter the program having already earned a master’s degree in an education-related field and having worked as an educator for at least three years. Students would be full-time, practicing educators and enroll in the program part time. The proposed program would be focused on school turnaround and would require that students engage in a school improvement project in a high-needs district or school. Although the proposed program would be fully online and open to students in other states, the focus of the curriculum would be improving Texas schools.

**Existing Programs:**

There are 22 public universities offering doctoral programs in the same CIP code (13.0401.00) in Texas. The program at Texas State University is in School Improvement. There are also six independent institutions offering doctoral programs in CIP code 13.0401.00.

**Public Universities:**

- Lamar University, EdD in Educational Leadership
- Prairie View A&M University, PhD in Educational Leadership
- Sam Houston State University, EdD in Educational Leadership
- Stephen F. Austin State University, EdD in Educational Leadership
- Tarleton State University, EdD in Educational Leadership
- Texas A&M University, EdD, PhD in Educational Administration
- Texas A&M University-Commerce, EdD in Educational Administration
- Texas A&M University-Corpus Christi, EdD in Educational Leadership
- Texas A&M University-Kingsville, EdD in Educational Leadership
- Texas A&M University-Texarkana, EdD in Educational Leadership
- Texas Southern University, EdD in Education-Administration and Supervision
- Texas State University, PhD in School Improvement

Texas Tech University, EdD, PhD in Educational Leadership  
 The University of Texas at Arlington, PhD in Educational Leadership and Policy Studies  
 The University of Texas at Austin, EdD, PhD in Educational Leadership and Policy  
 The University of Texas at El Paso, EdD in Educational Leadership and Administration  
 The University of Texas at San Antonio, PhD in Educational Leadership  
 The University of Texas Rio Grande Valley, EdD in Educational Leadership  
 University of Houston, EdD in Professional Leadership  
 University of Houston-Clear Lake, EdD in Educational Leadership  
 University of North Texas, EdD, PhD in Educational Leadership  
 West Texas A&M University, EdD in Educational Leadership

**Independent Institutions:**

Abilene Christian University, EdD, EdS in Organizational Leadership  
 Baylor University, EdD in Educational Administration  
 Dallas Baptist University, EdD in K-12 Leadership, Educational Ministry Leadership, General Leadership, Higher Education Leadership  
 Houston Baptist University, EdD in Education  
 Texas Christian University, EdD, PhD in Education Leadership – Higher Education  
 Texas Wesleyan University, EdD in Education Leadership

There are no existing programs within a 60-minute drive of the proposed program. The nearest program is at Stephen F. Austin State University, which is located 70 miles from UTT.

Two institutions offer the EdD program fully online (86%-99%), and three institutions offer the degree program 100 percent online.

**Distance Education Programs:**

Lamar University, EdD in Educational Leadership, 100 percent online  
 Sam Houston State University, EdD in Educational Leadership, 100 percent online  
 Texas A&M University-Commerce, EdD in Educational Administration, 100 percent online  
 University of Houston, EdD in Professional Leadership, fully online  
 West Texas A&M University, EdD in Educational Leadership, fully online

In fall 2018, close to 2,000 students reported majoring in Education Administration/Leadership programs statewide.

<b>Start-Up Projections:</b>	<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>	<b>Yr. 4</b>	<b>Yr. 5</b>
<i>Students Enrolled</i>	25	50	75	100	100
<i>Graduates</i>	0	0	0	0	25
<i>Avg. Financial Assistance</i>	0	0	0	0	0
<i>Students Assisted</i>	0	0	0	0	0
<i>Core Faculty (FTE)</i>	4.25	4.25	4.75	4.75	4.75
<i>Total Costs</i>	\$86,579	\$146,579	\$266,579	\$266,579	\$266,579
<i>Total Funding</i>	\$225,225	\$450,450	\$1,196,392	\$1,342,749	\$1,342,749
<i>% From Formula Funding</i>	-	-	44%	43%	43%

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty (New)	\$ 180,000
Faculty (Reallocated)	\$ 510,000
Program Administration (New)	\$ 0
Program Administration (Reallocated)	\$ 157,895
Graduate Assistants (New)	\$ 0
Clerical/Staff (New)	\$ 175,000
Student Support	\$ 0
Supplies and Materials	\$ 10,000
<b>Total</b>	<b>\$ 1,032,895</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 2-5)	\$ 1,677,865
Reallocation of Existing Resources	\$ 0
Tuition and Fees	\$ 2,879,700
<b>Total</b>	<b>\$ 4,557,565</b>

**Major Commitments:**

In accordance with the institution’s proposed hiring schedule, UTT will hire one additional faculty member to start in the third year. By June 1, prior to the academic year in which the faculty is hired, the institution will provide documentation of the hire through submission of a letter of intent, curriculum vitae, and a 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 will submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

# Online Resume for Legislators and Other Policymakers

## THE UNIVERSITY OF TEXAS AT TYLER

Location: Tyler, Upper East Region

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

Out-Of-State Peers: Eastern Washington University, Nicholls State University, The University Of West Florida, University Of Illinois At Springfield, Western New Mexico University

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

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Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	4,726	63.2%	5,808	58.5%	5,715	58.8%
Hispanic	1,008	13.5%	1,815	18.3%	1,819	18.7%
African American	822	11.0%	1,152	11.6%	1,047	10.8%
Asian	218	2.9%	382	3.8%	392	4.0%
International	193	2.6%	300	3.0%	286	2.9%
Other & Unknown	509	6.8%	477	4.8%	457	4.7%
<b>Total</b>	<b>7,476</b>	<b>100.0%</b>	<b>9,934</b>	<b>100.0%</b>	<b>9,716</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	646	12.0%	996	13.4%	1,039	14.2%
Other Institutions	92	1.7%	162	2.2%	170	2.3%

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			Graduation Rates			
Enter Fall 2012			Enter Fall 2016		Enter Fall 2017	
Cohort	625	815	649			
Total	85.8%	83.7%	87.8%			
Same	66.4%	62.2%	61.6%			
Other	19.4%	21.5%	26.2%			
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			National Comparison (IPEDS Definition)			
Enter Fall 2011			Enter Fall 2015		Enter Fall 2016	
Institution Persistence						
Cohort	632	766	815			
Total	76.9%	77.3%	78.2%			
Same	52.7%	48.2%	53.4%			
Other	24.2%	29.1%	24.8%			
Peer Group Persistence						
Cohort	493	535	544			
Total	69.0%	72.9%	70.0%			
Same	45.8%	50.5%	49.8%			
Other	22.9%	22.4%	20.2%			
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2014	656	10.50	139.26	416	12.15	143.84
FY 2017	872	10.40	138.00	480	11.91	141.42
FY 2018	1,036	10.60	138.00	525	11.81	139.57

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$7,222	.0%	\$6,418	.0%
2015	\$7,312	1.2%	\$6,992	8.9%
2016	\$7,312	.0%	\$7,366	5.3%
2017	\$7,602	4.0%	\$7,583	2.9%
2018	\$7,822	2.9%	\$7,259	-4.3%
2019	\$8,292	6.0%	\$7,702	6.1%

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	22	81.8%
Peer Group	103	41.7%
<i>For Students NOT Needing Dev Ed</i>		
Institution	603	66.8%
Peer Group	370	60.3%

\*Peer Group data is average for peer group.

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2016	41%	\$7,097	37%	\$6,234	56%	\$6,169
2017	39%	\$7,067	38%	\$5,716	60%	\$5,428
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2016	56%	\$5,917	53%	\$4,710	64%	\$8,301
2017	56%	\$6,159	54%	\$5,002	65%	\$8,142
<b>Federal (Pell) Grants</b>						
2016	35%	\$4,114	38%	\$3,443	39%	\$4,155
2017	34%	\$4,104	38%	\$3,444	38%	\$4,180

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$36,561,381	38.4%	\$47,944,760	38.3%	\$51,644,614	38.5%
Federal Funds	\$18,748,545	19.7%	\$15,071,505	12.1%	\$15,351,916	11.5%
Tuition & Fees	\$27,363,871	28.8%	\$43,796,384	35.0%	\$46,375,754	34.6%
<b>Total Revenue</b>	<b>\$95,108,769</b>	<b>100.0%</b>	<b>\$125,040,553</b>	<b>100.0%</b>	<b>\$134,006,813</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## THE UNIVERSITY OF TEXAS AT TYLER

Location: Tyler, Upper East Region

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

Out-Of-State Peers: Eastern Washington University, Nicholls State University, The University Of West Florida, University Of Illinois At Springfield, Western New Mexico University

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

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Enrollment		
Race/Ethnicity	Fall 2018	
	Number	Percent
White	5,715	58.8%
Hispanic	1,819	18.7%
African American	1,047	10.8%
Asian	392	4.0%
International	286	2.9%
Other & Unknown	457	4.7%
<b>Total</b>	<b>9,716</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,039	14.2%
Other Institutions	170	2.3%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2014	35.5%
Same Institution		27.9%
Other Institutions		7.7%
5-year Rate Total	2013	52.2%
Same Institution		38.2%
Other Institutions		14.0%
6-year Rate Total	2012	58.4%
Same Institution		45.1%
Other Institutions		13.3%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2017	
Total	87.8%
Same	61.6%
Other	26.2%
2-Year Persistence, Fall 2016	
Total	78.2%
Same	53.4%
Other	24.8%

Avg Number SCH for Bachelor's Degree		
FY 2018 Average		
	Sem	SCH
All	10.60	138.00

Degrees Awarded	
Type	FY 2018
Bachelor's	1,742
Master's	1,019
Doctoral	30
Professional	0
<b>Total</b>	<b>2,791</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	96.50%
Law	%
Pharmacy	%
Nursing	94.4%
Engineering	46.3%

\*Data for FY 2017

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

Application for First-time Undergraduate Admission			
Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	1,247	84.0%	51.8%
African American	415	53.0%	30.0%
Hispanic	1,002	67.6%	26.1%
Asian	162	88.3%	29.4%
International	171	94.7%	24.1%
Other	92	83.7%	53.2%
<b>Total</b>	<b>3,089</b>	<b>75.3%</b>	<b>39.0%</b>

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$7,222	.0%	\$6,360	.0%
2015	\$7,312	1.2%	\$6,970	8.8%
2016	\$7,312	.0%	\$7,371	5.4%
2017	\$7,602	3.8%	\$7,582	2.8%
2018	\$7,822	2.8%	\$7,219	-5.0%
2019	\$8,292	5.7%	\$7,660	5.8%

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019	
Type of Cost	Average Amount
Total Academic Cost	\$8,292
On-campus Room & Board	\$9,502
Books & Supplies	\$1,292
Off-Campus Transportation & Personal Expenses	\$2,524
<b>Total Cost</b>	<b>\$21,610</b>

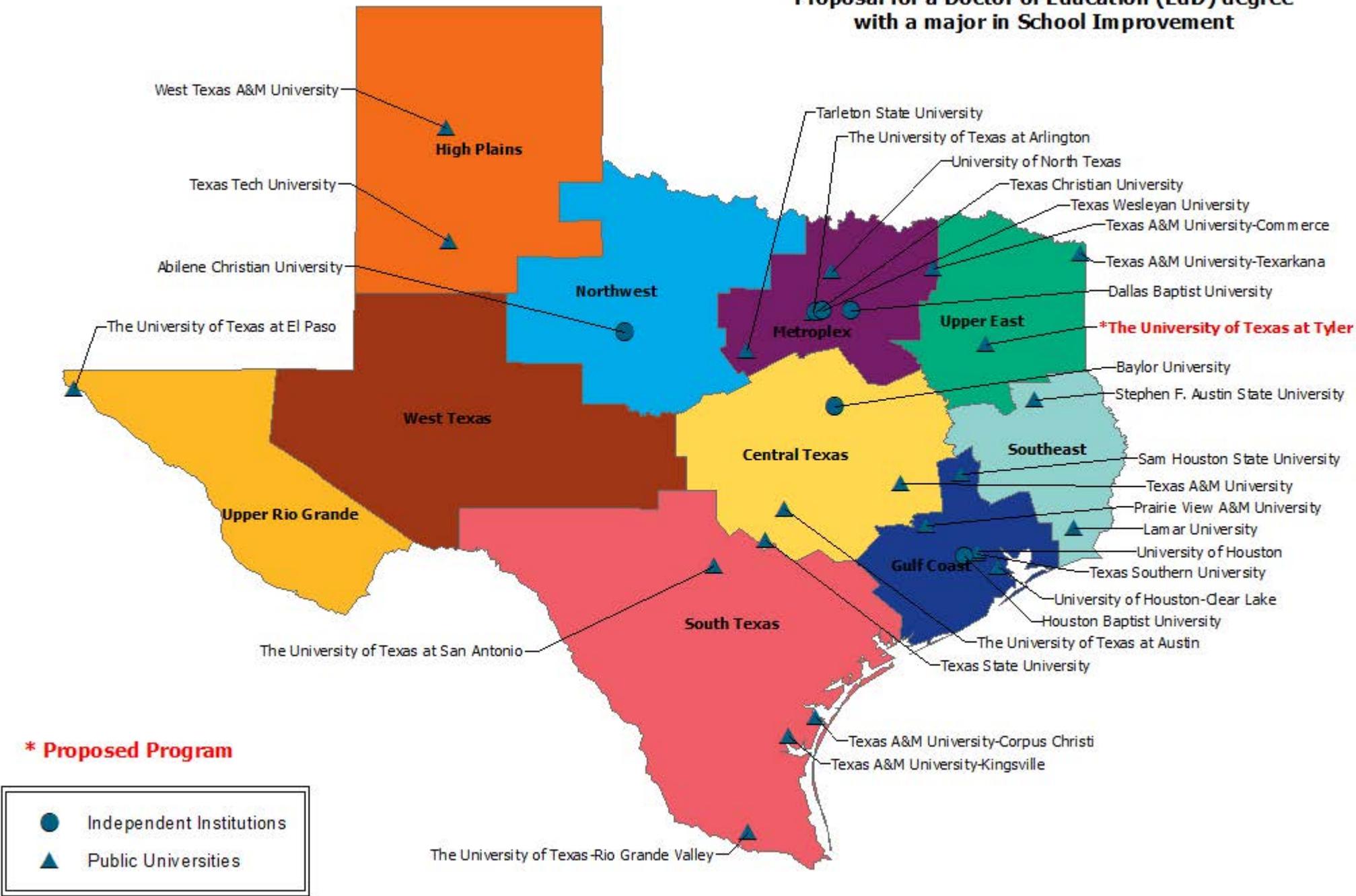
Instruction	
Measure of Excellence	Fall 2018
Undergraduate Classes with < 20 Students	38.5%
Undergraduate Classes with > 50 Students	14.5%
% of Teaching Faculty Tenured/Tenure-track *	58.9%
Student/Faculty Ratio *	19:1

\* Fall 2017 Data

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	56%	\$6,159
Federal (Pell) Grants	34%	\$4,104
Federal Student Loans	39%	\$7,067

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$51,644,614	38.5%
Federal Funds	\$15,351,916	11.5%
Tuition & Fees	\$46,375,754	34.6%
<b>Total Revenue</b>	<b>\$134,006,813</b>	<b>100.0%</b>

### Proposal for a Doctor of Education (EdD) degree with a major in School Improvement



Programs listed have the CIP code 13.0401.00 (Educational Leadership and Administration, General).

## AGENDA ITEM IX-D (3)

Consideration of adopting the staff recommendation to the Committee relating to the request from the University of Houston for a Bachelor of Science (BS) degree with a major in Computer Engineering and Analytics

RECOMMENDATION: Approval, beginning fall 2020

### **Rationale:**

University of Houston (UH) is proposing a Bachelor of Science (BS) in Computer Engineering and Analytics to be offered at their campus in Katy. The proposed face-to-face program would be offered at UH through a partnership agreement between UH and Houston Community College (HCC). HCC would deliver the lower-division core curriculum, math, and science courses. UH would deliver engineering and upper-division coursework. The proposed program would be housed in the Department of Electrical and Computer Engineering within the Cullen College of Engineering at UH. Currently, there are two other public institutions within the state that offer a bachelor's degree in computer software engineering.

The U.S. Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) data indicate the national and state workforce need for computer software engineers is not being met. There is a shortage of computer software engineering graduates based on the projected available jobs from 2016 through 2026.

The institution's existing Computer Engineering program has been serving the needs of a different cohort of employers, largely computer makers and systems developers, who value a combination of computer hardware and software knowledge. The proposed Computer Engineering and Analytics program is aimed at serving the needs of students who are increasingly being hired to handle software engineering and analytics tasks by Texas employers, especially the oil and gas companies in the Katy area, with a growing emphasis on software skills. The program would provide another highly needed STEM education program to the Greater Houston area.

In accordance with the institution's proposed hiring schedule, UH will hire three core faculty members to start in program's second year and two core faculty to start in its third year. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of computer engineering and analytics courses to be taught. Formula funding for courses is dependent on having the appropriate hires in place at the specified times.

The institution will also seek accreditation for its computer engineering and analytics engineering degree program from ABET upon the graduation of its first student.

**University of Houston** (*Accountability Peer Group: Emerging Research*)*Related Programs*

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

University of Houston has 38 engineering degree programs:

MS in Aerospace Engineering (1992)  
 BS, MS, PhD in Biomedical Engineering (2003,2003, 2010)  
 BS, MSCHE, MCHE, PhD in Chemical Engineering (1950, 1970, 1970, 1961)  
 BS, MSCE, MCE, PhD in Civil Engineering (1950, 1970, 1970, 1961)  
 BS in Computer Engineering (1999)  
 MS in Computer and Systems Engineering (1987)  
 BS, MSEE, MEE, PhD in Electrical Engineering(1950, 1970, 1970, 1964)  
 MS, PhD in Environmental Engineering (1991, 1991)  
 MS, PhD in Geosensing Systems Engineering and Sciences (2013, 2015)  
 BS, MSIE, MIE, PhD in Industrial Engineering (1950, 1970, 1970, 1971)  
 MS, PhD in Material Science and Engineering (1991, 1991)  
 BS, MSME, MEE, PhD in Mechanical Engineering (1950, 1951, 1979, 1964)  
 BS, MSPETE, MPETE, PhD in Petroleum Engineering (2009, 1970, 1970, 2015)  
 MS in Space Architecture (2003)  
 MS in Subsea Engineering (2012)

**Proposed Program:**

The proposed face-to-face program in computer engineering and analytics represents 130 semester credit hours (SCH) of instruction and would satisfy the ABET subject matter requirements. The institution anticipates beginning the proposed program in fall 2020. The proposed BS in Computer Engineering and Analytics is meant to prepare students to enter the workforce with a knowledge base of computer engineering, controls, automation, robotics, and data analytics. In addition, the proposed program would prepare students for a wide-range of data-centric careers in technology and engineering, consulting, science, policymaking, and communications.

The institution estimates that five-year costs would total \$3,780,860. Formula Funding would represent 11 percent of all funding at \$415,876. Total funding is estimated to be \$3,934,247.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 2,132,095
Program Administration	\$ 1,003,339
Clerical/Staff	\$ 0
Student Support	\$ 0
Supplies & Materials	\$ 77,000
Library & IT Resources	\$ 55,000
Equipment	\$ 120,000
Facilities	\$ 0
Other	\$ 393,426
<b>Total</b>	<b>\$ 3,780,860</b>

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 415,875
Other State Funding	\$ 0
Tuition and Fees	\$ 3,518,371
Other	\$ 0
<b>Total</b>	<b>\$ 3,934,246</b>

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

<i>Duplication of Programs is: <b>Weak</b></i>			
Number of institutions with bachelor’s degree programs in the state with the same 6-digit CIP (14.0903): <b>2</b>			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0903): <b>0</b>			
<i>Job Market Need: <b>Strong</b></i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: <b>Weak</b></i>			
Increased enrollment in related programs at the institution	Yes	<u>No</u>	N/A
High enrollment in similar programs at other institutions	Yes	<u>No</u>	N/A
Applicants turned away at similar programs at other institutions	Yes	<u>No</u>	N/A
Student surveys	Yes	<u>No</u>	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>	40	75	125	162	159
<i>Student FTE</i>	32	60	100	130	127
<i>Core Faculty Headcount</i>	3	6	8	8	8
<i>Core Faculty FTE</i>	.35	3.35	5.35	5.35	5.35

**Major Commitments:**

In accordance with the institution's proposed hiring schedule, UH will hire five full-time equivalent core faculty members. Two faculty members will be hired in the second year of the program, and two core faculty will be hired in the third year of the program. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of letters of intent, curricula vitae, and a list of computer engineering and analytics courses to be taught. Formula funding for courses is dependent on having the appropriate hires in place at the specified times.

The institution will also seek accreditation for its computer engineering and analytics engineering degree program from ABET upon the graduation of its first student.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

# Online Resume for Legislators and Other Policymakers UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

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

Out-Of-State Peers: University Of Cincinnati-Main Campus

0000, University Of Illinois At Chicago

0000, University Of New Mexico-Main Campus

0000, University Of Oklahoma-Norman Campus

0000, University Of South Carolina

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

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Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	12,140	30.7%	11,629	25.6%	11,417	24.6%
Hispanic	10,188	25.8%	13,873	30.6%	14,725	31.8%
African American	4,587	11.6%	4,884	10.8%	5,025	10.8%
Asian	7,745	19.6%	9,415	20.8%	9,666	20.9%
International	3,733	9.4%	3,865	8.5%	3,675	7.9%
Other & Unknown	1,147	2.9%	1,698	3.7%	1,816	3.9%
<b>Total</b>	<b>39,540</b>	<b>100.0%</b>	<b>45,364</b>	<b>100.0%</b>	<b>46,324</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	2,610	8.6%	4,011	11.1%	4,047	10.8%
Other Institutions	495	1.6%	777	2.2%	831	2.2%

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
	Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Cohort	Institution Rate	Peer Group Rate
Cohort	3,359	4,263	4,746	Fall 2009 4-year	21.6%	27.4%
Total	92.4%	90.9%	90.7%	Fall 2013 4-year	34.1%	34.4%
Same	84.6%	84.3%	84.9%	Fall 2014 4-year	38.8%	36.7%
Other	7.7%	6.5%	5.9%	Fall 2008 5-year	43.7%	49.3%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2012 5-year	56.7%	54.6%
	Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	58.4%	55.9%
Institution Persistence				Fall 2007 6-year	55.0%	57.6%
Cohort	3,564	4,004	4,249	Fall 2011 6-year	61.4%	60.8%
Total	83.5%	83.5%	84.3%	Fall 2012 6-year	66.2%	62.6%
Same	68.5%	72.5%	73.5%	National Comparison (IPEDS Definition)		
Other	15.0%	11.1%	10.8%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2008 4-year	16.0%	30.0%
Cohort	3,494	4,012	4,030	Fall 2012 4-year	23.0%	34.4%
Total	81.5%	82.5%	82.4%	Fall 2013 4-year	25.0%	36.0%
Same	64.3%	67.8%	68.7%	Fall 2007 5-year	36.0%	53.8%
Other	17.2%	14.7%	13.7%	Fall 2011 5-year	43.0%	56.8%
				Fall 2012 5-year	45.0%	58.2%
				Fall 2006 6-year	46.0%	59.3%
				Fall 2010 6-year	51.0%	61.8%
				Fall 2011 6-year	54.0%	62.6%

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
2014	\$9,888	.0%	\$9,345	.0%
2015	\$10,331	4.5%	\$9,598	2.7%
2016	\$10,331	.0%	\$9,777	1.9%
2017	\$11,078	7.2%	\$10,201	4.3%
2018	\$11,078	.0%	\$10,443	2.4%
2019	\$10,890	-1.7%	\$10,712	2.6%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2014	4,296	11.26	144.45	3,391	10.91	142.56
FY 2017	4,793	11.00	142.00	3,929	10.72	139.00
FY 2018	5,335	11.00	141.00	4,194	10.62	138.12

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	55	52.7%
Peer Group	253	52.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	3,304	77.8%
Peer Group	3,202	74.0%

\*Peer Group data is average for peer group.

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2016	40%	\$6,870	46%	\$6,403	41%	\$6,147
2017	39%	\$6,821	46%	\$7,469	41%	\$6,876
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2016	57%	\$7,042	57%	\$7,308	67%	\$8,109
2017	56%	\$7,204	57%	\$7,502	72%	\$7,943
<b>Federal (Pell) Grants</b>						
2016	37%	\$4,168	37%	\$4,231	31%	\$4,295
2017	37%	\$4,242	37%	\$4,226	30%	\$4,304

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$238,032,558	28.8%	\$284,455,030	27.5%	\$286,994,293	25.9%
Federal Funds	\$124,274,775	15.0%	\$126,578,428	12.3%	\$137,471,808	12.4%
Tuition & Fees	\$283,284,674	34.2%	\$351,843,198	34.1%	\$356,456,926	32.2%
<b>Total Revenue</b>	<b>\$827,665,251</b>	<b>100.0%</b>	<b>\$1,033,115,696</b>	<b>100.0%</b>	<b>\$1,106,201,666</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

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

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

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

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Enrollment		
Race/Ethnicity	Fall 2018	
	Number	Percent
White	11,417	24.6%
Hispanic	14,725	31.8%
African American	5,025	10.8%
Asian	9,666	20.9%
International	3,675	7.9%
Other & Unknown	1,816	3.9%
<b>Total</b>	<b>46,324</b>	<b>100.0%</b>
TX First Time Transfers		
Number	% of UG	
Two-Year Institutions	4,047	10.8%
Other Institutions	831	2.2%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		Rate
	Fall		
4-year Rate Total	2014		38.8%
Same Institution			36.3%
Other Institutions			2.5%
5-year Rate Total	2013		58.4%
Same Institution			54.0%
Other Institutions			4.4%
6-year Rate Total	2012		66.2%
Same Institution			59.5%
Other Institutions			6.7%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2017	
Total	90.7%
Same	84.9%
Other	5.9%

2-Year Persistence, Fall 2016	
Total	84.3%
Same	73.5%
Other	10.8%

Avg Number SCH for Bachelor's Degree		
FY 2018 Average		
	Sem	SCH
All	11.00	141.00

Degrees Awarded	
Type	FY 2018
Bachelor's	7,415
Master's	2,038
Doctoral	381
Professional	449
<b>Total</b>	<b>10,283</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	95.70%
Law	83.8%
Pharmacy	97.0%
Nursing	%
Engineering	85.3%

\*Data for FY 2017

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

Application for First-time Undergraduate Admission			
Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	4,276	73.8%	30.9%
African American	4,027	44.7%	35.6%
Hispanic	8,916	55.5%	36.4%
Asian	4,166	82.2%	42.7%
International	991	66.6%	25.8%
Other	586	74.4%	34.4%
<b>Total</b>	<b>22,962</b>	<b>62.8%</b>	<b>36.1%</b>

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,888	.0%	\$9,267	.0%
2015	\$10,331	4.3%	\$9,493	2.4%
2016	\$10,331	.0%	\$9,698	2.1%
2017	\$11,078	6.7%	\$10,076	3.8%
2018	\$11,078	.0%	\$10,352	2.7%
2019	\$10,890	-1.7%	\$10,687	3.1%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019	
Type of Cost	Average Amount
Total Academic Cost	\$10,890
On-campus Room & Board	\$9,104
Books & Supplies	\$1,300
Off-Campus Transportation & Personal Expenses	\$3,908
<b>Total Cost</b>	<b>\$25,202</b>

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

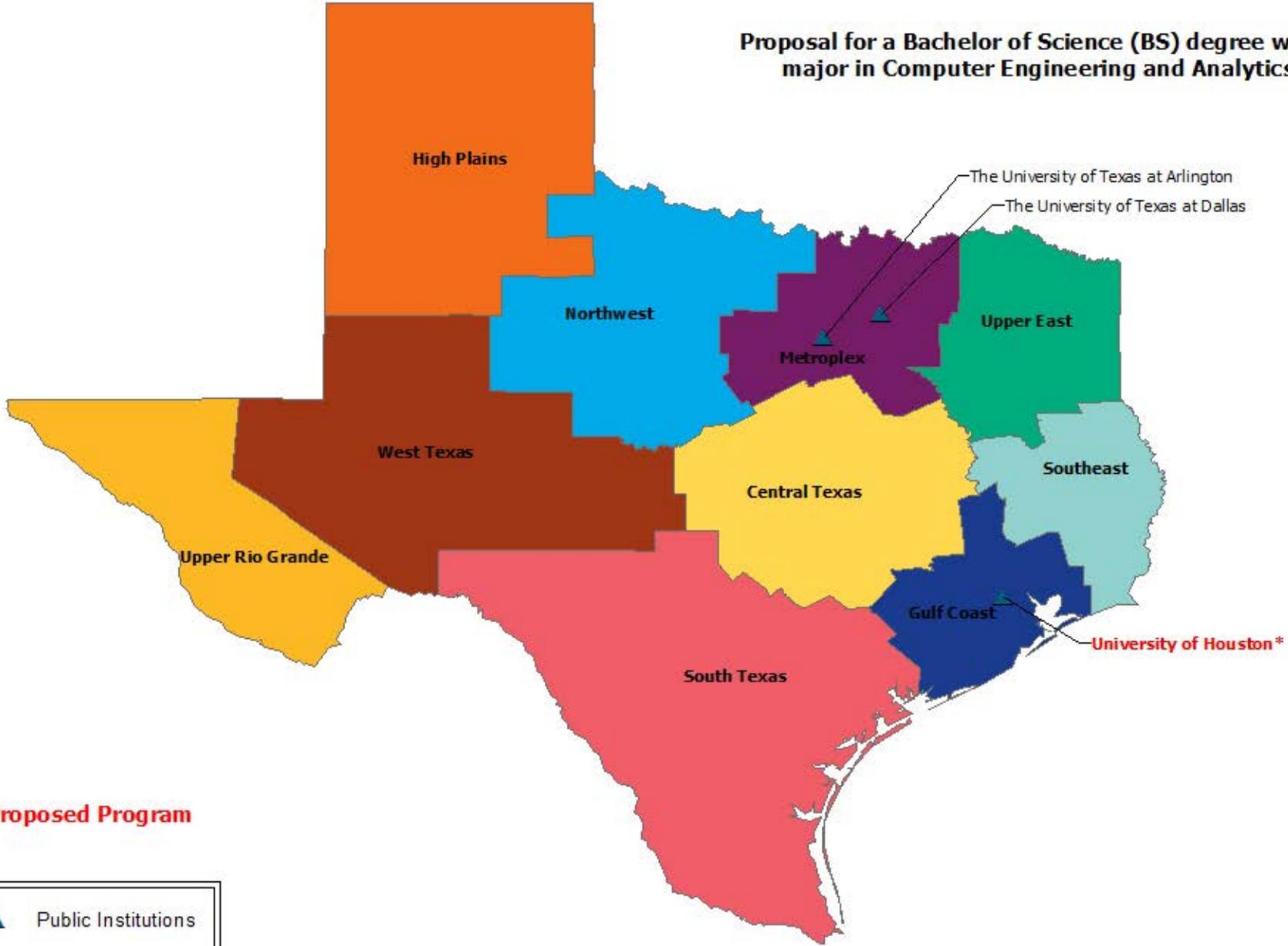
Instruction	
Measure of Excellence	Fall 2018
Undergraduate Classes with < 20 Students	24.4%
Undergraduate Classes with > 50 Students	22.8%
% of Teaching Faculty Tenured/Tenure-track *	59.7%
Student/Faculty Ratio *	23:1

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	56%	\$7,204
Federal (Pell) Grants	37%	\$4,242
Federal Student Loans	39%	\$6,821

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$286,994,293	25.9%
Federal Funds	\$137,471,808	12.4%
Tuition & Fees	\$356,456,926	32.2%
<b>Total Revenue</b>	<b>\$1,106,201,666</b>	<b>100.0%</b>

\* Fall 2017 Data

**Proposal for a Bachelor of Science (BS) degree with a major in Computer Engineering and Analytics.**



**\* Proposed Program**

▲ Public Institutions

#### AGENDA ITEM IX-D (4)

Consideration of adopting the Committee's recommendation to the Board relating to the request from the University of Houston for a Bachelor of Science (BS) degree with a major in Construction Engineering

RECOMMENDATION: Approval, beginning fall 2020

#### **Rationale:**

University of Houston (UH) is proposing a Bachelor of Science (BS) in Construction Engineering at their campus in Katy. The proposed face-to-face program would be offered at UH through a partnership agreement between the University of Houston (UH) and Houston Community College (HCC) and would offer students an additional option for pursuing an engineering degree. HCC would deliver the lower-division core curriculum, math, and science courses. UH would deliver engineering and upper-division coursework. The proposed face-to-face program would be housed in the Department of Civil and Environmental Engineering within the Cullen College of Engineering at UH. Currently, there are five other public institutions within the state that offer a bachelor's degree in construction engineering.

The U.S. Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) data indicate there is a shortage of construction engineering graduates based on the projected available jobs from 2016-2026.

The program would provide students with a foundational core engineering education, and also the ability to analyze and design construction processes and systems, explain basic management topics, and obtain professional engineering licensure in the construction industry. This would allow students to adapt their knowledge and expertise to different construction industry environments in Texas and the Greater Houston area.

In accordance with the institution's proposed hiring schedule, UH will hire two core faculty members to start in the first year and two core faculty members to start in the second year. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of the construction 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 also seek accreditation for its construction engineering degree program from ABET upon the graduation of its first student.

**University of Houston** (*Accountability Peer Group: Emerging Research*)*Related Programs*

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

University of Houston has 38 engineering degree programs:

MS in Aerospace Engineering (1992)  
 BS, MS, PhD in Biomedical Engineering (2003,2003, 2010)  
 BS, MSCHE, MCHE, PhD in Chemical Engineering (1950, 1970, 1970, 1961)  
 BS, MSCE, MCE, PhD in Civil Engineering (1950, 1970, 1970, 1961)  
 BS in Computer Engineering (1999)  
 MS in Computer and Systems Engineering (1987)  
 BS, MSEE, MEE, PhD in Electrical Engineering(1950, 1970, 1970, 1964)  
 MS, PhD in Environmental Engineering (1991, 1991)  
 MS, PhD in Geosensing Systems Engineering and Sciences (2013, 2015)  
 BS, MSIE, MIE, PhD in Industrial Engineering (1950, 1970, 1970, 1971)  
 MS, PhD in Material Science and Engineering (1991, 1991)  
 BS, MSME, MEE, PhD in Mechanical Engineering (1950, 1951, 1979, 1964)  
 BS, MSPETE, MPETE, PhD in Petroleum Engineering (2009, 1970, 1970, 2015)  
 MS in Space Architecture (2003)  
 MS in Subsea Engineering (2012)

**Proposed Program:**

The proposed face-to-face program in construction engineering represents 128 semester credit hours (SCH) of instruction and would satisfy the ABET subject matter requirements. The proposed BS in Construction Engineering is meant to prepare students with a foundational core engineering education, as well as the ability to analyze and design construction processes and systems, explain basic management topics, and obtain professional engineering licensure in the construction industry. This would allow students to adapt their knowledge and expertise to different construction industry environments in Texas and the Greater Houston area.

The institution estimates that five-year costs would total \$3,400,011. Formula Funding would represent 10 percent of all funding during the first five years. Total estimated funding is \$3,888,264.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 2,132,095
Program Administration	\$ 627,087
Clerical/Staff	\$ 0
Student Support	\$ 0
Supplies & Materials	\$ 77,000
Library & IT Resources	\$ 55,000
Equipment	\$ 120,000
Facilities	\$ 0
Other	\$ 388,829
<b>Total</b>	<b>\$ 3,400,011</b>

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 340,264
Other State Funding	\$ 0
Tuition and Fees	\$ 3,048,000
Other	\$ 0
<b>Total</b>	<b>\$ 3,888,264</b>

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

<i>Duplication of Programs is: <b>Moderate</b>.</i>			
Number of institutions with bachelor’s degree programs in the state with the same 6-digit CIP (14.3301): <b>5</b>			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.3301): <b>0</b>			
<i>Job Market Need: <b>Strong</b></i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: <b>Weak</b></i>			
Increased enrollment in related programs at the institution	Yes	<u>No</u>	N/A
High enrollment in similar programs at other institutions	Yes	<u>No</u>	N/A
Applicants turned away at similar programs at other institutions	Yes	<u>No</u>	N/A
Student surveys	Yes	<u>No</u>	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>	30	60	105	142	149
<i>Student FTE</i>	24	48	84	114	119
<i>Core Faculty Headcount</i>	5	7	7	7	7
<i>Core Faculty FTE</i>	2.35	4.35	4.35	4.35	4.35

**Major Commitments:**

In accordance with the institution's proposed hiring schedule, UH will hire two core faculty members to start in the first year and two core faculty members to start in the second year. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of the construction 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 also seek accreditation for its construction engineering degree program from ABET upon the graduation of its first student.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

# Online Resume for Legislators and Other Policymakers UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

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

Out-Of-State Peers: University Of Cincinnati-Main Campus

0000, University Of Illinois At Chicago

0000, University Of New Mexico-Main Campus

0000, University Of Oklahoma-Norman Campus

0000, University Of South Carolina

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	12,140	30.7%	11,629	25.6%	11,417	24.6%
Hispanic	10,188	25.8%	13,873	30.6%	14,725	31.8%
African American	4,587	11.6%	4,884	10.8%	5,025	10.8%
Asian	7,745	19.6%	9,415	20.8%	9,666	20.9%
International	3,733	9.4%	3,865	8.5%	3,675	7.9%
Other & Unknown	1,147	2.9%	1,698	3.7%	1,816	3.9%
<b>Total</b>	<b>39,540</b>	<b>100.0%</b>	<b>45,364</b>	<b>100.0%</b>	<b>46,324</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	2,610	8.6%	4,011	11.1%	4,047	10.8%
Other Institutions	495	1.6%	777	2.2%	831	2.2%

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
	Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Cohort	Institution Rate	Peer Group Rate
Cohort	3,359	4,263	4,746	Fall 2009 4-year	21.6%	27.4%
Total	92.4%	90.9%	90.7%	Fall 2013 4-year	34.1%	34.4%
Same	84.6%	84.3%	84.9%	Fall 2014 4-year	38.8%	36.7%
Other	7.7%	6.5%	5.9%	Fall 2008 5-year	43.7%	49.3%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2012 5-year	56.7%	54.6%
	Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	58.4%	55.9%
Institution Persistence				Fall 2007 6-year	55.0%	57.6%
Cohort	3,564	4,004	4,249	Fall 2011 6-year	61.4%	60.8%
Total	83.5%	83.5%	84.3%	Fall 2012 6-year	66.2%	62.6%
Same	68.5%	72.5%	73.5%	National Comparison (IPEDS Definition)		
Other	15.0%	11.1%	10.8%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2008 4-year	16.0%	30.0%
Cohort	3,494	4,012	4,030	Fall 2012 4-year	23.0%	34.4%
Total	81.5%	82.5%	82.4%	Fall 2013 4-year	25.0%	36.0%
Same	64.3%	67.8%	68.7%	Fall 2007 5-year	36.0%	53.8%
Other	17.2%	14.7%	13.7%	Fall 2011 5-year	43.0%	56.8%
				Fall 2012 5-year	45.0%	58.2%
				Fall 2006 6-year	46.0%	59.3%
				Fall 2010 6-year	51.0%	61.8%
				Fall 2011 6-year	54.0%	62.6%

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
2014	\$9,888	.0%	\$9,345	.0%
2015	\$10,331	4.5%	\$9,598	2.7%
2016	\$10,331	.0%	\$9,777	1.9%
2017	\$11,078	7.2%	\$10,201	4.3%
2018	\$11,078	.0%	\$10,443	2.4%
2019	\$10,890	-1.7%	\$10,712	2.6%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2014	4,296	11.26	144.45	3,391	10.91	142.56
FY 2017	4,793	11.00	142.00	3,929	10.72	139.00
FY 2018	5,335	11.00	141.00	4,194	10.62	138.12

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	55	52.7%
Peer Group	253	52.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	3,304	77.8%
Peer Group	3,202	74.0%

\*Peer Group data is average for peer group.

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2016	40%	\$6,870	46%	\$6,403	41%	\$6,147
2017	39%	\$6,821	46%	\$7,469	41%	\$6,876
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2016	57%	\$7,042	57%	\$7,308	67%	\$8,109
2017	56%	\$7,204	57%	\$7,502	72%	\$7,943
<b>Federal (Pell) Grants</b>						
2016	37%	\$4,168	37%	\$4,231	31%	\$4,295
2017	37%	\$4,242	37%	\$4,226	30%	\$4,304

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$238,032,558	28.8%	\$284,455,030	27.5%	\$286,994,293	25.9%
Federal Funds	\$124,274,775	15.0%	\$126,578,428	12.3%	\$137,471,808	12.4%
Tuition & Fees	\$283,284,674	34.2%	\$351,843,198	34.1%	\$356,456,926	32.2%
<b>Total Revenue</b>	<b>\$827,665,251</b>	<b>100.0%</b>	<b>\$1,033,115,696</b>	<b>100.0%</b>	<b>\$1,106,201,666</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2018	
	Number	Percent
White	11,417	24.6%
Hispanic	14,725	31.8%
African American	5,025	10.8%
Asian	9,666	20.9%
International	3,675	7.9%
Other & Unknown	1,816	3.9%
<b>Total</b>	<b>46,324</b>	<b>100.0%</b>
TX First Time Transfers		
Number	% of UG	
Two-Year Institutions	4,047	10.8%
Other Institutions	831	2.2%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2014	38.8%
Same Institution		36.3%
Other Institutions		2.5%
5-year Rate Total	2013	58.4%
Same Institution		54.0%
Other Institutions		4.4%
6-year Rate Total	2012	66.2%
Same Institution		59.5%
Other Institutions		6.7%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2017	
Total	90.7%
Same	84.9%
Other	5.9%

2-Year Persistence, Fall 2016	
Total	84.3%
Same	73.5%
Other	10.8%

Avg Number SCH for Bachelor's Degree		
FY 2018 Average		
	Sem	SCH
All	11.00	141.00

Degrees Awarded	
Type	FY 2018
Bachelor's	7,415
Master's	2,038
Doctoral	381
Professional	449
<b>Total</b>	<b>10,283</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	95.70%
Law	83.8%
Pharmacy	97.0%
Nursing	%
Engineering	85.3%

\*Data for FY 2017

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

Application for First-time Undergraduate Admission			
Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	4,276	73.8%	30.9%
African American	4,027	44.7%	35.6%
Hispanic	8,916	55.5%	36.4%
Asian	4,166	82.2%	42.7%
International	991	66.6%	25.8%
Other	586	74.4%	34.4%
<b>Total</b>	<b>22,962</b>	<b>62.8%</b>	<b>36.1%</b>

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,888	.0%	\$9,267	.0%
2015	\$10,331	4.3%	\$9,493	2.4%
2016	\$10,331	.0%	\$9,698	2.1%
2017	\$11,078	6.7%	\$10,076	3.8%
2018	\$11,078	.0%	\$10,352	2.7%
2019	\$10,890	-1.7%	\$10,687	3.1%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019	
Type of Cost	Average Amount
Total Academic Cost	\$10,890
On-campus Room & Board	\$9,104
Books & Supplies	\$1,300
Off-Campus Transportation & Personal Expenses	\$3,908
<b>Total Cost</b>	<b>\$25,202</b>

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Instruction	
Measure of Excellence	Fall 2018
Undergraduate Classes with < 20 Students	24.4%
Undergraduate Classes with > 50 Students	22.8%
% of Teaching Faculty Tenured/Tenure-track *	59.7%
Student/Faculty Ratio *	23:1

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	56%	\$7,204
Federal (Pell) Grants	37%	\$4,242
Federal Student Loans	39%	\$6,821

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$286,994,293	25.9%
Federal Funds	\$137,471,808	12.4%
Tuition & Fees	\$356,456,926	32.2%
<b>Total Revenue</b>	<b>\$1,106,201,666</b>	<b>100.0%</b>

\* Fall 2017 Data

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



## AGENDA ITEM IX-D (5)

### Consideration of adopting the Committee's recommendation to the Board relating to the request from the University of Houston for a Bachelor of Science (BS) degree with a major in Systems Engineering

RECOMMENDATION: Approval, beginning fall 2020

#### **Rationale:**

University of Houston (UH) is proposing a Bachelor of Science (BS) in Systems Engineering at their campus in Katy. The proposed face-to-face program would be offered by UH through a partnership agreement between the University of Houston (UH) and Houston Community College (HCC) and would offer students an additional option for pursuing an engineering degree. HCC would deliver the lower-division core curriculum, math, and science courses. UH would deliver engineering and upper-division coursework. The proposed face-to-face program would be housed in the Department of Industrial Engineering within the Cullen College of Engineering at UH. Currently, there is only one other public institution within the state that offers a bachelor's degree in systems engineering.

The U.S. Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) indicate the national and state workforce need for systems engineers is not being met. There is a shortage of systems engineering graduates based on the projected available jobs from 2016 through 2026.

The program would provide students with a foundational core engineering education, holistic viewpoints that view all subsystems of a complex system, and hands-on training through a variety of real-world applications. This would allow students to adapt their knowledge and expertise to different industrial environments in Texas and the Greater Houston area, in the areas of oil and gas, healthcare services, manufacturing, aerospace, and transportation.

In accordance with the institution's proposed hiring schedule, UH will hire four additional core faculty members. The institution would hire one core faculty member to start in the first year, one core faculty member to start in the second year, one core faculty member to start in the third year, and one core faculty member to start in the fourth year. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of letters of intent, curricula vitae, and a list of the systems 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 also seek accreditation for its systems engineering degree program from ABET upon the graduation of its first student.

**University of Houston** (*Accountability Peer Group: Emerging Research*)*Related Programs*

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

University of Houston has 38 engineering degree programs:

MS in Aerospace Engineering (1992)  
 BS, MS, PhD in Biomedical Engineering (2003,2003, 2010)  
 BS, MSCHE, MCHE, PhD in Chemical Engineering (1950, 1970, 1970, 1961)  
 BS, MSCE, MCE, PhD in Civil Engineering (1950, 1970, 1970, 1961)  
 BS in Computer Engineering (1999)  
 MS in Computer and Systems Engineering (1987)  
 BS, MSEE, MEE, PhD in Electrical Engineering(1950, 1970, 1970, 1964)  
 MS, PhD in Environmental Engineering (1991, 1991)  
 MS, PhD in Geosensing Systems Engineering and Sciences (2013, 2015)  
 BS, MSIE, MIE, PhD in Industrial Engineering (1950, 1970, 1970, 1971)  
 MS, PhD in Material Science and Engineering (1991, 1991)  
 BS, MSME, MEE, PhD in Mechanical Engineering (1950, 1951, 1979, 1964)  
 BS, MSPETE, MPETE, PhD in Petroleum Engineering (2009, 1970, 1970, 2015)  
 MS in Space Architecture (2003)  
 MS in Subsea Engineering (2012)

**Proposed Program:**

The proposed face-to-face program in systems engineering represents 128 semester credit hours (SCH) of instruction and would satisfy the ABET subject matter requirements. The proposed BS in Systems Engineering is meant to prepare students with a foundational core engineering education, holistic viewpoints that view all subsystems of a complex system, and hands-on training through a variety of real-world applications. This would allow students to adapt their knowledge and expertise to different industrial environments in Texas and the Greater Houston area, in the areas of oil and gas, healthcare services, manufacturing, aerospace, and transportation.

The institution estimates that five-year costs would total \$4,101,392. Formula Funding would represent 11 percent of all funding during the first five years. Total estimate funding is \$4,410,398.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 2,533,430
Program Administration	\$ 877,922
Clerical/Staff	\$ 0
Student Support	\$ 0
Supplies & Materials	\$ 77,000
Library & IT Resources	\$ 55,000
Equipment	\$ 120,000
Facilities	\$ 0
Other	\$ 441,040
<b>Total</b>	<b>\$ 4,104,392</b>

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 459,286
Other State Funding	\$ 0
Tuition and Fees	\$ 3,951,112
Other	\$ 0
<b>Total</b>	<b>\$ 4,410,398</b>

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

<i>Duplication of Programs is: <b>Moderate</b>.</i>			
Number of institutions with bachelor’s degree programs in the state with the same 6-digit CIP (14.0903): <b>1</b>			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0903): <b>0</b>			
<i>Job Market Need: <b>Strong</b></i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: <b>Weak</b></i>			
Increased enrollment in related programs at the institution	Yes	<u>No</u>	N/A
High enrollment in similar programs at other institutions	Yes	<u>No</u>	N/A
Applicants turned away at similar programs at other institutions	Yes	<u>No</u>	N/A
Student surveys	Yes	<u>No</u>	N/A

<b>Start-Up Projections:</b>	<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>	<b>Yr. 4</b>	<b>Yr. 5</b>
<i>Student Headcount</i>	38	72	126	167	164
<i>Student FTE</i>	27	51	91	94	105
<i>Core Faculty Headcount</i>	11	12	13	14	14
<i>Core Faculty FTE</i>	4.5	5.5	6.5	7.5	7.5

**Major Commitments:**

In accordance with the institution's proposed hiring schedule, UH will hire four additional core faculty members. The institution would hire one core faculty member to start in the first year, one core faculty member to start in the second year, one core faculty member to start in the third year, and one core faculty member to start in the fourth year. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of letters of intent, curricula vitae, and a list of the systems 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 also seek accreditation for its systems engineering degree program from ABET upon the graduation of its first student.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

# Online Resume for Legislators and Other Policymakers UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

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

Out-Of-State Peers: University Of Cincinnati-Main Campus

0000, University Of Illinois At Chicago

0000, University Of New Mexico-Main Campus

0000, University Of Oklahoma-Norman Campus

0000, University Of South Carolina

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	12,140	30.7%	11,629	25.6%	11,417	24.6%
Hispanic	10,188	25.8%	13,873	30.6%	14,725	31.8%
African American	4,587	11.6%	4,884	10.8%	5,025	10.8%
Asian	7,745	19.6%	9,415	20.8%	9,666	20.9%
International	3,733	9.4%	3,865	8.5%	3,675	7.9%
Other & Unknown	1,147	2.9%	1,698	3.7%	1,816	3.9%
<b>Total</b>	<b>39,540</b>	<b>100.0%</b>	<b>45,364</b>	<b>100.0%</b>	<b>46,324</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	2,610	8.6%	4,011	11.1%	4,047	10.8%
Other Institutions	495	1.6%	777	2.2%	831	2.2%

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
	Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Cohort	Institution Rate	Peer Group Rate
Cohort	3,359	4,263	4,746	Fall 2009 4-year	21.6%	27.4%
Total	92.4%	90.9%	90.7%	Fall 2013 4-year	34.1%	34.4%
Same	84.6%	84.3%	84.9%	Fall 2014 4-year	38.8%	36.7%
Other	7.7%	6.5%	5.9%	Fall 2008 5-year	43.7%	49.3%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2012 5-year	56.7%	54.6%
	Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	58.4%	55.9%
Institution Persistence				Fall 2007 6-year	55.0%	57.6%
Cohort	3,564	4,004	4,249	Fall 2011 6-year	61.4%	60.8%
Total	83.5%	83.5%	84.3%	Fall 2012 6-year	66.2%	62.6%
Same	68.5%	72.5%	73.5%	National Comparison (IPEDS Definition)		
Other	15.0%	11.1%	10.8%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2008 4-year	16.0%	30.0%
Cohort	3,494	4,012	4,030	Fall 2012 4-year	23.0%	34.4%
Total	81.5%	82.5%	82.4%	Fall 2013 4-year	25.0%	36.0%
Same	64.3%	67.8%	68.7%	Fall 2007 5-year	36.0%	53.8%
Other	17.2%	14.7%	13.7%	Fall 2011 5-year	43.0%	56.8%
				Fall 2012 5-year	45.0%	58.2%
				Fall 2006 6-year	46.0%	59.3%
				Fall 2010 6-year	51.0%	61.8%
				Fall 2011 6-year	54.0%	62.6%

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
2014	\$9,888	.0%	\$9,345	.0%
2015	\$10,331	4.5%	\$9,598	2.7%
2016	\$10,331	.0%	\$9,777	1.9%
2017	\$11,078	7.2%	\$10,201	4.3%
2018	\$11,078	.0%	\$10,443	2.4%
2019	\$10,890	-1.7%	\$10,712	2.6%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2014	4,296	11.26	144.45	3,391	10.91	142.56
FY 2017	4,793	11.00	142.00	3,929	10.72	139.00
FY 2018	5,335	11.00	141.00	4,194	10.62	138.12

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	55	52.7%
Peer Group	253	52.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	3,304	77.8%
Peer Group	3,202	74.0%

\*Peer Group data is average for peer group.

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2016	40%	\$6,870	46%	\$6,403	41%	\$6,147
2017	39%	\$6,821	46%	\$7,469	41%	\$6,876
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2016	57%	\$7,042	57%	\$7,308	67%	\$8,109
2017	56%	\$7,204	57%	\$7,502	72%	\$7,943
<b>Federal (Pell) Grants</b>						
2016	37%	\$4,168	37%	\$4,231	31%	\$4,295
2017	37%	\$4,242	37%	\$4,226	30%	\$4,304

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$238,032,558	28.8%	\$284,455,030	27.5%	\$286,994,293	25.9%
Federal Funds	\$124,274,775	15.0%	\$126,578,428	12.3%	\$137,471,808	12.4%
Tuition & Fees	\$283,284,674	34.2%	\$351,843,198	34.1%	\$356,456,926	32.2%
<b>Total Revenue</b>	<b>\$827,665,251</b>	<b>100.0%</b>	<b>\$1,033,115,696</b>	<b>100.0%</b>	<b>\$1,106,201,666</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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Enrollment		
Race/Ethnicity	Fall 2018	
	Number	Percent
White	11,417	24.6%
Hispanic	14,725	31.8%
African American	5,025	10.8%
Asian	9,666	20.9%
International	3,675	7.9%
Other & Unknown	1,816	3.9%
<b>Total</b>	<b>46,324</b>	<b>100.0%</b>
TX First Time Transfers		
Number	% of UG	
Two-Year Institutions	4,047	10.8%
Other Institutions	831	2.2%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		Rate
	Fall		
4-year Rate Total	2014		38.8%
Same Institution			36.3%
Other Institutions			2.5%
5-year Rate Total	2013		58.4%
Same Institution			54.0%
Other Institutions			4.4%
6-year Rate Total	2012		66.2%
Same Institution			59.5%
Other Institutions			6.7%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2017	
Total	90.7%
Same	84.9%
Other	5.9%

2-Year Persistence, Fall 2016	
Total	84.3%
Same	73.5%
Other	10.8%

Avg Number SCH for Bachelor's Degree		
FY 2018 Average		
	Sem	SCH
All	11.00	141.00

Degrees Awarded	
Type	FY 2018
Bachelor's	7,415
Master's	2,038
Doctoral	381
Professional	449
<b>Total</b>	<b>10,283</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	95.70%
Law	83.8%
Pharmacy	97.0%
Nursing	%
Engineering	85.3%

\*Data for FY 2017

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

Application for First-time Undergraduate Admission			
Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	4,276	73.8%	30.9%
African American	4,027	44.7%	35.6%
Hispanic	8,916	55.5%	36.4%
Asian	4,166	82.2%	42.7%
International	991	66.6%	25.8%
Other	586	74.4%	34.4%
<b>Total</b>	<b>22,962</b>	<b>62.8%</b>	<b>36.1%</b>

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,888	.0%	\$9,267	.0%
2015	\$10,331	4.3%	\$9,493	2.4%
2016	\$10,331	.0%	\$9,698	2.1%
2017	\$11,078	6.7%	\$10,076	3.8%
2018	\$11,078	.0%	\$10,352	2.7%
2019	\$10,890	-1.7%	\$10,687	3.1%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019	
Type of Cost	Average Amount
Total Academic Cost	\$10,890
On-campus Room & Board	\$9,104
Books & Supplies	\$1,300
Off-Campus Transportation & Personal Expenses	\$3,908
<b>Total Cost</b>	<b>\$25,202</b>

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

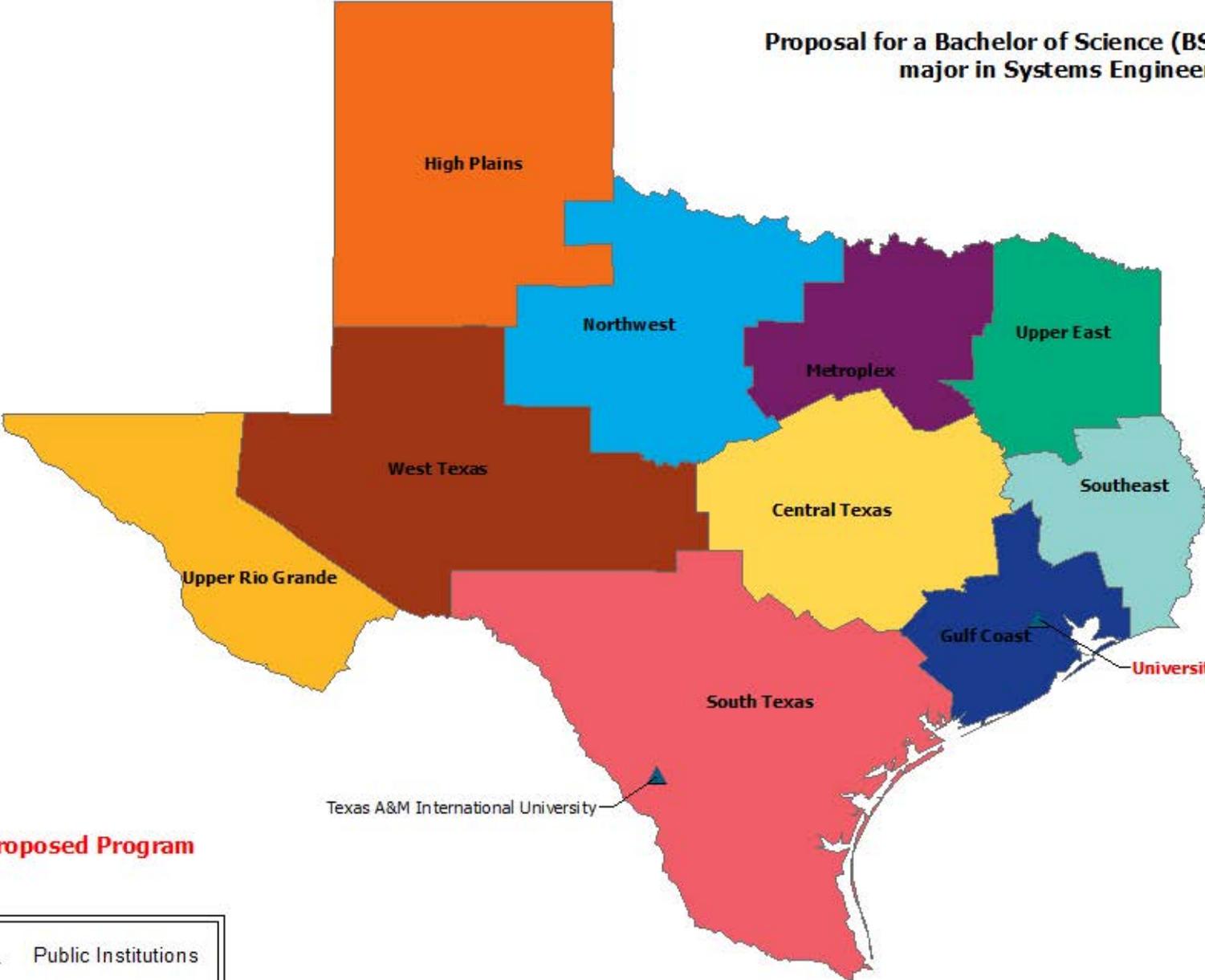
Instruction	
Measure of Excellence	Fall 2018
Undergraduate Classes with < 20 Students	24.4%
Undergraduate Classes with > 50 Students	22.8%
% of Teaching Faculty Tenured/Tenure-track *	59.7%
Student/Faculty Ratio *	23:1

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	56%	\$7,204
Federal (Pell) Grants	37%	\$4,242
Federal Student Loans	39%	\$6,821

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$286,994,293	25.9%
Federal Funds	\$137,471,808	12.4%
Tuition & Fees	\$356,456,926	32.2%
<b>Total Revenue</b>	<b>\$1,106,201,666</b>	<b>100.0%</b>

\* Fall 2017 Data

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



University of Houston\*

Texas A&M International University

**\* Proposed Program**

▲ Public Institutions

AGENDA ITEM IX-E

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

RECOMMENDATION:           Approval

Background Information:

The *Lower-Division Academic Course Guide Manual* (ACGM) is the official list of lower-division courses approved for general academic transfer that may be offered by public community and technical colleges in Texas. The ACGM is developed with the input of the ACGM Advisory Committee that is charged to provide recommendations to the Texas Higher Education Coordinating Board (THECB). The committee makes recommendations to add, delete, and revise courses to facilitate inclusion of new disciplines of study, reflect developments within existing disciplines, provide vertical and horizontal alignment of courses within disciplines, and respond to obsolescence of disciplines of study and courses. The ACGM is available online as a portable document format (pdf) and as an interactive database (<http://www.thecb.state.tx.us/ACGM>).

The ACGM Advisory Committee met October 15, 2019 and reviewed selected courses in the disciplines of Art (ARTS), Drama/Theater (DRAM), and History (HIST). Discipline faculty workgroups of the ACGM Learning Outcomes Project for 2019 developed the courses. The committee recommends the following approval of new courses, changes in existing course descriptions, and the addition of learning outcomes for the courses in each discipline.

**COURSES MODIFIED OR ADDED AS PART OF THE LEARNING OUTCOMES PROJECT**

<b>COURSE</b>	<b>TITLE</b>	<b>EFFECTIVE</b>
ARTS 2311	Design III (Color Theory)	Fall 2020
ARTS 2313	Graphic Design	Fall 2020
ARTS 2316	Painting I	Fall 2020
ARTS 2317	Painting II	Fall 2020
ARTS 2323	Life Drawing	Fall 2020
ARTS 2326	Sculpture	Fall 2020
ARTS 2333	Printmaking	Fall 2020
ARTS 2341	Metals	Fall 2020

ARTS 2346	Ceramics I	Fall 2020
ARTS 2347	Ceramics II	Fall 2020
ARTS 2348	Digital Media	Fall 2020
ARTS 2356	Photography I (fine arts emphasis)	Fall 2020
ARTS 2357	Photography II (fine arts emphasis)	Fall 2020
ARTS 2366	Watercolor	Fall 2020
DRAM 1322	Stage Movement	Fall 2020
DRAM 1341	Stage Makeup	Fall 2020
DRAM 1342	Costume Technology	Fall 2020
DRAM 2335	Theater Design	Fall 2020
DRAM 2336	Voice for the Actor	Fall 2020
DRAM 2355	Script Analysis	Fall 2020
HIST 2381	African American History I	Fall 2020
HIST 2382	African American History II	Fall 2020

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

## AGENDA ITEM IX-F

### Consideration of adopting the Committee's recommendation to the Board relating to the request from Vernon College for a Branch Campus Maintenance Tax Election

RECOMMENDATION: Approval

#### Background Information:

Vernon College (Vernon) requests Texas Higher Education Coordinating Board (THECB) approval to hold a branch campus maintenance tax election in Wichita County in the coming year to support Vernon's operations and to establish a branch campus in Wichita County. The 2017 American Community Survey determined that the population of Wichita County is 131,778. Under the provisions of THECB Rules, Chapter 8, Subchapter E, Rule 8.96, circulation of a petition to hold a branch campus maintenance tax election is not required for counties or independent school districts with a population of 150,000 or less.

The Vernon Board of Trustees approved the initiative of the maintenance and operations tax and, pending approval of this tax, the effort to move forward with expanding the existing Century City Center and Skills Training Center, both located in Wichita Falls. The Wichita County Branch Maintenance Tax (WCBMT) Steering Committee, which is comprised of Wichita County business, health care, and community leaders, was formed in support of this effort.

Vernon is a comprehensive community college located in Wilbarger County, Texas. The college serves a 12-county area of North Central Texas totaling 10,363 square miles, including Archer, Baylor, Clay, Cottle, Foard, Hardeman, Haskell, King, Knox, Throckmorton, Wichita, and Wilbarger Counties. The majority of Vernon's students reside in Wichita and Wilbarger Counties. The service area is predominately rural in nature, with Wichita Falls being the largest city in the area.

The college's main campus is located in Vernon, Texas, the county seat of Wilbarger County. There are two learning centers in Wichita Falls, the Century City Center and the Skills Training Center, and an additional learning center located in Seymour, Texas. A branch maintenance tax is being sought only for Wichita County. The proposed proceeds from the branch campus maintenance tax would be used to expand the Century City Center and the Skills Training Center in Wichita Falls and respond to the increasing need to enhance workforce and healthcare programs.



Vernon began offering courses and programs in Wichita County in 1975. Courses were offered in various leased facilities until 2004. In 1996, Vernon, with Wichita County and Wichita Falls community partners and grant funding from the Texas Workforce Commission, established the current Skills Training Center in Wichita Falls. In 2004, Vernon established a permanent presence in Wichita Falls with the purchase of the Century City Center. Wichita County currently accounts for approximately two-thirds of the college's enrollment each fall.

Proceeds from the branch campus maintenance tax would be used to fund the future expansion of the Century City Center and the Skills Training Center, and additional workforce and healthcare programs are planned. After the passage of the branch campus maintenance tax, residents of Wichita County would benefit by not being required to pay out-of-district tuition and fees to attend Vernon. Currently, Wichita County residents pay \$95 per semester credit hour (SCH) while Wilbarger County residents pay \$50 per SCH. A student taking 15 SCH per semester would save an estimated \$1,350 per year by paying in-district tuition and fees compared to current out-of-district rates.

Vernon is currently the second largest higher education provider in Wichita County based on the number of students enrolled (3,055 total enrollment in Fall 2018). Midwestern State University (MSU) is the only other public institution of higher education in Wichita County. It is one of four independent public universities in Texas that is unaffiliated with a state public university system. MSU's enrollment in Fall 2018 totaled 5,712. There are no private universities located in Wichita County.

According to the 2017 American Community Survey, the population in Wichita County, Texas is 131,778, with a civilian labor force of 58,340. Of individuals 25 years and over in Wichita County, over 86 percent are high school graduates (including GED); however, only 22.4 percent of the residents over 25 years of age have a bachelor's degree or higher, compared with 28.7 percent in Texas and 31.0 percent in the U.S. The median household income in Wichita County is \$45,776, compared with \$57,051 in Texas and \$57,652 in the U.S. The

median house value in Wichita County is \$93,200, compared with \$151,500 in Texas and \$193,500 in the U.S.

#### Local Steering Committee

Over a nine-month period from fall 2017 through April 2018, The Wichita Falls Chamber of Commerce led a strategic planning process for public, private, and non-profit leaders in Wichita Falls to come together around a community and economic development initiative intended to help the community secure a more prosperous and successful future. A diverse steering committee comprised of representatives from the public, private, and non-profit sectors guided the process, resulting in the *Wichita Falls Economic Development Strategy*, a guide for the community's collective actions over the following five years.

A key strategy in the plan is "The Wichita Falls Talent Partnership," a collective impact partnership that facilitates alignment between education and training providers, businesses, non-profits, and other partners in order to develop a more competitive workforce and improve individual outcomes. The strategic plan specifically identifies Vernon as one of the key building blocks of a quality "talent pipeline" for the Wichita Falls area: "Wichita Falls has the building blocks of a quality "talent pipeline," including Midwestern State University, Vernon, the new Career Education Center (CEC), and public schools that parents and recent students generally view favorably" (*Wichita Falls Economic Development Strategy*, p. 7).

The President of Vernon, Dr. Dusty R. Johnston, and the Vernon Board of Trustees began discussing the potential of a branch campus maintenance tax for Wichita County back in 2011. At its July 10, 2019 meeting, the Vernon Board of Trustees unanimously approved the first step of the formal process for the *Application/Notification to the Texas Higher Education Coordinating Board for Approval to Pursue a Branch Campus and a Branch Campus Maintenance Tax in Wichita County*, and approval for the Wichita County Branch Campus Maintenance Tax (WCBCMT) Steering Committee to hold an election to levy a branch campus maintenance tax in Wichita County to support Vernon's operations and to establish a branch campus in Wichita County.

The 10-member WCBCMT Steering Committee is comprised of business, health care, and community leaders in Wichita County. The committee has stated its commitment to ensuring that the population in Wichita County and the greater region is well informed regarding the nature and purpose of the branch maintenance tax and the impact that the programs provided by Vernon and the college's Century City Center and Skills Training Center will have for Wichita County.

#### Tax Rate and New Revenue

The WCBCMT Steering Committee and the Vernon Board of Trustees have expressed their support for a \$0.05 per hundred dollars in taxable property valuation maintenance tax. Based on information provided by the WCBCMT Steering Committee, the taxable value of Wichita County in 2018 is \$6,880,555,202. Based on the current taxable property values, the tax would generate approximately \$3,440,000 in revenue annually. Approximately \$1,500,000 of the new revenue would be allocated to offset a reduction in tuition for Wichita County residents attending Century City Center, Skills Training Center, or other Vernon instructional sites. Approximately \$500,000 of the new revenue would be allocated to offset a reduction in tuition from \$95/semester credit hour to zero for all Wichita County high school students in dual credit academic, technical, or Early College High School classes.

### Instructional Programs

Vernon has provided education and training to 1,800 - 2,000 Wichita County resident students each semester for over 10 years. During this time, the majority of the education and training has been conducted at Century City Center and Skills Training Center in Wichita County. At the Century City Center, Vernon currently offers a variety of academic, career, technical education, and continuing education programs and courses. At the Skills Training Center, Vernon offers training programs for area industries, including heating, ventilation, and air conditioning; welding; computer information systems; and industrial automation.

According to Vernon, the "Top Ten" Vernon Programs by Wichita County Completers (2009-2019) are:

1. Licensed Vocational Nursing (578)
2. Registered Nursing (412)
3. General Studies Transfer Cert. (469)
4. General Studies Transfer AA/AS (392)
5. Welding (121)
6. Heating, Ventilation, & Air Conditioning (110)
7. Computer & Information Sciences (112)
8. Police Academy-Law Enforce (99)
9. Cosmetology Operator (99)
10. Pharmacy Technician (88)

### Library and Learning Resources

On-site physical libraries are available at the Vernon Campus and the Century City Center, with Resource Rooms available at the Skills Training Center. Libraries are open over 60 hours per week and include extensive print collections; group study rooms; computer labs; personal assistance from staff; and a TexShare Card Program that entitles students to borrowing privileges at participating libraries, including Midwestern State University's Moffett Library.

Electronic Library Resources include full text databases acquired through membership in the TexShare consortium of library materials as well as purchased independently outside the consortium; intercampus borrowing, which allows students, faculty, and staff to request books from the Vernon collection; interlibrary loan for requesting books unavailable within the Vernon Library System; online book renewal; off-campus access to E-books; research assistance via online tutorials and research guides; and library assistance via email or live chat accessible via an "Ask the Librarian" link.

Tutoring Centers are available at all locations and provide online tutoring through NetTutor (3rd party entity providing online tutoring); in-house essay tutoring and math tutoring; online email submission essay tutoring; group tutoring for most subjects; and access to the Vernon Student Toolbox housed in the college's Learning Management System.

### Student Services

The mission of Vernon is teaching, learning, and leading. Vernon integrates education with opportunity through its instructional programs and student support services by means of traditional and distance learning modes. The college provides comprehensive student support services in person and/or via online interaction at all of its instructional locations, including the Century City Center and Skills Training Center in Wichita County. A Peer Mentor Program,

designed to provide support and guidance to students as they adjust to college life, is also available to all students. Student Peer Mentors help students connect to college services and resources, find information on policies and dates, develop time management strategies, and take action regarding academic and career goals. A Student Forum also directs on-campus activities at the Century City Center and Skills Training Center, including a Halloween Costume Contest, Finals cocoa, and community service projects such as Habitat for Humanity and blood drives.

### Technology

Vernon uses technology throughout its operations, offering a full range of distance learning courses via interactive video, Internet, and videotape. Internet access for students is available in libraries and resource rooms at every major instructional location. A midrange computer system and an integrated software package were installed at Vernon to serve administrative computing functions. Below is an overview of the facilities at Century City Center and at the Skills Training Center:

#### Century City Center

- Total estimated square feet of operation: 157,267 sq. ft.
- Estimated square footage dedicated to instruction: 45,088 sq. ft.
- Number of dedicated classrooms: 25
- Number of dedicated:
  - Skills labs: 8
  - Science labs: 3
  - Math labs: 2
  - Computer labs: 8
  - Interactive Distance Education rooms: 4
- Number of individual faculty offices: 63
- Number of individual administrative/other offices: 44

#### Skills Training Center

- Total estimated square feet of operation: 54,000 sq. ft.
- Estimated square footage dedicated to instruction: 34,800 sq. ft.
- Number of dedicated classrooms: 10
- Number of dedicated:
  - Skills labs: 7
  - Computer labs: 3
  - Police Academy defense tactics room: 1
  - Police Academy active shooter simulator room: 1
  - Number of individual faculty offices: 8
  - Number of individual administrative/other offices: 3

### Faculty

Vernon employs full-time and part-time faculty members who are qualified to provide instruction at all locations and for all modes of course delivery. The student/ faculty ratio at Vernon has remained at 17/1 for several years. The Century City Center employs 50 full-time faculty members and 49 adjunct faculty members. The Skills Learning Center employs 5 full-time faculty members, 9 instructional service staff, and 8 adjunct faculty members. Faculty advising for students who are Texas Success Initiative (TSI) clear or TSI exempt is offered during regularly scheduled faculty office hours and in the Course Schedule Advising (CSA) centers located at the Vernon Campus and Century City Center.

The mission of providing quality education in technical, vocational, academic, and continuing education guides the selection process as Vernon considers all qualifications, including work experience, professional certifications, and the individual's level of education (highest degree earned in the discipline). Academic faculty teaching transfer courses are required to hold a master's degree in the discipline, or a master's degree plus 18 graduate semester credit hours in the discipline being taught. Career and Technical Education faculty are hired based on qualifications, including level of education, work and teaching experience, as well as professional certifications/licensures.

As established by college policy, both full-time and part-time/adjunct faculty must meet the credentialing guidelines for scholarly and professional preparation established by the Southern Association for College and Schools Commission on Colleges. Faculty evaluation occurs using the Professional Improvement and Review for all full-time faculty, while the Supervisor's Evaluation of Adjunct Instructor is utilized for part-time/adjunct faculty. These instruments, along with Student Surveys of Instruction (SIR II and eSIRII), play a predominant role during the evaluation process for all full-time and part-time instructors. All full-time faculty are evaluated on an annual basis by his/her division chair, director, or coordinator, and all evaluations are reviewed by the vice-president of instructional services. Adjunct faculty, by virtue of their non-contractual status, are appointed on a semester basis, and all adjunct faculty are evaluated on a regular basis, with formal evaluations submitted by the supervising division chair or coordinator at least every three years.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

## AGENDA ITEM IX-G

Consideration of adopting the Certification Advisory Council's, the Commissioner's, and the Committee's recommendation to the Board relating to a request from Southwest School of Art for a fourth Certificate of Authority to grant degrees in Texas

RECOMMENDATION: Approval, with stated conditional requirements

### Background Information:

Southwest School of Art (SSA), San Antonio, Texas, seeks approval for its fourth Certificate of Authority to award a Bachelor of Fine Arts (BFA) degree. Certificates of Authority are granted for two-year periods. Institutions may be granted successive Certificates of Authority for a total of eight years. After eight years, absent sufficient cause, the institution must have obtained accreditation from an accrediting agency recognized by the Texas Higher Education Coordinating Board (THECB). The Certificate of Authority would be SSA's final Certificate of Authority, and would be valid from January 2020 to January 2022.

SSA was incorporated as the Southwest Craft Center in 1965. The first adult community art classes began in 1970. The school's name was shortened to the Southwest School of Art in 2010. SSA has operated under a Certificate of Authority since October 2013 to offer the BFA degree program. The inaugural BFA class began in fall of 2014. In April 2018, SSA graduated its first 11 students from the inaugural class.

The mission of SSA is to teach and advance the visual arts for the benefit of students seeking higher education and for others seeking education and enrichment. The mission is also supported by a statement of intent for the BFA degree, which is to provide SSA's students with an understanding of business, critical thinking, and studio skills necessary for successful careers as working artist and engaged citizens. SSA's statement of intent is: The Bachelor of Fine Arts (BFA) Degree program at Southwest School of Art requires that students become deeply involved in the process of making as a form of inquiry and discovery. With equal emphasis on content and craft, the program challenges students to value both tradition and innovation, moving freely between the creation of one-of-a-kind works and applied design.

SSA has applied for its fourth Certificate of Authority as the institution works toward accreditation by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC), an accrediting agency recognized by the THECB. SSA is also seeking accreditation by the National Association of Schools of Art & Design (NASAD), an accrediting agency which has not sought THECB recognition. SSA is working to achieve Candidacy status with SACSCOC in December 2021. SSA is working toward accreditation with NASAD in either April 2020 or October 2020.

Because the timeline for gaining SACSCOC Candidacy status is close to the expiration of the fourth Certificate of Authority, it is likely that SSA, may cite a good-

faith effort to achieve accreditation within the eight-year time period and appeal for an extension of eligibility for certification because of "other good and sufficient cause,"<sup>1</sup> specifically, based on SACSCOC staff's recommendation, changing accounting methods to meet SACSCOC criteria, which caused a delay in application for SACSCOC accreditation.

An on-site evaluation was conducted at SSA on May 13-14, 2019. The THECB's Certification Advisory Council (CAC) reviewed the evaluation team's report and SSA's response to the evaluation report at its October 30, 2019 meeting. The CAC members voted 6 to 0 to recommend approval of a fourth Certificate of Authority, with the following restrictions or conditions, as suggested by THECB staff:

- Southwest School of Art must provide the THECB with annual audited financial statements during the final Certificate of Authority as soon as the audited financials are received by SSA;
- Southwest School of Art must provide the THECB with all correspondence between the institution and SACSCOC regarding the status of its application or candidacy with the accrediting agency as soon as received or sent;
- If Southwest School of Art believes it will not have candidacy status by the end of the final Certificate of Authority, by July 2021, it must provide to THECB staff:
  - Correspondence with SACSCOC regarding how the accreditor would view the gap in state authorization between the end of the final Certificate of Authority and obtaining candidacy status;
  - Any arguments regarding extraordinary circumstances which the Coordinating Board might consider in extending the final Certificate of Authority until SACSCOC can make a decision on candidacy; and
  - A signed teach-out agreement which allows students to transfer to another institution to finish the BFA program should the Coordinating Board not give an extension due to extraordinary circumstances.

Commissioner Keller concurred with the recommendation.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

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<sup>1</sup> Texas Education Code, Section 61.308(e).

## AGENDA ITEM IX-H

Consideration of adopting the Committee's recommendation to the Board relating to the July 2019 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 Texas Higher Education Coordinating Board (THECB) rules, Chapter 7, Subchapter A, Section 7.7, institutions operating under a Certificate of Authorization are required to submit an annual compliance report to ensure continued compliance with respect to institutions' operations in Texas. The compliance report includes documentation on accreditation status, degree programs being offered, publications, student complaint policies, and financial viability. The 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 review of the annual compliance report also provides a means for staff to confirm that information about an institution is current in the THECB's files and publications.

Institutions with names beginning with "A" through "O" are required to submit their reports by January 15, 2019. Institutions with names beginning with "P" through "Z" are required to submit their reports by July 15, 2019. An institution receiving its first Certificate of Authorization less than six months prior to the report due date is not required to report, as their information is deemed up-to-date. The following is a summary of the status of all institutions required to report in the July 2019 reporting cycle.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

July 2019 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, 2019 reporting deadline:

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

- 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
- Southern Careers Institute
- Springfield College - The Woodlands
- Strayer University - Cedar Hill
- Strayer University - El Paso
- Strayer University - Fort Worth
- The College of Health Care Professions - McAllen
- The College of Health Care Professions - San Antonio
- The College of Health Care Professions - SA South
- The King's University
- Tulane University - Houston
- Universal Technical Institute of Northern Texas
- Universidad Ana G. Mendez - Carolina Campus
- Universidad Ana G. Mendez - Cupey Campus
- Universidad Ana G. Mendez - Gurabo Campus
- University of Maryland Global Campus - Killeen
- University of Phoenix Resource Center - Arlington Highlands
- University of Phoenix - Dallas
- University of Phoenix - El Paso Campus 4
- University of Phoenix - Houston
- University of Phoenix - Killeen Learning Center
- University of Phoenix - San Antonio
- Upper Iowa University
- Vet Tech Institute of Houston

- Strayer University - Irving
- Strayer University - North Austin
- Strayer University - Northwest Houston
- Strayer University - San Antonio
- Strayer University - Stafford
- Strayer University - Verizon Call Center - El Paso
- 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
- The College of Health Care Professions - Dallas
- The College of Health Care Professions - Fort Worth
- The College of Health Care Professions - Houston NW
- The College of Health Care Professions - Houston SW
- Vista College - Beaumont
- Vista College - College Station
- Vista College - El Paso (Brook Hollow)
- Vista College - El Paso (Montana)
- Vista College - El Paso (North Loop)
- Vista College - Killeen
- Vista College - Longview
- 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 (Main Campus)

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

- Samuel Merritt University
- San Diego State University
- Saybrook University
- Seward County Community College/ATS
- St. Catherine University
- Touro University Nevada
- United States University
- University of Mississippi
- University of Puerto Rico - Medical Sciences
- University of San Francisco
- University of Southern California
- Webster University - St. Louis, MO
- West Coast University - Los Angeles
- West Coast University - Orange County
- Western Oklahoma State College
- Western University of Health Sciences

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

Institutions with a physical campus in Texas:

- Southwest University at El Paso
- Visible Music College

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

- Southern Arkansas University
- Walden University

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

- Peloton College – Arlington: no longer offering degrees
- University of Phoenix – Woodlands Learning Center
- Vista College - Lubbock
- Virginia College - Austin

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

- University of Maryland - Baltimore
- University of Massachusetts - Amherst

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

Institutions with a physical campus in Texas:

Institution

Comment

Peloton College – Dallas

U.S. Department of Education provisional status; currently in teach out of degree programs

<u>Institution</u>	<u>Comment</u>
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
School of Automotive Machinists & Technology	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
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

Institution

Comment

University of St. Augustine for Health Sciences - Austin

Procedural and control deficiencies that led to accreditor status of Accredited-On Notice

University of St. Augustine for Health Sciences - Dallas

Financial Responsibility Composite Score of less than 1.5.

Vista College – Richardson (Online)

Financial Responsibility Composite Score of less than 1.5

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

Institution

Comment

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

## AGENDA ITEM IX-I

### Report to the Board 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 Texas Higher Education Coordinating Board (THECB) rules, Chapter 7, Subchapter A, Section 7.7(5), Closure of an Institution, the 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 the Board of the THECB. The Board delegated the Assistant Commissioner of Academic Quality and Workforce authority to oversee this approval process.

#### **Belhaven University – Houston (Park Row)**

On September 16, 2019, Belhaven University, Jackson, Mississippi, notified the THECB of its intention to close its campus at 15115 Park Row, Suite 175, Houston, Texas 77084 as of October 31, 2019. Belhaven University suspended new enrollments at the Park Row site as of September 20, 2019. Belhaven University notified SACSCOC on September 13, 2019. At the time enrollment was ceased, Belhaven had 114 students attending classes at the Park Row location. Of these students, 95 are enrolled in programs that are also offered through Belhaven University Online. These students are being offered the opportunity to transfer to the online programs. Eight students are in a program that is not currently offered online. They will participate in live video conference classes until the program is converted to an online format. Belhaven has entered into a formal teach-out agreement with American International University for its 11 international students. Student records will be maintained by Belhaven University at its main campus in Jackson, Mississippi. The Certificate of Authorization for this location ended October 31, 2019.

#### **International Business College-West (Barranca)**

On October 22, 2019, the Chief Executive Officer (CEO) of International Business College notified the THECB of her retirement and intention to close the West (Barranca) campus at 1156 Barranca Drive, El Paso, Texas 79935, as of October 31, 2019. Southwest University in El Paso, with similar programs, has agreed to accept and teach out International Business College students. Three El Paso colleges, Western Technical, Pima Institute, and Vista College, have agreed to accept credit-for-credit for students affected by the closure. THECB staff have requested electronic student records for safekeeping in the THECB's transcript repository. The school has also arranged for student records to be maintained electronically by Diamond Student Information System in Calabasas, California. The Certificate of Authorization for this location ended October 31, 2019.

**International Business College-East (Zaragoza)**

On October 22, 2019, the CEO of International Business College notified the THECB of her retirement and intention to close the East (Zaragoza) campus at 1155 N. Zaragoza, Ste. 100, El Paso, Texas 79907, as of October 31, 2019. Southwest University in El Paso, with similar programs, has agreed to accept and teach out International Business College students. Three El Paso colleges, Western Technical, Pima Institute, and Vista College, have agreed to accept credit-for-credit for students affected by the closure. THECB staff have requested electronic student records for safekeeping in the THECB's transcript repository. The school has also arranged for student records to be maintained electronically by Diamond Student Information System in Calabasas, California. The Certificate of Authorization for this location ended on October 31, 2019.

**Strayer University – Stafford**

On October 1, 2019, Strayer University, Herndon, Virginia, notified the THECB of its intention to close its campus at 12603 Southwest Freeway, Suite 400, Stafford, Texas 77477 no later than March 31, 2020. The campus resources will be consolidated at the Strayer University – Northwest Houston campus at 10343 Sam Houston Park Drive, Houston, TX 77064. The two campuses are 23.4 miles apart. Student records will continue to be maintained by Strayer University Office of the Registrar in Virginia. The Certificate of Authorization for this location will be ended upon receipt of notice of final closure.

**Tulane University – Houston**

On September 5, 2019, Tulane University, New Orleans, Louisiana, notified the THECB of its intention to close its Houston instructional site at 1700 West Loop South, Houston, Texas 77027. Tulane suspended new enrollments at the Houston site as of January 2019 and expects to conclude a teach-out on or about May 30, 2020, with all academic operations concluded on July 31, 2020. The teach-out plan was submitted to SACSCOC on July 25, 2019. Tulane will notify the U.S. Department of Education upon approval of the teach-out by SACSCOC. Tulane has not entered into formal teach-out agreements with other institutions as the number of transferring students is expected to be low. Tulane will provide individual support to students, such as assistance in transferring to an AACSB-accredited Houston institution; transferring to the main New Orleans campus; taking classes through Tulane's A.B. Freeman School of Business Goldring Institute of International Business; or completing coursework independently with specific faculty. At the time the closure was announced, Tulane served 46 students at the Houston location in three degree programs. All currently enrolled students are expected to graduate in or by August 2020. The Certificate of Authorization for this location will end upon receipt of the notification that the teach-out is complete. Student records will be maintained by Tulane University's main campus in New Orleans, Louisiana.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

AGENDA ITEM IX-J

Consideration of adopting the Committee's recommendation to the Board relating to approval to fund Grad TX activities designed to help meet the completion goal of 60x30TX

Total Project Cost:               \$300,000.00  
Source of Funds:                 D.1.5. Strategy, Grad TX  
Authority:                         General Appropriations Act, House Bill 1, Article III, Section 49  
  86th Texas Legislature, Regular Session

RECOMMENDATION:               Approval

Background Information:

In October 2016, the Texas Higher Education Coordinating Board (THECB) 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 that participate 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.

The THECB staff requests approval to fund 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; and
- 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 be available to answer questions.

AGENDA ITEM IX-K

Consideration of adopting the Committee’s recommendation to the Board relating to approval to issue a Request for Proposals for the evaluation of Corequisite Models required by the Texas Success Initiative

Project Cost: Up to \$200,000  
Sources of Funds: D.1.2 Strategy: Developmental Education  
Complete College America Foundation  
Authority: General Appropriations Act, House Bill 1, Article III, Section 32  
86th Texas Legislature, Regular Session

RECOMMENDATION: Approval

Background Information:

The Texas Success Initiative (Texas Education Code, Chapter 51, Subchapter F-1, Section 51.336(c)) requires Texas public institutions of higher education to develop and implement corequisite models and ensure that a certain percentage of their students enrolled in developmental education be enrolled in such models. Institutions are required to increase by 25 percentage points enrollments in corequisite models each fall, beginning in 2018 and culminating at 75 percent in fall 2020 and later.

To support colleges as they continue to implement, enhance, and scale the required corequisite models, institutions benefit from an independent evaluation of the efficient and effective delivery of corequisite models and their cost effectiveness. The evaluation will study the potential impact on closing the equity gaps and improving momentum for underrepresented groups, as well as supporting the priorities of the agency for achieving the goals and targets of the state’s higher education plan, *60x30TX*. Findings will also be used to inform professional development, technical assistance, continuous improvement, and reporting activities, as well as future policy and guidance for serving underprepared students.

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

AGENDA ITEM IX-L

Consideration of adopting the Committee’s recommendation to the Board relating to approval to issue a Request for Proposals for the Developmental Education Program

Original Project Cost: Up to \$2,250,000  
Source of Funds: Strategy: Developmental Education  
Authority: General Appropriations Act, Senate Bill 1, Article III, Section 32  
86th Texas Legislature, Regular Session

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff request approval to issue a Request for Proposals (RFP) for the Developmental Education Program in order to award grants that support scaling and enhancing comprehensive strategies and activities to achieve the goals and targets of the state’s higher education plan, *60x30TX*.

The RFP will be released specifically to support the Texas Success Initiative (Texas Education Code, Chapter 51, Subchapter F-1), which requires all Texas public institutions of higher education to develop and implement corequisite models and ensure that a certain percentage of their students enrolled in developmental education be enrolled in such models. To support institutions as they continue to implement and scale required corequisite models, THECB staff seek proposals from interested institutions of higher education at various stages of implementation and those who seek to enhance the effectiveness and efficiency of their models through the use of multiple measures, supplemental instruction, and other promising and best practices that impact underprepared or struggling students’ momentum and success.

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

## AGENDA ITEM IX-M

Consideration of adopting the Committee's recommendation to the Board relating to approval to issue a Request for Applications for the Nursing, Allied Health and Other Health-related Education Grant Program

RECOMMENDATION:           Approval

### Background Information:

The Nursing, Allied Health and Other Health-related Education Grant Program (NAHGP) was established in 1999, as a result of the state's Tobacco Lawsuit Settlement, and grants are funded by the interest earnings from the permanent fund for the program. The passage of House Bill 1401, 86th Texas Legislature, Regular Session, directs the Texas Higher Education Coordinating Board (THECB) to continue prioritizing the state's nursing shortage through NAHGP (Texas Education Code, Sections 63.202 (f) and (g)). The THECB requests applications from Texas public and independent institutions of higher education that offer programs leading to the initial licensure of Registered Nurses (RN) to award grants.

Consistent with the goals of *60x30TX* and the statutorily delineated priority, the grant program prioritizes student completion, program enrollment, and acquisition of marketable skills in initial RN licensure education. Initial RN licensure programs typically face shortages in clinical sites, which restrict enrollment capacity. To alleviate challenges related to clinical site shortages, recent Requests for Applications (RFA) have supported approximately 50 initial RN licensure programs in their efforts to increase simulation use in clinical instruction, while also minimizing competency gaps and student attrition.

Approximately \$5 million is available for grant awards in Fiscal Year 2020. Pending approval by the Board of the THECB, the 2020 RFA will be released in spring with awards announced in summer 2020. The RFA is focused on reducing barriers that limit student enrollment and completion, and supports RN programs' expansion of clinical training into settings with vulnerable populations, and where a nursing shortage is prevalent and opportunities to develop students' clinical judgment are readily available.

Applications will be evaluated by agency staff and nursing professionals based on the published set of criteria, after which applications will be recommended for grant awards. The Board of the THECB, through the Commissioner as its delegate and with approval of the THECB Chair, Vice Chair, and Committee Chair, will select grant awards based upon the applications that receive the highest scores.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

## AGENDA ITEM IX-N

### Consideration of adopting the Committee's recommendation to the Board relating to approval to issue a Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program

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

#### Background Information:

As the state's sub-recipient of the federal Carl D. Perkins Career and Technical Education Improvement Act funding, the Texas Higher Education Coordinating Board (THECB) administers Basic formula grants (Title I) to support the goals outlined in the Perkins Act. The THECB publishes the Request for Applications (RFA) for eligible Texas colleges to apply to receive Perkins Basic grants. The Carl D. Perkins Career and Technical Education Improvement Act of 2006, as reauthorized and amended by the Strengthening Career and Technical Education for the 21st Century Act, went into effect on July 1, 2019. A four-year State Plan is under development for Fiscal Years 2021-2024. The Perkins Basic RFA for Fiscal Year 2021 will incorporate all required elements of the Act consistent with the State Plan.

As part of the responsibility delegated to the THECB by the State Board of Education, the THECB 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 Texas State Technical College.

#### 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; and

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, Basic grants funding must address the goals of the approved State Plan and the requirements of Public Law 115-224, Title I, Career and Technical Education Assistance to the States.

Funding for the Fiscal Year 2021 Basic Grants is estimated to be \$28.5 million.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

## AGENDA ITEM IX-O

### Consideration of adopting the Committee's recommendation to the Board relating to approval to issue 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:

As the state's sub-recipient of the federal Carl D. Perkins Career and Technical Education Improvement Act funding, the Texas Higher Education Coordinating Board (THECB) administers State Leadership grants to support the goals outlined in the Carl D. Perkins Career and Technical Education Improvement Act of 2006, as reauthorized and amended by the Strengthening Career and Technical Education for the 21st Century Act, effective July 1, 2019. The THECB publishes the Request for Applications (RFA) for eligible Texas colleges to apply for State Leadership grants. Perkins State Leadership grants provide funding support to improve career and technical education (CTE) programs. In order to receive a State Leadership grant, institutions must submit an application that addresses the goals and objectives of the Act and one or more of the goals of *60x30TX*.

In FY 2021, State Leadership grants must also address the following criteria:

- 1) Overall advancement of career and technical education in Texas and its regions;
- 2) Improvement of student credential completion in CTE in one or more Texas Career Clusters;
- 3) CTE opportunities for special populations as designated by the Act;
- 4) Partnerships with educational agencies, institutions of higher education, adult education providers, workforce development boards, and/or business and industry;
- 5) Building upon formerly funded projects or proposing innovation that does not duplicate previous projects;
- 6) A sustainability plan and budget for continuation of the project's activities and deliverables after Perkins funding ends; and
- 7) For projects proposing curriculum development or redesign, adherence with applicable sections of the Guidelines for Instructional Programs in Workforce Education (GIPWE) and the Workforce Education Course Manual (WECM).

Anticipated Fiscal Year 2021 funding available for Perkins State Leadership grants is \$3.1 million.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

## AGENDA ITEM IX-P

### Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the last Board meeting

RECOMMENDATION: No action required

#### Background Information:

The Board authorized the Commissioner or the Assistant Commissioner of Academic Quality and Workforce to act on institutional requests. Coordinating Board rule, Chapter 5, Section 5.50 (j) directs the Commissioner to provide a list to Board members of all institutional requests acted on by the Commissioner and Assistant Commissioner.

Requests for new degree and certificate programs were reviewed by staff to ensure they met the standards established by Coordinating Board rules, Sections 5.50, 9.93 (c), and 7.4 before receiving approval from the Commissioner or the Assistant Commissioner of Academic Quality and Workforce. The standards address the institution's mission, overall program quality, student demand and job market needs, duplication with existing programs at other institutions, funding, and institutional effectiveness.

Since the last report to the Board, the Assistant Commissioner approved 32 new degree and certificate programs; approved 6 institutional requests to phase programs out; issued 7 Certificate of Authorization (new, renewed, revised, or cancelled); and received 9 planning notifications. Detailed information is provided in the tables on the following pages.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

**REPORT ON INSTITUTIONAL REQUESTS ACTED ON BY THE  
COMMISSIONER OR ASSISTANT COMMISSIONER SINCE THE PREVIOUS BOARD MEETING**

September 21, 2019 – December 13, 2019

**NEW DEGREE AND CERTIFICATE PROGRAMS**

<b>Institution</b>	<b>Degree</b>	<b>Program</b>	<b>Date Approved</b>
<b>Community &amp; Technical Colleges</b>			
College of the Mainland	AAS	Information Technology – Cybersecurity	10/14/2019
Collin County Community College District	AAS	Construction Technology – Carpentry	12/09/2019
Collin County Community College District	AAS	Construction Technology – Electrical	12/09/2019
Collin County Community College District	AAS	Construction Technology – Facilities Management	12/09/2019
Collin County Community College District	AAS	Construction Technology – Plumbing	12/09/2019
Collin County Community College District	AAS	Construction Technology – Safety	12/09/2019
Dallas County Community College District – Brookhaven College	AAS	Cloud Computing	10/14/2019
Dallas County Community College District – El Centro College	AAS	Cloud Computing	10/14/2019
Dallas County Community College District – North Lake College	AAS	Cloud Computing	10/14/2019
Dallas County Community College District – Richland College	AAS	Cloud Computing	10/14/2019
Lamar State College – Orange	AS	Computer Information Systems	10/14/2019
Lamar State College – Orange	AS	Biology-Medical Professions Emphasis	11/04/2019
<b>Universities &amp; Health-Related</b>			
DCCCD Brookhaven College	BAS	Early Childhood Education and Teaching	11/5/2019
Weatherford College	BSN	Nursing	8/24/2020
Sam Houston State University	BS	Mechanical Engineering Technology	11/1/2019
San Jacinto College Cen Campus	BSN	Nursing	10/24/2019

Texas A&M Univ-San Antonio	BAAS	Water Resources Science and Technology	10/4/2019
Texas A&M Univ-San Antonio	MA	Teaching in Diverse Communities	12/5/2019
Texas A&M Univ-San Antonio	MS	Biology	12/5/2019
Texas Tech University	BFA	Dance	11/1/2019
Texas Tech University	DVM	Veterinary Medicine	12/11/2020
University of Houston-Clear Lake	MS	Data Science	11/8/2019
University of Houston-Victoria	BA/BS	University Studies	10/16/2019
University of Houston-Victoria	MACC	Accountancy	10/16/2019
University of Houston-Victoria	MA	Criminal Justice	10/16/2019
University of Houston-Victoria	MS	Sports Management	10/16/2019
University of North Texas	MS	Artificial Intelligence	12/10/2019
University of North Texas	BS	Project Design and Analysis	12/10/2019
University of North Texas	MBA	Sports Entertainment Management	08/15/2020
University of Texas At El Paso	BS	Ecology and Evolutionary Biology	11/1/2019
University of Texas At Tyler	MSN	Psychiatric Mental Health Nurse Practitioner	10/30/2019
University of Texas At Tyler	MSN	Informatics, Quality and Safety	10/30/2019

### **PHASE-OUT OF PROGRAMS**

<b>Institution</b>	<b>Degree</b>	<b>Program</b>	<b>Phase out Date</b>
<b>Community &amp; Technical Colleges</b>			
(None)			
<b>Universities &amp; Health-Related</b>			
Texas A&M University-Texarkana	BS	Biotechnology	8/15/2021
Texas A&M University-Texarkana	MS	Adult and Higher Education	8/15/2021
Texas Tech University	BA	Broadcast Journalism	12/13/2019
Texas Tech University	BA	News/Editorial	12/13/2019
University of Texas At Arlington	BS	Geoinformatics	11/30/2019
University of Texas At Arlington	BA	Communication Studies	8/1/2020

**PLANNING NOTIFICATIONS**

<b>Institution</b>	<b>Authority Level</b>	<b>Program</b>	<b>Date Notified</b>
<b>Universities, Health-Related, &amp; Community &amp; Technical Colleges</b>			
Midland College	Bachelor's	Early Childhood Education and Teaching	11/6/2019
Stephen F. Austin State Univ	Bachelor's	Electrical and Electronics Engineering	11/6/2019
Stephen F. Austin State Univ	Bachelor's	Mechanical Engineering	11/6/2019
Tarleton State University	Master's	Civil Engineering, General	11/5/2019
Tarleton State University	Master's	Environmental/Environmental Health Engineering	11/5/2019
Texas A&M Univ At Galveston	Doctorate	Marine Biology and Biological Oceanography	12/4/2019
Texas A&M Univ-Corpus Christi	Doctorate	Marine Biology and Biological Oceanography	12/4/2019
Texas A&M University	Doctorate	Marine Biology and Biological Oceanography	12/4/2019
University of Texas At El Paso	Doctorate	Occupational Therapy/Therapist	12/4/2019

**CERTIFICATES OF AUTHORIZATION**

<b>Non-Public and Out-of-State Institution</b>	<b>Authorization Type</b>	<b>Certificate of Authorization Issue Date</b>
Chamberlain University – San Antonio	Certificate of Authorization to conduct courses, grant bachelor’s degrees, grant credits toward degrees, and to use certain protected academic terms	November 22, 2019
Columbia College – Mesquite (Motley)	Provisional Certificate of Authorization to grant bachelor’s degrees, grant credit toward degrees, and to use certain protected academic terms	November 22, 2019
New England College – Mesquite (Eastfield College)	Certificate of Authorization to conduct courses, grant bachelor’s degrees, grant credits toward degrees, and to use certain protected academic terms	November 22, 2019
New England College – Dallas (Richland College)	Certificate of Authorization to conduct courses, grant bachelor’s degrees, grant credits toward degrees, and to use certain protected academic terms	November 22, 2019

Southeastern University at Celebration Church – Georgetown	Certificate of Authorization to grant associate, bachelor’s, and master’s degrees, grant credit toward degrees, and to use certain protected academic terms	November 26, 2019
Southeastern University at Hope Fellowship – Frisco	Certificate of Authorization to grant associate, bachelor’s, and master’s degrees, grant credit toward degrees, and to use certain protected academic terms	November 26, 2019
Strayer University	Provisional Certificate of Authorization to grant associate, bachelor’s, and master’s degrees, grant credit toward degrees, and to use certain protected academic terms	November 15, 2019

AGENDA ITEM IX-Q (1)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 7, Subchapter A, Sections 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 and 7.11 of Board rules, concerning Financial Protections for Student Tuition and Fees

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board staff proposes revisions to Chapter 7, Subchapter A, Rules Sections 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 and 7.11 of Board rules. A majority of the revisions move Financial Protections for Student Tuition and Fees from Section 7.7 Institutions Accredited by Board-Recognized Accreditors and Section 7.8, Institutions Not Accredited by a Board-Recognized Accreditor, to create Section 7.16, Financial Protections for Student Tuition and Fees. The remaining revisions clarify existing rules, including the types of institutions that may participate in a reciprocal state exemption agreement under Section 7.3(33); which institutions the Standards for Operation of Institutions apply in Section 7.4; and adding the requirement in Section 7.4(8) that new degree program applications evaluate the need for the proposed program of study through survey, research, or other means of measurement; deleting a closed school previously allowed to have an Associate of Occupational Studies degree under Section 7.5(c); correcting cross-referenced subsections under Section 7.6-7.8; and individuals who become new owners are subject to the independent audited financial records requirement.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Date approved by the Commissioner for Publication in the *Texas Register*: October 14, 2019

Date published in the *Texas Register*: October 25, 2019

The 30-day comment period with the Texas Register ended on: November 25, 2019

No comments were received.

Legal Review:

Approved by the Office of General Counsel



Date: 1/3/20

*§7.3. Definitions.*

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) - (32) (No change.)

(33) Reciprocal State Exemption Agreement--An agreement entered into by the Board with an out-of-state state higher education agency or higher education system for the purpose of creating a reciprocal arrangement whereby that entity's institutions are exempted from the Board oversight for the purposes of distance education. In exchange, participating Texas public and private or independent institutions of higher education as defined in Texas Education Code, §61.003 and private postsecondary educational institutions as defined in Texas Education Code, §61.302(2) would be exempted from that state's oversight for the purposes of distance education.

(34) - (39) (No change.)

*§7.4 Standards for Operation of Institutions.*

All non-exempt postsecondary educational institutions that operate within the state of Texas are required to meet the following standards. These standards will be enforced through the Certificate of Authority process for institutions without Board-recognized accreditation. Standards addressing the same principles will be enforced by Board-recognized accrediting agencies under the Certificate of Authorization process. Particular attention will be paid to the institution's commitment to education, responsiveness to recommendations and suggestions for improvement, and, in the case of a renewal of a Certificate of Authority, record of improvement and progress. These standards represent generally accepted administrative and academic practices and principles of accredited postsecondary institutions in Texas. Such practices and principles are generally set forth by institutional and specialized accrediting bodies and the academic and professional organizations.

(1) - (7) (No change.)

(8) Program Evaluation.

(A) The institution shall establish adequate procedures for planning and evaluation, define in measurable terms its expected educational results, and describe how those results will be achieved.

(B) For all associate degree programs, the evaluation criteria shall include the following: mission, labor market need, curriculum, enrollment, graduates, student placement, follow-up results, ability to finance each program of study, facilities and equipment, instructional practices, student services, public and private linkages, qualifications of faculty and administrative personnel, and success of its students.

(C) For applied associate degree programs relating to occupations where state or national licensure is required, graduates must pass the licensing examination at a rate acceptable to the related licensing agency.

(D) Prior to establishing a new degree program, the institution shall evaluate the need for the proposed program of study through survey, research, or other means of measure. The capacity and ability of similar programs at public, private or independent institutions of higher education and private postsecondary educational institutions within Texas to meet market needs shall be considered.

(9) - (24) (No change.)

*§7.5. Administrative Injunctions, Limitations, and Penalties.*

(a) - (b) (No change.)

(c) Associate of Occupational Studies (AOS) Degree- Texas has two [~~three~~] career schools or colleges awarding the AOS degree: Universal Technical Institute and[~~;~~] Western Technical College, and ~~Golf Academy of America~~. The AOS degree shall be awarded in only the following fields: automotive mechanics, diesel mechanics, refrigeration, electronics, and business and golf complex operations and management. Each of the two [~~three~~] Institutions may continue to award the AOS degree for those fields listed in this subsection and shall be restricted to those fields. The Board shall not consider new AOS degree programs from any other career schools or colleges. A career school or college authorized to grant the AOS degree shall not represent such degree by using the terms "associate" or "associate's" without including the words "occupational studies." An institution authorized to grant the AOS degree shall not represent such degree as being the equivalent of the AAS or AAA degrees.

(d) - (r) (No change.)

*§7.6. Recognition of Accrediting Agencies.*

(a) Eligibility Criteria--The Board may recognize accrediting agencies with a commitment to academic quality and student achievement that demonstrate, through an application process, compliance with the following criteria:

(1) Eligibility. The accrediting agency's application for recognition must demonstrate that the entity:

(A) Is recognized by the Secretary of Education of the United States Department of Education as an accrediting agency authorized to accredit educational institutions that offer the associate degree or higher. Demonstration of authorization shall include clear description of the scope of recognized accreditation.

(B) Is applying for the same scope of recognition as that for which it is recognized by the Secretary of Education of the United States Department of Education:

(i) Using the U.S. Department of Education classification of instructional programs (CIP) code at the two-digit level, the applicant shall identify all fields of study in which institutions it accredits may offer degree programs.

(ii) Accrediting agencies shall, for each field of study in which an accredited institution may offer degree programs, specify the levels of degrees that may be awarded. Levels must be differentiated at least to the following, as defined in §7.3 of this chapter (relating to Definitions): applied associate degree, academic associate degree, baccalaureate degree, master's degree, first professional degree and doctoral degree. Associate of occupational studies (AOS) degrees are only allowed under §7.5(c) [~~§7.5(u)~~] of this chapter.

(iii) Only institutions that qualify as eligible for United States Department of Education Title IV programs as a result of accreditation by the applicant agency will be considered exempt under §7.7 of this chapter (relating to Institutions Accredited by Board-Recognized Accreditors).

(C) - (F) (No change.)

(2) (No change.)

(b) (No change.)

*§7.7. Institutions Accredited by Board-Recognized Accreditors.*

An institution which does not meet the definition of an institution of higher education contained in Texas Education Code §61.003, is accredited by a Board-recognized accretitor, and is interested in offering degrees or courses leading to degrees in the State of Texas must follow the requirements in paragraphs (1) - (4) of this section.

(1) Authorization to Offer Degrees or Courses Leading to Degrees in Texas.

(A) Each institution and/or campus location must submit an application for a Certificate of Authorization to offer degree(s) or courses leading to degrees in Texas. The application form for the Certificate of Authorization may be found on the Board's website. The application must contain the following information:

(i) Name of the institution;

(ii) Physical location of campus, or in the case of only providing clinicals or internships in Texas, the physical location of all clinical or internship sites, number of students in clinicals or internships and start and end date of clinicals or internships;

(iii) Name and contact information of the Chief Administrative Officer of the campus and name and contact information of the designated Single Point of Contact as defined in §7.3 of this chapter (relating to Definitions). In the case of an application based on clinicals or internships, name and contact information of clinical or internship site supervisors;

(iv) Name of Board-recognized accretitor;

(v) Level of degree, degree program name, and CIP code as authorized by the Board-recognized accreditor;

(vi) Documentation of notification to students and potential students of any program which does not make the graduate eligible to take required professional examinations in that field or to practice regulated professions in that field in Texas;

(vii) Dates of accreditation granted by the Board-recognized accreditor.

(I) If the institution or a location in Texas is currently subject to a negative or adverse action by its Board-recognized accreditor which has not resulted in a sanction, the institution must provide documentation explaining the reasons for the action and actions taken to reverse the negative or adverse action.

(II) If the institution or a location in Texas is currently subject to a sanction by its Board-recognized accreditor, the institution must provide documentation explaining the reasons for the action and actions taken to comply with the accrediting agency's standards or criteria, including a timeline for returning to compliance, in order to maintain accreditation.

(III) If the institution applies based on accreditation of its main campus while seeking final approval for the new Texas-based campus from its Board-recognized accreditor and the Texas Workforce Commission, the institution must provide documentation from its accreditor acknowledging that a decision on campus accreditation can be made within fifteen (15) months of the issuance of a provisional Certificate of Authorization.

(viii) Acknowledgement of student complaint procedure, compliance with the institutional accrediting agency's standards for operation of institutions, annual review reporting requirements, substantive change notification, and student data reporting requirements contained in this section, §§1.110 - 1.120 of this title (relating to Student Complaint Procedure), §7.4 of this chapter (relating to Standards for Operation of Institutions), §7.11 of this chapter (relating to Changes of Ownership and Other Substantive Changes), and §7.13 of this chapter (relating to Student Data Reporting), respectively;

(ix) Texas Workforce Commission Certificate of Approval or a Texas Workforce Commission exemption or exclusion from Texas Education Code, Chapter 132;

(x) Disclosure of most recent United States Department of Education financial responsibility composite score, including applicable academic year for score. If the institution has a score under 1.5, the institution must provide documentation of all actions taken since date of calculation to raise the score.

(xi) Documentation of reserves, lines of credit, or surety instruments that, when combined with tuition and fee receipts, are sufficient to allow the institution to fulfill its educational obligations for the current term to its enrolled students if the institution is unable to continue to provide instruction to its enrolled students for any reason. Such documentation must meet requirements as defined in §7.16 of this subchapter.

~~[(I) A surety instrument includes, but is not limited to, a surety bond, an assignment of a savings or escrow account, certificate of deposit, irrevocable letter of credit, or a properly executed participation contract with a private associations, partnership, corporation, or other entity whose membership is comprised of postsecondary institutions.]~~

~~[(II) The documented reserves, lines of credit, or surety instruments must be:]~~

~~[(a) In a form and amount acceptable to the Board;]~~

~~[(b) In an amount equal to or greater than the cost of providing a refund, including administrative costs associated with processing claims, for the maximum prepaid, unearned tuition and fees of the institution for a period or term during the applicable academic year for which programs of instruction are offered, including, but not limited to, on a semester, quarter, monthly, or class basis; except that the period or term of greatest duration and expense shall be utilized for this computation where an institution's year consists of one or more such periods or terms;]~~

~~[(c) Conditioned to provide indemnification to any student or enrollee of the school or his/her parent or guardian determined by the Board to have suffered loss of prepaid tuition or any fees as a result of violation of any minimum standard or as a result of the institution ceasing operation, provide evidence satisfactory to the Board of its financial ability to provide such indemnification, and list the amount of surety liability the guaranteeing entity will assume; and]~~

~~[(d) Held in Travis County, Texas, and conditioned to allow only the Board to withdraw funds for the benefit of persons identified in clause (ii) of this subparagraph.]~~

~~[(III) The institution shall include a letter signed by an authorized representative of the institution showing in detail the calculations made pursuant to this section and explaining the method used for computing the amount of the reserves, lines of credit or surety instrument.]~~

(B) Board staff will verify information and accreditation status. Upon determination that an institution is in good standing with its Board recognized accreditor, has sufficient financial resources, and, if applicable, has provided sufficient documentation of correcting accreditation or financial issues, Board staff will provide a Certificate of Authorization to offer in Texas those degrees or courses leading to degrees for which it is accredited. If an institution is only providing clinicals or internships in the state of Texas, a Certificate of Authorization will be issued for the institution to offer in the state of Texas identified clinicals or internships in connection with those degrees or courses leading to degrees for which the institution is accredited. The Certificate of Authorization will be issued to the institution by name, city and state.

(C) Certificates of Authorization are subject to annual review for continued compliance with the Board-recognized accreditor's standards of operation, student complaint processes, financial viability, and accurate and fair representation in publications, advertising, and promotion.

(i) Institutions must submit the following documentation on an annual basis for Board staff review and recommendation to the Board for continuation or revocation of the Certificate of Authorization:

(I) Annual audited financial statements, issued less than one year from time of submission, prepared in accordance with Generally Accepted Accounting Principles by an independent certified public accountant;

(II) Documentation of reserves, lines of credit, or surety instruments that, when combined with tuition and fee receipts, are sufficient to allow the institution to fulfill its educational obligations for the current term to its enrolled students if the institution is unable to continue to provide instruction to its enrolled students for any reason. Institutions under a Certificate of Authorization as of September 1, 2017 are required to provide documentation of reserves, lines of credit, or surety instruments going forward with the 2019 annual compliance review.

(III) Certification that the institution is providing accurate and fair representation in publications, advertising, and promotion, including disclosure to students and potential students of any program which does not make the graduate eligible to take required professional examinations in that field or to practice regulated professions in that field in Texas. The institution shall further certify that it is maintaining any advertising used in Texas for a minimum of five years and shall make any such advertisements available to the Board for inspection upon request.

(IV) An annotated copy of the student catalog or student handbook showing compliance with the principles addressed in §7.4 of this chapter with cross-reference to the operational standards of its institutional accrediting agency;

(V) A copy of the institution's student complaint policy, links to online student complaint procedures and forms, and summary of all complaints made by Texas residents or students enrolled at a Texas-based institution concerning the institution in accordance with §§1.110 - 1.120 of this title. The complaint summary shall include complaints which have been filed, with the institution, its accrediting agency, or the Board within the 12 months prior to the annual review reporting date and shall indicate whether pending or resolved;

(VI) Official statement of current accreditation status and any pending or final actions that change the institution's accreditation status from the institution's Board-recognized accreditor, including changes in degree levels or programs offered approvals, changes in ownership or management, changes in name, and changes in physical location within the 12 months prior to the annual review reporting date;

(VII) Information regarding heightened cash monitoring or other changes that affect students' federal financial aid eligibility through the US Department of Education;

(VIII) Attestation that all documentation submitted is true and correct and continued acknowledgement of student complaint procedure, annual review reporting requirements, substantive change notification, and student data reporting requirements contained herein this section, §§1.110 - 1.120 of this title, §§7.4, 7.11, 7.13, and 7.15 of this chapter, respectively.

(ii) Annual reviews are conducted based on an institution's name and initial date of authorization.

(I) Institutions with names starting with "A" through "O" must submit annual review documentation by January 15 of each year. The Board will review staff recommendations at the annual July Board meeting.

(II) Institutions with names starting with "P" through "Z" must submit annual review documentation by July 15 of each year. The Board will review staff recommendations at the annual January Board meeting.

(III) Institutions that have received their first Certificate of Authorization less than six months from the due date for submission of annual review documentation may wait to submit documentation until the following annual review submission date.

(iii) Prior to making a recommendation to the Board, staff has discretion to conduct a site visit at the institution if warranted by facts disclosed in the annual review documentation. The Board-recognized accreditor will be notified and invited to participate.

(D) Certificates of Authorization for institutions offering degrees or courses leading to degrees at a physical location in Texas, upon Board staff recommendation after annual review, expire at the end of the grant of accreditation by the Board-recognized accreditor.

(i) If a new grant of accreditation is awarded by the Board-recognized accreditor, the Certificate of Authorization may be renewed upon submission of documentation of the new grant of accreditation.

(ii) If an institution changes recognized accreditors, the institution must submit a new application for a Certificate of Authorization.

(E) Certificates of Authorizations based solely on providing clinicals or internships in Texas expire one year from date of issuance.

(i) If clinicals or internships are ongoing in Texas, the Certificate of Authorization based solely on providing clinicals or internships in Texas must be renewed on an annual basis. At least thirty (30) days, but no more than ninety (90) days, prior to the expiration of the current Certification of Authorization, an institution, if it desires renewal, is required to provide updated information regarding the physical location of all clinical or internship sites, number of students in clinicals or internships, and the start and end date of the clinicals or internships.

(ii) The Board shall renew the Certificate of Authorization based solely on providing clinicals or internships in Texas if it finds that the institution has maintained all requisite standards.

(F) Certificates of Authorization for Texas-based campuses which are provisionally-granted based on their main campus' accreditation expire at the end of fifteen (15) months.

(i) If accreditation has not been achieved by the expiration date, the provisionally-granted Certificate of Authorization will be withdrawn, the institution's authorization to offer degrees will be terminated, and the institution will be required to comply with the provisions of §7.8 of this chapter (relating to Institutions Not Accredited by a Board-Recognized Accreditor).

(ii) Subsequent provisionally-granted Certificates of Authorization will not be issued.

(iii) At least ninety (90) days prior to expiration of the certificate, institutions operating under a provisionally-granted Certificate of Authorization must submit either an application for a Certificate of Authorization under this section or an application for a Certificate of Authority under §7.8 of this chapter.

(G) Institutions under an existing Certificate of Authorization must immediately notify the Board if the institution or its main campus becomes subject to a sanction by its Board-recognized accreditor. The institution must provide documentation explaining its current status and actions taken to comply with the accrediting agency's standards or criteria, including a timeline for returning to compliance, in order to maintain accreditation.

(2) Restrictions Placed on Institution under Sanctions by Its Accreditor.

(A) If an institution is under sanctions by its accreditor, limitations appropriate for the sanction shall be placed upon the institution's Certificate of Authorization. Limitations may include, but are not limited to:

(i) Restrictions on adding degree programs to its authorization;

(ii) An increase in the amount of financial reserves, lines of credit or surety instrument required to maintain a Certificate of Authorization; and

(iii) Review every six months, including unannounced site visits.

(B) The Board will notify the institution via letter of all restrictions placed upon its Certificate of Authorization due to its accreditors' sanctions.

(C) The Board will place a notice of all sanctions placed upon an institution via the Board's website.

(D) Restrictions and public notification will be removed upon written documentation from the institution's accreditor that all sanctions have ended.

(3) Grounds for Revocation of any Certificate of Authorization.

(A) Institution no longer holds a Certificate of Approval or Letter of Exemption issued by the Texas Workforce Commission.

(B) Institution loses accreditation from Board-recognized accreditor.

(C) Institution's Accreditor is removed from the U.S. Department of Education or the Board's list of approved accreditors.

(i) If the institution's Certificate of Authorization is revoked due to its accrediting agency's removal from the U.S. Department of Education and/or the Board's list of approved accreditors,

the Board, or Board staff as delegated, shall set a provisional time period within which institutions may continue to operate, not to exceed any provisional time period set by the United States Department of Education.

(ii) If the institution's Certificate of Authorization is revoked due to its accrediting agency's removal from the U.S. Department of Education or the Board's list of approved accreditors, a request to extend its Certificate of Authorization for the provisional time period set under paragraph ~~(3)(C)(i)~~ [(2)(C)] of this section, must be submitted to the Commissioner within ten (10) days of publication, by either the U.S. Department of Education or the Board, of such revocation.

(D) Institution fails to comply with data reporting, substantive change notification requirements, or annual review reporting requirements.

(E) Board staff recommends revocation based on deficiencies in compliance with the principles addressed in §7.4 of this chapter as evidenced by lack of compliance with the Board-recognized accreditor's standards, which are found in annual review documentation and not corrected by the institution upon request by Board staff.

(F) Institution offers degrees for which it does not have accreditor approval.

(4) Process for Removal of Authorization.

(A) Commissioner notifies institution of grounds for revocation as outlined in paragraph ~~(3)~~ [(2)] of this section unless paragraph ~~(3)(C)~~ [(2)(C)] above applies and the Board sets a provisional time period for compliance.

(B) Upon receipt of the notice of revocation, the institution shall not enroll new students and may only grant or award degrees or offer courses leading to degrees in Texas to students enrolled on the date of notice of revocation until it has either been granted a Certificate of Authority to grant degrees, or has received a determination that it did not lose its qualification for a Certificate of Authorization.

(C) Within ten (10) days of its receipt of the Commissioner's notice, the institution must provide, as directed by Board staff, one or more of the following:

(i) proof of its continued qualification for the exemption; or

(ii) submit data as required by §7.13 of this chapter; or

(iii) a plan to correct any non-compliance or deficiencies which lead to revocation; or

(iv) a plan to seek new Board-recognized accreditation; or

(v) written intention to apply for a Certificate of Authority within 60 days of the notice of revocation; or

(vi) a written teach-out plan, which must be approved by Board staff before implementation.

(D) After reviewing the evidence, the Commissioner will issue a notice of determination, which in the case of an adverse determination, shall contain information regarding the reasons for the denial, and the institution's right to a hearing.

(E) If a determination under this section is adverse to an institution, it shall become final and binding unless, within forty-five (45) days of its receipt of the adverse determination, the institution invokes the administrative remedies contained in Chapter 1, Subchapter B of this title (relating to Dispute Resolution).

(F) If a determination allows the institution to continue operating, a new Certificate of Authorization will be provisionally-granted. Provisions for continued operation under the new Certificate of Authorization may include, but are not limited to:

(i) requirements to provide updates to Board staff on a monthly basis;

(ii) continued progress toward full compliance with all Board rules and requirements;

(iii) continued progress toward new Board-recognized accreditation, if applicable, or toward approval for a Certificate of Authority; and

(iv) other requirements imposed by the Board.

(G) Certificates of Authorization which are provisionally-granted after a notice of revocation continue only as long as the institution complies with all such provisions.

(5) Closure of an Institution.

(A) The governing board, owner, or chief executive officer of an institution that plans to cease operation shall provide the Board with written notification of intent to close at least ninety (90) days prior to the planned closing date.

(B) If an institution closes unexpectedly, the governing board, owner, or chief executive officer of the school shall provide the Board with written notification immediately.

(C) If an institution closes or intends to close before all currently enrolled students have completed all requirements for graduation, the institution shall assure the continuity of students' education by entering into a teach-out agreement with another institution authorized by the Board to hold a Certificate of Authority, with an institution operating under a Certificate of Authorization, or with a public or private institution of higher education as defined in Texas Education Code §61.003. The agreement shall be in writing, shall be subject to Board approval, shall contain provisions for student transfer, and shall specify the conditions for completion of degree requirements at the teach-out institution. The agreement shall also contain provisions for awarding degrees.

(D) The Certificate of Authorization for an institution is automatically withdrawn when the institution closes. The Commissioner may grant to an institution that has a degree-granting authority temporary approval to award a degree(s) in a program for which the institution does not have approval in order to facilitate a formal agreement as outlined under this section.

(E) The curriculum and delivery shall be appropriate to accommodate the remaining students.

(F) No new students shall be allowed to enter the transferred degree program unless the new entity seeks and receives permanent approval for the program(s) from the Board.

(G) The institution shall transfer all academic records pursuant to §7.15 of this chapter (relating to Academic Records Maintenance, Protection, and Repository of Last Resort).

*§7.8. Institutions Not Accredited by a Board-Recognized Accreditor.*

An institution which is not accredited by a Board-recognized accreditor and which does not meet the definition of institution of higher education contained in Texas Education Code, §61.003, must follow the Certificate of Authority process in paragraphs (1) - (9) of this section in order to offer degrees or courses leading to degrees in the state of Texas. Institutions are encouraged to contact the Board staff before filing a formal application.

(1) Certificate of Authority Eligibility.

(A) The Board will accept applications for a Certificate of Authority only from those applicants:

(i) proposing to offer a degree or credit courses leading to a degree; and

(ii) which meet one of the following conditions:

(I) has been legally operating, enrolling students, and conducting classes in Texas and has complied with state law as either a non-degree-granting institution or an exempt institution only offering degrees in religious disciplines for a minimum of two (2) years;

(II) has been legally operating, enrolling students, and conducting classes in Texas and has complied with state law as a degree-granting institution and seeks to open a new campus;

(III) has been legally operating as a degree-granting institution in another state for a minimum of four (4) years and can verify compliance with all applicable laws and rules in that state; or

(IV) does not meet one of the three previous operational history conditions, but meets additional application and review requirements for its initial application, and agrees to meet additional conditions, restrictions, or reporting requirements during its first two years of operation under a Certificate of Authority. The Certificate of Authority will be issued with written, specific conditions, restrictions, or reporting requirements placed upon the institution.

(V) The Board may not issue a Certificate of Authority for a private postsecondary institution to grant a professional degree, as defined in §7.3 of this title (relating to Definitions) or to represent that credits earned in this state are applicable toward a degree if the institution is chartered in a foreign country or has its principal office or primary educational program in a foreign country.

(B) To be considered by the Board as operating, means to have assembled a governing board, developed policies, materials, and resources sufficient to satisfy the requirements for a

Certificate of Authority, and either have enrolled students and conducted classes or accumulated sufficient financing to do so for at least one year upon certification based on reasonable estimates of projected enrollment and costs. Sufficient financing may be demonstrated by proof of an adequate surety instrument meeting requirements as defined in §7.16 of this subchapter, including but not limited to, a surety bond, an assignment of a savings or escrow account, certificate of deposit, irrevocable letter of credit, or a properly executed participation contract with a private association, partnership, corporation, or other entity whose membership is comprised of postsecondary institutions. ~~[\_], which is:]~~

~~[(i) In a form and amount acceptable to the Board;]~~

~~[(I) The amount of the surety instrument submitted to the Board with an application shall be equal to or greater than the cost of providing a refund, including administrative costs associated with processing claims, for the maximum prepaid, unearned tuition and fees of the school for a period or term during the applicable school year for which programs of instruction are offered, including, but not limited to, on a semester, quarter, monthly, or class basis; except that the period or term of greatest duration and expense shall be utilized for this computation where a school's year consists of one or more such periods or terms;]~~

~~[(II) The applicant shall include a letter signed by an authorized representative of the institution showing in detail the calculations made pursuant to this section and explaining the method used for computing the amount of the surety instrument;]~~

~~[(ii) Conditioned to provide indemnification to any student or enrollee of the school or his/her parent or guardian determined by the Board to have suffered loss of prepaid tuition or any fees as a result of violation of any minimum standard or as a result of a holder of a Certificate of Authority ceasing operation, and provides evidence satisfactory to the Board of its financial ability to provide such indemnification and lists the amount of surety liability the guaranteeing entity will assume; and]~~

~~[(iii) Held in Travis County, Texas, and conditioned to allow only the Board to withdraw funds for the benefit of persons identified in clause (ii) of this paragraph.]~~

(2) Certificate of Authority Application Submission and Requirements.

(A) An applicant must submit an application to the Board to be considered for a Certificate of Authority to offer identified proposed degree(s), and courses which may be applicable toward a degree, in Texas.

(i) Applications must be submitted as an original and a copy in an electronic format as specified by Board staff, and accompanied by the application fee described in paragraph (3) of this section.

(ii) A single desk review of the application will be conducted to determine completeness and readiness for a site team visit.

(iii) The desk review will be done by a reviewer who will act as the site review team leader if the application is deemed complete and ready for a site team visit.

(iv) The desk reviewer, in consultation with Board staff, will make three possible recommendations. Board staff will make a final determination on acceptability of the application based on one of the three recommendations:

(I) The application is determined to be foundationally incomplete in one or more Standards for Operation of Institutions as described in §7.4 of this chapter and not ready for submission. A foundationally incomplete application is one where the Standards for Operation of Institutions have not been met to such a degree that the institution is unlikely to be sustainable or operational.

(II) The application may be resubmitted after incorporating revisions or additions suggested by the reviewer. The revisions or additions must allow the application to meet all Standards for Operation of Institutions.

(III) The application is acceptable and ready for a site review visit.

(v) If the application is foundationally incomplete and not ready for submission, a portion of the application fee, if not expended during the desk review, may be returned and another application may not be submitted for one year from the date of rejection of the foundationally incomplete application.

(B) The application form for the Certificate of Authority may be found on the Board's website.

(C) The Certificate of Authority application must include:

(i) The name and address of the institution;

(ii) The purpose and mission of the institution;

(iii) Documentary evidence of compliance with paragraph ~~(1)(A)(i)-(ii)~~[(1)(A)(i)-(iii)] of this section;

(iv) Documentary evidence of either a Letter of Exemption or Certificate of Approval from the Texas Workforce Commission pursuant to Texas Education Code, Chapter 132;

(v) Documentary evidence of articles of incorporation or other Texas-authorized organizational documents, regulations, rules, constitutions, bylaws, or other regulations established for the governance and operation of the institution;

(vi) Identification, by name and contact information, of:

(I) The sponsors or owners of the institution;

(II) The designated Single Point of Contact as defined in §7.3 of this chapter (relating to Definitions);

(III) The chief administrative officer, the principal administrators, and each member of the board of trustees or other governing board;

(IV) Identification of faculty who will, in fact, teach in each program of study, including identification of colleges attended and copies of transcripts for every degree held by each faculty member;

(vii) Information regarding each degree or course leading to a degree which the applicant proposes to offer, including a full description of the proposed degree or degrees to be awarded and the course or courses of study prerequisite thereto;

(viii) A description of the facilities and equipment utilized by the applicant, including, if applicable, all equipment, software, platforms and other resources used in the provision of education via online or other distance education;

(ix) Detailed information describing the manner in which the applicant complies with each of the Standards of Operations of Institutions contained in §7.4 of this chapter (relating to Standards for Operations of Institutions);

(x) If applicable, institutions accredited by entities which are not recognized by the Board must submit all accrediting agency reports and any findings and institutional responses to such reports and findings for ten years immediately preceding the application for a Certificate of Authority. Accreditation by entities which are not recognized by the Board does not allow an institution to offer a degree or courses leading to a degree without a Certificate of Authority to offer such degree or courses;

(xi) A written accreditation plan, identifying:

(I) The Board-recognized accrediting agency with which the applicant intends to apply for institutional accreditation;

(II) The planned timeline for application with and approval by the Board-recognized accrediting agency;

(III) Any contacts already made with the Board-recognized accrediting agency, including supporting documents.

(xii) Any additional information which the board may request.

(D) An applicant that does not meet the previous operational history conditions described by §7.8(1)(A)(ii)(I)-(III) of this chapter must be able to demonstrate it is able to meet all Standards for Operation of Institutions found in §7.4 of this chapter through documentation and/or possession of adequate resources. Such demonstration includes, but is not limited to:

(i) Executed agreements with all administration and faculty identified in the application;

(ii) Complete curriculum, assessment, and learning tools for each proposed degree;

(iii) Possession of all listed facilities and resources.

(E) An applicant that does not meet the previous operational history conditions described by §7.8(1)(A)(ii)(I)-(III) of this chapter may not apply for a graduate degree or for more than one area of study as part of its initial application for a Certificate of Authority.

(3) (No change.)

*§7.11.Changes of Ownership and Other Substantive Changes.*

(a) Change of Ownership or Control for Career Schools and Colleges. In the event of a change in ownership or control of a career school or college, the Certificate of Authority or Certificate of Authorization is automatically void unless the institution meets the requirements of this section.

(b) The Commissioner may authorize the institution to retain the Certificate of Authority or Certificate of Authorization during and after a change of ownership or control, provided that the institution notifies Board staff of the impending transfer in time for staff to receive, review, and approve the documents listed in paragraphs (1) - (4) of this subsection and provided that the following conditions are met:

(1) The institution must submit acceptable evidence that the new owner is complying with all Texas Workforce Commission requirements regarding the purchase or transfer of ownership of a career school or college;

(2) The institution must submit an acceptable written statement of assurance that the new owner understands and undertakes to fully comply with all applicable Board rules, regulations, and/or policies;

(3) The institution must submit documentation that the new owner has been approved by the institution's Board-recognized accreditor to operate the institution or is able to meet the requirements of the existing Certificate of Authority; and

(4) The institution must submit satisfactory evidence of financial ability to adequately support and conduct all approved programs. Documentation shall include but may not be limited to independently audited financial statements and auditor's reports and assurance that the new owner does not currently own or operate any institutions under financial restrictions for, or is not permanently debarred from participating in, federal financial aid by the United States Department of Education. Individuals who become new owners of an institution may be required to submit independently audited personal financial records to show evidence of financial ability to adequately support and conduct all approved programs.

(c) - (f) (No change.)

*§7.16 Financial Protections for Student Tuition and Fees.*

The Board is required to ensure Certificate of Authorization and Certificate of Authority institutions maintain reserves, lines of credit, or surety instruments sufficient to allow the institution or person to fulfill its educational obligations of the current term to its enrolled

students if the institution or person violates any minimum standard which results in loss of prepaid tuition or fees, or is unable to continue to provide instruction to its enrolled students.

(1) Sufficient Financial Resources Documentation.

(A) Sufficient financial resources may be demonstrated by proof of an adequate reserve, line of credit, or surety instrument. A surety instrument includes but is not limited to, a surety bond, an assignment of a savings or escrow account, certificate of deposit, irrevocable letter of credit, or a properly executed participation contract with a private association, partnership, corporation, or other entity whose membership is comprised of postsecondary institutions.

(B) The documented reserves, lines of credit, or surety instruments must be:

(i) In a form and amount acceptable to the Board;

(ii) In an amount equal to or greater than the cost of providing a refund, including administrative costs associated with processing claims, for the maximum unearned tuition and fees of the institution for a period or term during the applicable academic year for which programs of instruction are offered, including, but not limited to, on a semester, quarter, monthly, or class basis; except that the period or term of greatest duration and expense shall be utilized for this computation where an institution's year consists of one or more such periods or terms. Unearned tuition and fees are tuition or fees billed to a student for the current term. No tuition or fee billed for the current term may be considered earned by the institution until the current term has been completed and students have received grades for courses taken during the term;

(iii) Conditioned to provide indemnification to any student or enrollee of the school or his/her parent or guardian determined by the Board to have suffered loss of unearned tuition or any fees as a result of violation of any minimum standard or as a result of the institution ceasing operation, provide evidence satisfactory to the Board of its financial ability to provide such indemnification, and list the amount of surety liability the guaranteeing entity will assume; and

(iv) Held in Travis County, Texas, and conditioned to allow only the Board to withdraw funds for the benefit of persons identified in clause (iii) of this subparagraph.

(C) The institution shall include a letter signed by an authorized representative of the institution showing in detail the calculations made pursuant to this section and explaining the method used for computing the amount of the reserves, lines of credit or surety instrument.

(D) Falsifying surety calculation or surety instrument will be reported to the Attorney General per §7.5(m) of this title relating to "Degree Granting Colleges and Universities Other Than Texas Public Institutions".

(2) Tuition and Fee Recovery.

(A) A Qualifying Event, when used in this subchapter, shall mean an event in which a student or enrollee of the school or his/her parent or guardian is determined by the Board to have suffered

loss of tuition or any fees as a result of violation of any minimum standard or as a result of the institution or location ceasing operation.

(B) The Board may withdraw the total amount of reserves, lines of credit, or surety instrument designated for tuition and fee recovery at the time the Board deems the institution or person has violated any minimum standard which results in loss of prepaid tuition or fees, or upon notice that an institution is unable to continue to provide instruction to its enrolled students.

(C) A student, enrollee, parent or guardian is required to apply for an unearned tuition and fee claim in order to be eligible for reimbursement.

(i) Board staff will make available an application claim form. Claim forms must include original signatures to be considered valid.

(ii) Board staff will determine supporting documentation required for each claim and notify the claimant. Supporting documentation may include an enrollment agreement, transcript, report card, loan agreement, cancelled checks, or other documentation which provides information on tuition and fee amounts paid during the current term and the institution's failure to meet minimum standards or continue operations.

(iii) Claims must be initiated by the claimant with a completed application claim form within 12 months of a Qualifying Event. The Board will publish the Qualifying Event date which will begin the 12 months claim period.

(iv) Board staff will review all student tuition and fee recovery claims within 30 days after the claim period ends. Refunds will be made in a timely manner either upon determination all possible valid claims have been filed before the end of the claim period or at the end of the 12 months claim period.

(I) Payments will be made based on verified tuition and fee amounts claimed.

(II) If the amount of institutional reserves, lines of credit, or surety instrument able to be withdrawn by the Board at the time of the Qualifying Event does not allow full payment of tuition and fees to all claimants, Board staff will apportion refunds according to verified tuition and fees claimed as a percentage of total amount claimed versus total amount withdrawn.

(III) If the amount of institutional reserves, lines of credit, or surety instrument withdrawn by the Board at the time of the Qualifying Event is greater than the total claims made during the 12 month claim period, the Coordinating Board reserves the right to retain a portion of the excess funds in order to maintain any student academic records deposited in the Coordinating Board's student academic record repository as a result of the Qualifying Event. Any excess funds withdrawn but not paid in claims or used for student academic record repository maintenance will be returned to the institution, receiver, bankruptcy trustee, or other entity holding institutional funds at the time funds may be returned.

The agency certifies that legal counsel has reviewed the proposal and found it to be within the state agency's legal authority to adopt.

AGENDA ITEM IX-Q (2)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rule for Chapter 7, Subchapter A, Section 7.16 of Board rules, concerning Financial Protections for Student Tuition and Fees

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board staff proposes adding to Chapter 7, subchapter A of Board rules, Section 7.16, concerning Financial Protections for Student Tuition and Fees.

Proposed Rule Section 7.16 moves Financial Protections for Student Tuition and Fees language from Section 7.7, Institutions Accredited by Board-Recognized Accreditors, and Section 7.8, Institutions Not Accredited by a Board-Recognized Accrerator, to create Section 7.16, Financial Protections for Student Tuition and Fees. The revisions combine current surety instrument requirements into one rule and clarify provisions in previous language.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Date approved by the Commissioner for Publication in the *Texas Register*: October 14, 2019

Date published in the *Texas Register*: October 25, 2019

The 30-day comment period with the Texas Register ended on: November 25, 2019

No comments were received.

Legal Review:

Approved by the Office of General Counsel



Date:



*§7.3. Definitions.*

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) - (32) (No change.)

(33) Reciprocal State Exemption Agreement--An agreement entered into by the Board with an out-of-state state higher education agency or higher education system for the purpose of creating a reciprocal arrangement whereby that entity's institutions are exempted from the Board oversight for the purposes of distance education. In exchange, participating Texas public and private or independent institutions of higher education as defined in Texas Education Code, §61.003 and private postsecondary educational institutions as defined in Texas Education Code, §61.302(2) would be exempted from that state's oversight for the purposes of distance education.

(34) - (39) (No change.)

*§7.4 Standards for Operation of Institutions.*

All non-exempt postsecondary educational institutions that operate within the state of Texas are required to meet the following standards. These standards will be enforced through the Certificate of Authority process for institutions without Board-recognized accreditation. Standards addressing the same principles will be enforced by Board-recognized accrediting agencies under the Certificate of Authorization process. Particular attention will be paid to the institution's commitment to education, responsiveness to recommendations and suggestions for improvement, and, in the case of a renewal of a Certificate of Authority, record of improvement and progress. These standards represent generally accepted administrative and academic practices and principles of accredited postsecondary institutions in Texas. Such practices and principles are generally set forth by institutional and specialized accrediting bodies and the academic and professional organizations.

(1) - (7) (No change.)

(8) Program Evaluation.

(A) The institution shall establish adequate procedures for planning and evaluation, define in measurable terms its expected educational results, and describe how those results will be achieved.

(B) For all associate degree programs, the evaluation criteria shall include the following: mission, labor market need, curriculum, enrollment, graduates, student placement, follow-up results, ability to finance each program of study, facilities and equipment, instructional practices, student services, public and private linkages, qualifications of faculty and administrative personnel, and success of its students.

(C) For applied associate degree programs relating to occupations where state or national licensure is required, graduates must pass the licensing examination at a rate acceptable to the related licensing agency.

(D) Prior to establishing a new degree program, the institution shall evaluate the need for the proposed program of study through survey, research, or other means of measure. The capacity and ability of similar programs at public, private or independent institutions of higher education and private postsecondary educational institutions within Texas to meet market needs shall be considered.

(9) - (24) (No change.)

*§7.5. Administrative Injunctions, Limitations, and Penalties.*

(a) - (b) (No change.)

(c) Associate of Occupational Studies (AOS) Degree- Texas has two [~~three~~] career schools or colleges awarding the AOS degree: Universal Technical Institute and [~~7~~] Western Technical College, and ~~Golf Academy of America~~. The AOS degree shall be awarded in only the following fields: automotive mechanics, diesel mechanics, refrigeration, electronics, and business and golf complex operations and management. Each of the two [~~three~~] Institutions may continue to award the AOS degree for those fields listed in this subsection and shall be restricted to those fields. The Board shall not consider new AOS degree programs from any other career schools or colleges. A career school or college authorized to grant the AOS degree shall not represent such degree by using the terms "associate" or "associate's" without including the words "occupational studies." An institution authorized to grant the AOS degree shall not represent such degree as being the equivalent of the AAS or AAA degrees.

(d) - (r) (No change.)

*§7.6. Recognition of Accrediting Agencies.*

(a) Eligibility Criteria--The Board may recognize accrediting agencies with a commitment to academic quality and student achievement that demonstrate, through an application process, compliance with the following criteria:

(1) Eligibility. The accrediting agency's application for recognition must demonstrate that the entity:

(A) Is recognized by the Secretary of Education of the United States Department of Education as an accrediting agency authorized to accredit educational institutions that offer the associate degree or higher. Demonstration of authorization shall include clear description of the scope of recognized accreditation.

(B) Is applying for the same scope of recognition as that for which it is recognized by the Secretary of Education of the United States Department of Education:

(i) Using the U.S. Department of Education classification of instructional programs (CIP) code at the two-digit level, the applicant shall identify all fields of study in which institutions it accredits may offer degree programs.

(ii) Accrediting agencies shall, for each field of study in which an accredited institution may offer degree programs, specify the levels of degrees that may be awarded. Levels must be differentiated at least to the following, as defined in §7.3 of this chapter (relating to Definitions): applied associate degree, academic associate degree, baccalaureate degree, master's degree, first professional degree and doctoral degree. Associate of occupational studies (AOS) degrees are only allowed under §7.5(c) [~~§7.5(u)~~] of this chapter.

(iii) Only institutions that qualify as eligible for United States Department of Education Title IV programs as a result of accreditation by the applicant agency will be considered exempt under §7.7 of this chapter (relating to Institutions Accredited by Board-Recognized Accreditors).

(C) - (F) (No change.)

(2) (No change.)

(b) (No change.)

*§7.7. Institutions Accredited by Board-Recognized Accreditors.*

An institution which does not meet the definition of an institution of higher education contained in Texas Education Code §61.003, is accredited by a Board-recognized accretitor, and is interested in offering degrees or courses leading to degrees in the State of Texas must follow the requirements in paragraphs (1) - (4) of this section.

(1) Authorization to Offer Degrees or Courses Leading to Degrees in Texas.

(A) Each institution and/or campus location must submit an application for a Certificate of Authorization to offer degree(s) or courses leading to degrees in Texas. The application form for the Certificate of Authorization may be found on the Board's website. The application must contain the following information:

(i) Name of the institution;

(ii) Physical location of campus, or in the case of only providing clinicals or internships in Texas, the physical location of all clinical or internship sites, number of students in clinicals or internships and start and end date of clinicals or internships;

(iii) Name and contact information of the Chief Administrative Officer of the campus and name and contact information of the designated Single Point of Contact as defined in §7.3 of this chapter (relating to Definitions). In the case of an application based on clinicals or internships, name and contact information of clinical or internship site supervisors;

(iv) Name of Board-recognized accretitor;

(v) Level of degree, degree program name, and CIP code as authorized by the Board-recognized accreditor;

(vi) Documentation of notification to students and potential students of any program which does not make the graduate eligible to take required professional examinations in that field or to practice regulated professions in that field in Texas;

(vii) Dates of accreditation granted by the Board-recognized accreditor.

(I) If the institution or a location in Texas is currently subject to a negative or adverse action by its Board-recognized accreditor which has not resulted in a sanction, the institution must provide documentation explaining the reasons for the action and actions taken to reverse the negative or adverse action.

(II) If the institution or a location in Texas is currently subject to a sanction by its Board-recognized accreditor, the institution must provide documentation explaining the reasons for the action and actions taken to comply with the accrediting agency's standards or criteria, including a timeline for returning to compliance, in order to maintain accreditation.

(III) If the institution applies based on accreditation of its main campus while seeking final approval for the new Texas-based campus from its Board-recognized accreditor and the Texas Workforce Commission, the institution must provide documentation from its accreditor acknowledging that a decision on campus accreditation can be made within fifteen (15) months of the issuance of a provisional Certificate of Authorization.

(viii) Acknowledgement of student complaint procedure, compliance with the institutional accrediting agency's standards for operation of institutions, annual review reporting requirements, substantive change notification, and student data reporting requirements contained in this section, §§1.110 - 1.120 of this title (relating to Student Complaint Procedure), §7.4 of this chapter (relating to Standards for Operation of Institutions), §7.11 of this chapter (relating to Changes of Ownership and Other Substantive Changes), and §7.13 of this chapter (relating to Student Data Reporting), respectively;

(ix) Texas Workforce Commission Certificate of Approval or a Texas Workforce Commission exemption or exclusion from Texas Education Code, Chapter 132;

(x) Disclosure of most recent United States Department of Education financial responsibility composite score, including applicable academic year for score. If the institution has a score under 1.5, the institution must provide documentation of all actions taken since date of calculation to raise the score.

(xi) Documentation of reserves, lines of credit, or surety instruments that, when combined with tuition and fee receipts, are sufficient to allow the institution to fulfill its educational obligations for the current term to its enrolled students if the institution is unable to continue to provide instruction to its enrolled students for any reason. Such documentation must meet requirements as defined in §7.16 of this subchapter.

~~[(I) A surety instrument includes, but is not limited to, a surety bond, an assignment of a savings or escrow account, certificate of deposit, irrevocable letter of credit, or a properly executed participation contract with a private associations, partnership, corporation, or other entity whose membership is comprised of postsecondary institutions.]~~

~~[(II) The documented reserves, lines of credit, or surety instruments must be:]~~

~~[(a) In a form and amount acceptable to the Board;]~~

~~[(b) In an amount equal to or greater than the cost of providing a refund, including administrative costs associated with processing claims, for the maximum prepaid, unearned tuition and fees of the institution for a period or term during the applicable academic year for which programs of instruction are offered, including, but not limited to, on a semester, quarter, monthly, or class basis; except that the period or term of greatest duration and expense shall be utilized for this computation where an institution's year consists of one or more such periods or terms;]~~

~~[(c) Conditioned to provide indemnification to any student or enrollee of the school or his/her parent or guardian determined by the Board to have suffered loss of prepaid tuition or any fees as a result of violation of any minimum standard or as a result of the institution ceasing operation, provide evidence satisfactory to the Board of its financial ability to provide such indemnification, and list the amount of surety liability the guaranteeing entity will assume; and]~~

~~[(d) Held in Travis County, Texas, and conditioned to allow only the Board to withdraw funds for the benefit of persons identified in clause (ii) of this subparagraph.]~~

~~[(III) The institution shall include a letter signed by an authorized representative of the institution showing in detail the calculations made pursuant to this section and explaining the method used for computing the amount of the reserves, lines of credit or surety instrument.]~~

(B) Board staff will verify information and accreditation status. Upon determination that an institution is in good standing with its Board recognized accreditor, has sufficient financial resources, and, if applicable, has provided sufficient documentation of correcting accreditation or financial issues, Board staff will provide a Certificate of Authorization to offer in Texas those degrees or courses leading to degrees for which it is accredited. If an institution is only providing clinicals or internships in the state of Texas, a Certificate of Authorization will be issued for the institution to offer in the state of Texas identified clinicals or internships in connection with those degrees or courses leading to degrees for which the institution is accredited. The Certificate of Authorization will be issued to the institution by name, city and state.

(C) Certificates of Authorization are subject to annual review for continued compliance with the Board-recognized accreditor's standards of operation, student complaint processes, financial viability, and accurate and fair representation in publications, advertising, and promotion.

(i) Institutions must submit the following documentation on an annual basis for Board staff review and recommendation to the Board for continuation or revocation of the Certificate of Authorization:

(I) Annual audited financial statements, issued less than one year from time of submission, prepared in accordance with Generally Accepted Accounting Principles by an independent certified public accountant;

(II) Documentation of reserves, lines of credit, or surety instruments that, when combined with tuition and fee receipts, are sufficient to allow the institution to fulfill its educational obligations for the current term to its enrolled students if the institution is unable to continue to provide instruction to its enrolled students for any reason. Institutions under a Certificate of Authorization as of September 1, 2017 are required to provide documentation of reserves, lines of credit, or surety instruments going forward with the 2019 annual compliance review.

(III) Certification that the institution is providing accurate and fair representation in publications, advertising, and promotion, including disclosure to students and potential students of any program which does not make the graduate eligible to take required professional examinations in that field or to practice regulated professions in that field in Texas. The institution shall further certify that it is maintaining any advertising used in Texas for a minimum of five years and shall make any such advertisements available to the Board for inspection upon request.

(IV) An annotated copy of the student catalog or student handbook showing compliance with the principles addressed in §7.4 of this chapter with cross-reference to the operational standards of its institutional accrediting agency;

(V) A copy of the institution's student complaint policy, links to online student complaint procedures and forms, and summary of all complaints made by Texas residents or students enrolled at a Texas-based institution concerning the institution in accordance with §§1.110 - 1.120 of this title. The complaint summary shall include complaints which have been filed, with the institution, its accrediting agency, or the Board within the 12 months prior to the annual review reporting date and shall indicate whether pending or resolved;

(VI) Official statement of current accreditation status and any pending or final actions that change the institution's accreditation status from the institution's Board-recognized accreditor, including changes in degree levels or programs offered approvals, changes in ownership or management, changes in name, and changes in physical location within the 12 months prior to the annual review reporting date;

(VII) Information regarding heightened cash monitoring or other changes that affect students' federal financial aid eligibility through the US Department of Education;

(VIII) Attestation that all documentation submitted is true and correct and continued acknowledgement of student complaint procedure, annual review reporting requirements, substantive change notification, and student data reporting requirements contained herein this section, §§1.110 - 1.120 of this title, §§7.4, 7.11, 7.13, and 7.15 of this chapter, respectively.

(ii) Annual reviews are conducted based on an institution's name and initial date of authorization.

(I) Institutions with names starting with "A" through "O" must submit annual review documentation by January 15 of each year. The Board will review staff recommendations at the annual July Board meeting.

(II) Institutions with names starting with "P" through "Z" must submit annual review documentation by July 15 of each year. The Board will review staff recommendations at the annual January Board meeting.

(III) Institutions that have received their first Certificate of Authorization less than six months from the due date for submission of annual review documentation may wait to submit documentation until the following annual review submission date.

(iii) Prior to making a recommendation to the Board, staff has discretion to conduct a site visit at the institution if warranted by facts disclosed in the annual review documentation. The Board-recognized accreditor will be notified and invited to participate.

(D) Certificates of Authorization for institutions offering degrees or courses leading to degrees at a physical location in Texas, upon Board staff recommendation after annual review, expire at the end of the grant of accreditation by the Board-recognized accreditor.

(i) If a new grant of accreditation is awarded by the Board-recognized accreditor, the Certificate of Authorization may be renewed upon submission of documentation of the new grant of accreditation.

(ii) If an institution changes recognized accreditors, the institution must submit a new application for a Certificate of Authorization.

(E) Certificates of Authorizations based solely on providing clinicals or internships in Texas expire one year from date of issuance.

(i) If clinicals or internships are ongoing in Texas, the Certificate of Authorization based solely on providing clinicals or internships in Texas must be renewed on an annual basis. At least thirty (30) days, but no more than ninety (90) days, prior to the expiration of the current Certification of Authorization, an institution, if it desires renewal, is required to provide updated information regarding the physical location of all clinical or internship sites, number of students in clinicals or internships, and the start and end date of the clinicals or internships.

(ii) The Board shall renew the Certificate of Authorization based solely on providing clinicals or internships in Texas if it finds that the institution has maintained all requisite standards.

(F) Certificates of Authorization for Texas-based campuses which are provisionally-granted based on their main campus' accreditation expire at the end of fifteen (15) months.

(i) If accreditation has not been achieved by the expiration date, the provisionally-granted Certificate of Authorization will be withdrawn, the institution's authorization to offer degrees will be terminated, and the institution will be required to comply with the provisions of §7.8 of this chapter (relating to Institutions Not Accredited by a Board-Recognized Accreditor).

(ii) Subsequent provisionally-granted Certificates of Authorization will not be issued.

(iii) At least ninety (90) days prior to expiration of the certificate, institutions operating under a provisionally-granted Certificate of Authorization must submit either an application for a Certificate of Authorization under this section or an application for a Certificate of Authority under §7.8 of this chapter.

(G) Institutions under an existing Certificate of Authorization must immediately notify the Board if the institution or its main campus becomes subject to a sanction by its Board-recognized accreditor. The institution must provide documentation explaining its current status and actions taken to comply with the accrediting agency's standards or criteria, including a timeline for returning to compliance, in order to maintain accreditation.

(2) Restrictions Placed on Institution under Sanctions by Its Accreditor.

(A) If an institution is under sanctions by its accreditor, limitations appropriate for the sanction shall be placed upon the institution's Certificate of Authorization. Limitations may include, but are not limited to:

(i) Restrictions on adding degree programs to its authorization;

(ii) An increase in the amount of financial reserves, lines of credit or surety instrument required to maintain a Certificate of Authorization; and

(iii) Review every six months, including unannounced site visits.

(B) The Board will notify the institution via letter of all restrictions placed upon its Certificate of Authorization due to its accreditors' sanctions.

(C) The Board will place a notice of all sanctions placed upon an institution via the Board's website.

(D) Restrictions and public notification will be removed upon written documentation from the institution's accreditor that all sanctions have ended.

(3) Grounds for Revocation of any Certificate of Authorization.

(A) Institution no longer holds a Certificate of Approval or Letter of Exemption issued by the Texas Workforce Commission.

(B) Institution loses accreditation from Board-recognized accreditor.

(C) Institution's Accreditor is removed from the U.S. Department of Education or the Board's list of approved accreditors.

(i) If the institution's Certificate of Authorization is revoked due to its accrediting agency's removal from the U.S. Department of Education and/or the Board's list of approved accreditors,

the Board, or Board staff as delegated, shall set a provisional time period within which institutions may continue to operate, not to exceed any provisional time period set by the United States Department of Education.

(ii) If the institution's Certificate of Authorization is revoked due to its accrediting agency's removal from the U.S. Department of Education or the Board's list of approved accreditors, a request to extend its Certificate of Authorization for the provisional time period set under paragraph ~~(3)(C)(i)~~ [(2)(C)] of this section, must be submitted to the Commissioner within ten (10) days of publication, by either the U.S. Department of Education or the Board, of such revocation.

(D) Institution fails to comply with data reporting, substantive change notification requirements, or annual review reporting requirements.

(E) Board staff recommends revocation based on deficiencies in compliance with the principles addressed in §7.4 of this chapter as evidenced by lack of compliance with the Board-recognized accreditor's standards, which are found in annual review documentation and not corrected by the institution upon request by Board staff.

(F) Institution offers degrees for which it does not have accreditor approval.

(4) Process for Removal of Authorization.

(A) Commissioner notifies institution of grounds for revocation as outlined in paragraph ~~(3)~~ [(2)] of this section unless paragraph ~~(3)(C)~~ [(2)(C)] above applies and the Board sets a provisional time period for compliance.

(B) Upon receipt of the notice of revocation, the institution shall not enroll new students and may only grant or award degrees or offer courses leading to degrees in Texas to students enrolled on the date of notice of revocation until it has either been granted a Certificate of Authority to grant degrees, or has received a determination that it did not lose its qualification for a Certificate of Authorization.

(C) Within ten (10) days of its receipt of the Commissioner's notice, the institution must provide, as directed by Board staff, one or more of the following:

(i) proof of its continued qualification for the exemption; or

(ii) submit data as required by §7.13 of this chapter; or

(iii) a plan to correct any non-compliance or deficiencies which lead to revocation; or

(iv) a plan to seek new Board-recognized accreditation; or

(v) written intention to apply for a Certificate of Authority within 60 days of the notice of revocation; or

(vi) a written teach-out plan, which must be approved by Board staff before implementation.

(D) After reviewing the evidence, the Commissioner will issue a notice of determination, which in the case of an adverse determination, shall contain information regarding the reasons for the denial, and the institution's right to a hearing.

(E) If a determination under this section is adverse to an institution, it shall become final and binding unless, within forty-five (45) days of its receipt of the adverse determination, the institution invokes the administrative remedies contained in Chapter 1, Subchapter B of this title (relating to Dispute Resolution).

(F) If a determination allows the institution to continue operating, a new Certificate of Authorization will be provisionally-granted. Provisions for continued operation under the new Certificate of Authorization may include, but are not limited to:

(i) requirements to provide updates to Board staff on a monthly basis;

(ii) continued progress toward full compliance with all Board rules and requirements;

(iii) continued progress toward new Board-recognized accreditation, if applicable, or toward approval for a Certificate of Authority; and

(iv) other requirements imposed by the Board.

(G) Certificates of Authorization which are provisionally-granted after a notice of revocation continue only as long as the institution complies with all such provisions.

(5) Closure of an Institution.

(A) The governing board, owner, or chief executive officer of an institution that plans to cease operation shall provide the Board with written notification of intent to close at least ninety (90) days prior to the planned closing date.

(B) If an institution closes unexpectedly, the governing board, owner, or chief executive officer of the school shall provide the Board with written notification immediately.

(C) If an institution closes or intends to close before all currently enrolled students have completed all requirements for graduation, the institution shall assure the continuity of students' education by entering into a teach-out agreement with another institution authorized by the Board to hold a Certificate of Authority, with an institution operating under a Certificate of Authorization, or with a public or private institution of higher education as defined in Texas Education Code §61.003. The agreement shall be in writing, shall be subject to Board approval, shall contain provisions for student transfer, and shall specify the conditions for completion of degree requirements at the teach-out institution. The agreement shall also contain provisions for awarding degrees.

(D) The Certificate of Authorization for an institution is automatically withdrawn when the institution closes. The Commissioner may grant to an institution that has a degree-granting authority temporary approval to award a degree(s) in a program for which the institution does not have approval in order to facilitate a formal agreement as outlined under this section.

(E) The curriculum and delivery shall be appropriate to accommodate the remaining students.

(F) No new students shall be allowed to enter the transferred degree program unless the new entity seeks and receives permanent approval for the program(s) from the Board.

(G) The institution shall transfer all academic records pursuant to §7.15 of this chapter (relating to Academic Records Maintenance, Protection, and Repository of Last Resort).

*§7.8. Institutions Not Accredited by a Board-Recognized Accreditor.*

An institution which is not accredited by a Board-recognized accreditor and which does not meet the definition of institution of higher education contained in Texas Education Code, §61.003, must follow the Certificate of Authority process in paragraphs (1) - (9) of this section in order to offer degrees or courses leading to degrees in the state of Texas. Institutions are encouraged to contact the Board staff before filing a formal application.

(1) Certificate of Authority Eligibility.

(A) The Board will accept applications for a Certificate of Authority only from those applicants:

(i) proposing to offer a degree or credit courses leading to a degree; and

(ii) which meet one of the following conditions:

(I) has been legally operating, enrolling students, and conducting classes in Texas and has complied with state law as either a non-degree-granting institution or an exempt institution only offering degrees in religious disciplines for a minimum of two (2) years;

(II) has been legally operating, enrolling students, and conducting classes in Texas and has complied with state law as a degree-granting institution and seeks to open a new campus;

(III) has been legally operating as a degree-granting institution in another state for a minimum of four (4) years and can verify compliance with all applicable laws and rules in that state; or

(IV) does not meet one of the three previous operational history conditions, but meets additional application and review requirements for its initial application, and agrees to meet additional conditions, restrictions, or reporting requirements during its first two years of operation under a Certificate of Authority. The Certificate of Authority will be issued with written, specific conditions, restrictions, or reporting requirements placed upon the institution.

(V) The Board may not issue a Certificate of Authority for a private postsecondary institution to grant a professional degree, as defined in §7.3 of this title (relating to Definitions) or to represent that credits earned in this state are applicable toward a degree if the institution is chartered in a foreign country or has its principal office or primary educational program in a foreign country.

(B) To be considered by the Board as operating, means to have assembled a governing board, developed policies, materials, and resources sufficient to satisfy the requirements for a

Certificate of Authority, and either have enrolled students and conducted classes or accumulated sufficient financing to do so for at least one year upon certification based on reasonable estimates of projected enrollment and costs. Sufficient financing may be demonstrated by proof of an adequate surety instrument meeting requirements as defined in §7.16 of this subchapter, including but not limited to, a surety bond, an assignment of a savings or escrow account, certificate of deposit, irrevocable letter of credit, or a properly executed participation contract with a private association, partnership, corporation, or other entity whose membership is comprised of postsecondary institutions. ~~[\_], which is:]~~

~~[(i) In a form and amount acceptable to the Board;]~~

~~[(I) The amount of the surety instrument submitted to the Board with an application shall be equal to or greater than the cost of providing a refund, including administrative costs associated with processing claims, for the maximum prepaid, unearned tuition and fees of the school for a period or term during the applicable school year for which programs of instruction are offered, including, but not limited to, on a semester, quarter, monthly, or class basis; except that the period or term of greatest duration and expense shall be utilized for this computation where a school's year consists of one or more such periods or terms;]~~

~~[(II) The applicant shall include a letter signed by an authorized representative of the institution showing in detail the calculations made pursuant to this section and explaining the method used for computing the amount of the surety instrument;]~~

~~[(ii) Conditioned to provide indemnification to any student or enrollee of the school or his/her parent or guardian determined by the Board to have suffered loss of prepaid tuition or any fees as a result of violation of any minimum standard or as a result of a holder of a Certificate of Authority ceasing operation, and provides evidence satisfactory to the Board of its financial ability to provide such indemnification and lists the amount of surety liability the guaranteeing entity will assume; and]~~

~~[(iii) Held in Travis County, Texas, and conditioned to allow only the Board to withdraw funds for the benefit of persons identified in clause (ii) of this paragraph.]~~

(2) Certificate of Authority Application Submission and Requirements.

(A) An applicant must submit an application to the Board to be considered for a Certificate of Authority to offer identified proposed degree(s), and courses which may be applicable toward a degree, in Texas.

(i) Applications must be submitted as an original and a copy in an electronic format as specified by Board staff, and accompanied by the application fee described in paragraph (3) of this section.

(ii) A single desk review of the application will be conducted to determine completeness and readiness for a site team visit.

(iii) The desk review will be done by a reviewer who will act as the site review team leader if the application is deemed complete and ready for a site team visit.

(iv) The desk reviewer, in consultation with Board staff, will make three possible recommendations. Board staff will make a final determination on acceptability of the application based on one of the three recommendations:

(I) The application is determined to be foundationally incomplete in one or more Standards for Operation of Institutions as described in §7.4 of this chapter and not ready for submission. A foundationally incomplete application is one where the Standards for Operation of Institutions have not been met to such a degree that the institution is unlikely to be sustainable or operational.

(II) The application may be resubmitted after incorporating revisions or additions suggested by the reviewer. The revisions or additions must allow the application to meet all Standards for Operation of Institutions.

(III) The application is acceptable and ready for a site review visit.

(v) If the application is foundationally incomplete and not ready for submission, a portion of the application fee, if not expended during the desk review, may be returned and another application may not be submitted for one year from the date of rejection of the foundationally incomplete application.

(B) The application form for the Certificate of Authority may be found on the Board's website.

(C) The Certificate of Authority application must include:

(i) The name and address of the institution;

(ii) The purpose and mission of the institution;

(iii) Documentary evidence of compliance with paragraph ~~(1)(A)(i)-(ii)~~ ~~[(1)(A)(i)-(iii)]~~ of this section;

(iv) Documentary evidence of either a Letter of Exemption or Certificate of Approval from the Texas Workforce Commission pursuant to Texas Education Code, Chapter 132;

(v) Documentary evidence of articles of incorporation or other Texas-authorized organizational documents, regulations, rules, constitutions, bylaws, or other regulations established for the governance and operation of the institution;

(vi) Identification, by name and contact information, of:

(I) The sponsors or owners of the institution;

(II) The designated Single Point of Contact as defined in §7.3 of this chapter (relating to Definitions);

(III) The chief administrative officer, the principal administrators, and each member of the board of trustees or other governing board;

(IV) Identification of faculty who will, in fact, teach in each program of study, including identification of colleges attended and copies of transcripts for every degree held by each faculty member;

(vii) Information regarding each degree or course leading to a degree which the applicant proposes to offer, including a full description of the proposed degree or degrees to be awarded and the course or courses of study prerequisite thereto;

(viii) A description of the facilities and equipment utilized by the applicant, including, if applicable, all equipment, software, platforms and other resources used in the provision of education via online or other distance education;

(ix) Detailed information describing the manner in which the applicant complies with each of the Standards of Operations of Institutions contained in §7.4 of this chapter (relating to Standards for Operations of Institutions);

(x) If applicable, institutions accredited by entities which are not recognized by the Board must submit all accrediting agency reports and any findings and institutional responses to such reports and findings for ten years immediately preceding the application for a Certificate of Authority. Accreditation by entities which are not recognized by the Board does not allow an institution to offer a degree or courses leading to a degree without a Certificate of Authority to offer such degree or courses;

(xi) A written accreditation plan, identifying:

(I) The Board-recognized accrediting agency with which the applicant intends to apply for institutional accreditation;

(II) The planned timeline for application with and approval by the Board-recognized accrediting agency;

(III) Any contacts already made with the Board-recognized accrediting agency, including supporting documents.

(xii) Any additional information which the board may request.

(D) An applicant that does not meet the previous operational history conditions described by §7.8(1)(A)(ii)(I)-(III) of this chapter must be able to demonstrate it is able to meet all Standards for Operation of Institutions found in §7.4 of this chapter through documentation and/or possession of adequate resources. Such demonstration includes, but is not limited to:

(i) Executed agreements with all administration and faculty identified in the application;

(ii) Complete curriculum, assessment, and learning tools for each proposed degree;

(iii) Possession of all listed facilities and resources.

(E) An applicant that does not meet the previous operational history conditions described by §7.8(1)(A)(ii)(I)-(III) of this chapter may not apply for a graduate degree or for more than one area of study as part of its initial application for a Certificate of Authority.

(3) (No change.)

*§7.11. Changes of Ownership and Other Substantive Changes.*

(a) Change of Ownership or Control for Career Schools and Colleges. In the event of a change in ownership or control of a career school or college, the Certificate of Authority or Certificate of Authorization is automatically void unless the institution meets the requirements of this section.

(b) The Commissioner may authorize the institution to retain the Certificate of Authority or Certificate of Authorization during and after a change of ownership or control, provided that the institution notifies Board staff of the impending transfer in time for staff to receive, review, and approve the documents listed in paragraphs (1) - (4) of this subsection and provided that the following conditions are met:

(1) The institution must submit acceptable evidence that the new owner is complying with all Texas Workforce Commission requirements regarding the purchase or transfer of ownership of a career school or college;

(2) The institution must submit an acceptable written statement of assurance that the new owner understands and undertakes to fully comply with all applicable Board rules, regulations, and/or policies;

(3) The institution must submit documentation that the new owner has been approved by the institution's Board-recognized accreditor to operate the institution or is able to meet the requirements of the existing Certificate of Authority; and

(4) The institution must submit satisfactory evidence of financial ability to adequately support and conduct all approved programs. Documentation shall include but may not be limited to independently audited financial statements and auditor's reports and assurance that the new owner does not currently own or operate any institutions under financial restrictions for, or is not permanently debarred from participating in, federal financial aid by the United States Department of Education. Individuals who become new owners of an institution may be required to submit independently audited personal financial records to show evidence of financial ability to adequately support and conduct all approved programs.

(c) - (f) (No change.)

*§7.16 Financial Protections for Student Tuition and Fees.*

The Board is required to ensure Certificate of Authorization and Certificate of Authority institutions maintain reserves, lines of credit, or surety instruments sufficient to allow the institution or person to fulfill its educational obligations of the current term to its enrolled

students if the institution or person violates any minimum standard which results in loss of prepaid tuition or fees, or is unable to continue to provide instruction to its enrolled students.

(1) Sufficient Financial Resources Documentation.

(A) Sufficient financial resources may be demonstrated by proof of an adequate reserve, line of credit, or surety instrument. A surety instrument includes but is not limited to, a surety bond, an assignment of a savings or escrow account, certificate of deposit, irrevocable letter of credit, or a properly executed participation contract with a private association, partnership, corporation, or other entity whose membership is comprised of postsecondary institutions.

(B) The documented reserves, lines of credit, or surety instruments must be:

(i) In a form and amount acceptable to the Board;

(ii) In an amount equal to or greater than the cost of providing a refund, including administrative costs associated with processing claims, for the maximum unearned tuition and fees of the institution for a period or term during the applicable academic year for which programs of instruction are offered, including, but not limited to, on a semester, quarter, monthly, or class basis; except that the period or term of greatest duration and expense shall be utilized for this computation where an institution's year consists of one or more such periods or terms. Unearned tuition and fees are tuition or fees billed to a student for the current term. No tuition or fee billed for the current term may be considered earned by the institution until the current term has been completed and students have received grades for courses taken during the term;

(iii) Conditioned to provide indemnification to any student or enrollee of the school or his/her parent or guardian determined by the Board to have suffered loss of unearned tuition or any fees as a result of violation of any minimum standard or as a result of the institution ceasing operation, provide evidence satisfactory to the Board of its financial ability to provide such indemnification, and list the amount of surety liability the guaranteeing entity will assume; and

(iv) Held in Travis County, Texas, and conditioned to allow only the Board to withdraw funds for the benefit of persons identified in clause (iii) of this subparagraph.

(C) The institution shall include a letter signed by an authorized representative of the institution showing in detail the calculations made pursuant to this section and explaining the method used for computing the amount of the reserves, lines of credit or surety instrument.

(D) Falsifying surety calculation or surety instrument will be reported to the Attorney General per §7.5(m) of this title relating to "Degree Granting Colleges and Universities Other Than Texas Public Institutions".

(2) Tuition and Fee Recovery.

(A) A Qualifying Event, when used in this subchapter, shall mean an event in which a student or enrollee of the school or his/her parent or guardian is determined by the Board to have suffered

loss of tuition or any fees as a result of violation of any minimum standard or as a result of the institution or location ceasing operation.

(B) The Board may withdraw the total amount of reserves, lines of credit, or surety instrument designated for tuition and fee recovery at the time the Board deems the institution or person has violated any minimum standard which results in loss of prepaid tuition or fees, or upon notice that an institution is unable to continue to provide instruction to its enrolled students.

(C) A student, enrollee, parent or guardian is required to apply for an unearned tuition and fee claim in order to be eligible for reimbursement.

(i) Board staff will make available an application claim form. Claim forms must include original signatures to be considered valid.

(ii) Board staff will determine supporting documentation required for each claim and notify the claimant. Supporting documentation may include an enrollment agreement, transcript, report card, loan agreement, cancelled checks, or other documentation which provides information on tuition and fee amounts paid during the current term and the institution's failure to meet minimum standards or continue operations.

(iii) Claims must be initiated by the claimant with a completed application claim form within 12 months of a Qualifying Event. The Board will publish the Qualifying Event date which will begin the 12 months claim period.

(iv) Board staff will review all student tuition and fee recovery claims within 30 days after the claim period ends. Refunds will be made in a timely manner either upon determination all possible valid claims have been filed before the end of the claim period or at the end of the 12 months claim period.

(I) Payments will be made based on verified tuition and fee amounts claimed.

(II) If the amount of institutional reserves, lines of credit, or surety instrument able to be withdrawn by the Board at the time of the Qualifying Event does not allow full payment of tuition and fees to all claimants, Board staff will apportion refunds according to verified tuition and fees claimed as a percentage of total amount claimed versus total amount withdrawn.

(III) If the amount of institutional reserves, lines of credit, or surety instrument withdrawn by the Board at the time of the Qualifying Event is greater than the total claims made during the 12 month claim period, the Coordinating Board reserves the right to retain a portion of the excess funds in order to maintain any student academic records deposited in the Coordinating Board's student academic record repository as a result of the Qualifying Event. Any excess funds withdrawn but not paid in claims or used for student academic record repository maintenance will be returned to the institution, receiver, bankruptcy trustee, or other entity holding institutional funds at the time funds may be returned.

The agency certifies that legal counsel has reviewed the proposal and found it to be within the state agency's legal authority to adopt.

Filed with the Office of the Secretary of State on October 14, 2019.

TRD-201903750

William Franz

General Counsel

Texas Higher Education Coordinating Board

Earliest possible date of adoption: November 24, 2019

AGENDA ITEM IX-Q (3)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rules for Chapter 1, Subchapter BB, Sections 1.9100 – 1.9106 of Board rules, concerning the establishment of the Texas Application for Student Financial Aid (TASFA) Advisory Committee (House Bill 2140, 86th Texas Legislature)

RECOMMENDATION:           Approval

Background Information:

Pursuant to Texas Education Code (TEC), Section 61.07762, as enacted by House Bill 2140, 86th Texas Legislature, the Board of the Texas Higher Education Coordinating Board (THECB) must establish an advisory committee to assist in adopting procedures to allow a person to complete and submit the application for state financial aid by electronic submission through the website of the state common application form required by TEC, Section 51.762.

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

The proposed rules establish the Texas Application for Student Financial Aid (TASFA) Advisory Committee. The committee will be charged with assisting the Board in adopting the procedures to allow a person to complete and submit the TASFA, or similar application for state student financial assistance, by electronic submission through the internet website on which the board provides the common admission application form required by TEC, Section 51.762. The committee members will equitably represent financial aid personnel representatives from two-year colleges, four-year public universities, and participating private or independent institutions of higher education, public school districts, nonprofit organizations, and other interested persons. Tasks assigned to the committee will include making recommendations to the Board on the procedures; development; costs; and technical and functional revisions of the ApplyTexas online application system regarding the development of the online TASFA. The committee also will seek input from stakeholders.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 14, 2019.

Date Published in the *Texas Register*: October 25, 2019.

The 30-day comment period with the *Texas Register* ended on: November 24, 2019.

No comments were received.

Legal Review:

Approved by the Office of General Counsel



Date:

12-20-19

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

CHAPTER 1.  
AGENCY ADMINISTRATION

SUBCHAPTER BB  
TEXAS APPLICATION FOR STATE FINANCIAL AID  
ADVISORY COMMITTEE

1.9100 Authority and Specific Purposes of the Texas Application for State Financial Aid (TASFA) Committee

1.9101 Definitions

1.9102 Committee Membership and Officers

1.9103 Duration

1.9104 Meetings

1.9105 Tasks Assigned the Committee

1.9106 Report to the Board

1.9100 Authority and Specific Purpose of the Texas Application for State Financial Aid (TASFA) Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Government Code, Chapter 2110, §2110.0012 and §2110.0015 and Texas Education Code (TEC) §61.07762.

(b) Purpose. The Texas Application for State Financial Aid (TASFA) Advisory Committee is created to assist the board in adopting the procedures to allow a person to complete and submit the TASFA or similar application for state student financial assistance by electronic submission through the internet website which the board provides the common admission application form required by TEC §51.762.

1.9101 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) Apply Texas System--The state's primary method for applying for admission to Texas public institutions of higher education. The Apply Texas System includes, but is not limited to, common admission applications; a portal for completing and submitting application forms to participating institutions of higher education; help desks to provide users assistance; and a portal through which Texas high school counselors gain access to status data regarding their students' progress in applying for admission and financial aid.
- (3) Interested persons--Persons who attend committee meetings as representatives of stakeholder entities and any other persons who have made their interest in the work of the committee known to its presiding officer. Such interested persons may

participate in committee discussions, as invited by the presiding officer to do so, but do not have the authority to cast votes.

#### 1.9102 Committee Membership and Officers

- (a) Membership shall consist of financial aid personnel, public school counselors, and other stakeholders who represent the needs of interested students with responsibility of advising students regarding financial aid.
- (b) Membership on the committee shall include:
  - (1) at least two financial aid personnel representatives from the following sectors of higher education: four-year public universities; two-year colleges, and participating private or independent institutions of higher education, all as defined by TEC §61.003;
  - (2) at least two representatives from public school districts;
  - (3) at least one student representative from a public school district who will serve as a non-voting member;
  - (4) at least one institution of higher education technical representative with knowledge of the transfer of financial aid data;
  - (5) representatives of nonprofit organizations who represent the needs of interested students with responsibility of advising students regarding financial aid.
- (c) Interested persons, such as the Texas Association of Student Financial Aid Administrators, Council of Public University Presidents and Chancellors, Texas Association of Community Colleges, Independent Colleges and Universities of Texas, and legislative and governmental relations staff shall be regularly advised of committee meetings.
- (d) The number of committee members shall not exceed 24.
- (e) Members of the committee shall select a chair, who will be responsible for conducting meetings and conveying committee recommendations to the board. A co-chair shall also be elected by the committee to serve in the chair's stead as needed. The chair and co-chair shall each serve a two-year term.
- (f) Members shall each serve a three-year term and may serve multiple terms.

#### 1.9103 Duration

The committee shall be abolished no later than January 1, 2024 in accordance with Texas Government Code, Chapter 2110.008 and TEC §61.07762. It may be reestablished by the Board.

1.9104 Meetings

The committee shall meet at least three times a year. Additional meetings may be called as deemed appropriate by the chair of the committee. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties. Minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.

1.9105 Tasks Assigned the Committee

Tasks assigned the committee may include:

- (a) Making recommendations to the Board on the procedures, development, and any associated cost of the online TASFA;
- (b) Identifying technical and functional revisions of the ApplyTX System regarding the development of the online TASFA;
- (c) soliciting input from stakeholders across the state; and
- (d) other activities necessary for the development of the online TASFA.

1.9106 Report to the Board

The committee shall report any recommendations to the Board by December 1, 2020. The Board shall report the advisory committee's recommendations to the standing committee of each house of the legislature with jurisdiction over higher education by January 1, 2021.

AGENDA ITEM IX-Q (4)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rules for Chapter 21, Subchapter W, Sections 21.700 - 21.707 of Board rules, concerning the Texas Working Off-Campus: Reinforcing Knowledge and Skills (WORKS) Internship Program (House Bill 3808, 86th Texas Legislature)

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Chapter 56, Subchapter E-1, Sections 56.0851-56.0857, enacted by House Bill 3808, 86th Texas Legislature, provides the authority to adopt rules to enforce the requirements, conditions, and limitations concerning the Texas Working Off-Campus: Reinforcing Knowledge and Skills (WORKS) Internship Program. Texas Higher Education Coordinating Board staff propose new rules to administer the Texas WORKS Internship Program, Chapter 21, Subchapter W, Sections 21.700-21.707. This program provides undergraduate students with paid, off-campus internships to strengthen their marketable skills and support their transition to the workforce.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 9, 2019.

Date Published in the *Texas Register*: October 25, 2019.

The 30-day comment period with the *Texas Register* ended on: November 25, 2019.

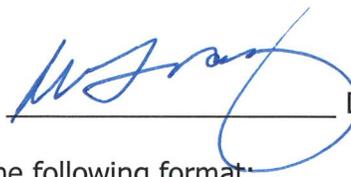
No comments were received.

Although no external comments were received, Coordinating Board staff made non-substantive changes to the proposed rules to address the following:

- Clarification of process and terms;
- Correct grammar; and
- Include required legislative language.

Legal Review:

Approved by the Office of General Counsel



Date:

12/20/19

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

CHAPTER 21.  
STUDENT SERVICES

SUBCHAPTER W.  
TEXAS WORKING OFF-CAMPUS: REINFORCING KNOWLEDGE AND SKILLS (WORKS)  
INTERNSHIP PROGRAM

- 21.700 Authority and Purpose of the Texas Working Off-Campus: Reinforcing Knowledge and Skills (WORKS) Internship Program
- 21.701 Definitions
- 21.702 Employer Eligibility and Participation Requirements
- 21.703 Employer Agreement
- 21.704 Employer Reimbursement
- 21.705 Qualified Internship Opportunity
- 21.706 Student Eligibility
- 21.707 Records Retention

21.700 Authority and Purpose of the Texas Working Off-Campus: Reinforcing Knowledge and Skills (WORKS) Internship Program

- (a) Authority. The Texas Working Off-Campus: Reinforcing Knowledge and Skills (WORKS) Internship Program is authorized by Texas Education Code, Chapter 56, Subchapter E-1, §§ 56.0851-56.0857.
- (b) Purpose. The purpose of the program is to provide paid internships funded in part by the State of Texas to enable students employed through the program to attend public or private institutions of higher education in Texas while exploring career options, developing and improving career readiness, and strengthening marketable skills.

21.701 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise:

- (1) Coordinating Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Program or Texas WORKS Internship Program--The Texas Working Off-Campus: Reinforcing Knowledge and Skills (WORKS) Internship Program.
- (4) Eligible Employer--To be eligible to enter into agreement with the Coordinating Board to participate in the program, an employer must:
  - (A) be a private, nonprofit or for-profit entity or a governmental entity; and

- (B) demonstrate the administrative and financial capacity to carry out the employer's responsibilities under the program, including the ability to pay full wages and benefits to a student placed through the program.
- (5) Financial need--Eligibility guidelines will be determined by the Commissioner or his or her designee.
- (6) Half-time student--For undergraduates, enrollment or expected enrollment for the equivalent of six or more semester credit hours per regular semester.
- (7) Eligible institution:
  - (A) an institution of higher education as defined by TEC § 61.003 (8); or
  - (B) a private or independent institution of higher education, as defined by TEC § 61.003(15), other than a private or independent institution of higher education offering only professional or graduate degrees.
- (8) Eligible Wages--Gross wages paid to an individual student as required by the student's internship.
- (9) Resident of Texas--A resident of the State of Texas as determined in accordance with Chapter 21, Subchapter B of this title (relating to Determination of Resident Status). Nonresident students who are eligible to pay resident tuition rates are not residents of Texas.
- (10) Administrative and Financial Capacity--An employer must have legal authority to operate within the state of Texas, be in good standing and have the financial responsibility and administrative capability to administer the Texas WORKS Internship program.

#### 21.702 Employer Eligibility and Participation Requirements

- (a) Must be a private nonprofit or for-profit entity or a governmental entity;
- (b) Demonstrate the administrative and financial capacity to carry out the employer's responsibilities under the program, including the ability to pay full wages and benefits to a student employed through the program;
  - 1. An employer must demonstrate its ability to properly administer the Texas WORKS Internship program. Administrative capability focuses on the processes, procedures, and personnel used in administering the program and comply with reporting requirements. Eligible employers must have an adequate internal system of checks and balances, monitoring and evaluating marketable skills, authorizing, and disbursing funds, and reporting data accurately and in a timely manner.

2. The Coordinating Board determines an employer’s financial capacity based on its ability to meet all its financial obligations, meet third-party financial audit requirements, and satisfactorily resolved any past internship performance violations.

- (c) Must enter into an agreement with the coordinating board;
- (d) Must provide employment to a student placed through the program in nonpartisan and nonsectarian activities that relate to the student’s career interests with identifiable marketable skills;
- (e) Must use program positions only to supplement and not supplant positions normally filled by persons who are not eligible to participate in the program, as provided by coordinating board rule;
- (f) Must provide the entirety of an employed student's wages and employee benefits; and submit eligible wages to the coordinating board for reimbursement;
- (g) An employer is not eligible to participate in the program if the employer is:
  - (1) a public or private institution of higher education in Texas; or
  - (2) a career school or college, as defined by TEC § 132.001
- (h) Must follow the Civil Rights Act of 1964, Title VI (Public Law 88-353) in avoiding discrimination in admission or employment.

21.703 Employer Agreement

An agreement between the Coordinating Board and participating employers will establish the roles and responsibilities, base wages, Coordinating Board reimbursement amount, minimum work hours for students employed, compliance with hiring and employment laws, and data reporting terms and conditions.

21.704 Employer Reimbursement

All employers will be required to login and have access to the Texas WORKS portal to upload invoices and receive reimbursement for eligible paid student wages.

21.705 Qualified Internship Opportunity

- (a) A qualified internship position must meet a specific set of criteria, including:
  - (1) Internship must identify marketable skills to be strengthened or gained;
  - (2) Internship must be paid;
  - (3) Internship must be at least 8 weeks in duration;

- (4) Intern must work at minimum 12 hours per week;
  - (5) Intern activities may not be political or sectarian in nature;
  - (6) No more than 25% of intern's work can be administrative in nature;
  - (7) No more than 50% of the eligible employer's workforce may be interns; and
  - (8) Federal work study funds may not be received or used for the internship position.
- (b) The Coordinating Board has the right to set a maximum number of internship opportunities per eligible employer.
- (c) In the event that available funds are insufficient to award all selected eligible students, a priority determination clause must be included in the employer agreement to govern placement and reimbursement.

#### 21.706 Student Eligibility

- (a) To be eligible for employment in the Program a person shall:
- (1) be a resident of Texas;
  - (2) be enrolled for at least the number of hours required of a half-time student, and be seeking a degree or certification at an eligible institution the semester prior to the assigned internship;
  - (3) establish financial need in accordance with Board procedures;
  - (4) must be an undergraduate student enrolled in a degree or certificate program at an eligible institution.
- (b) A person is not eligible to participate in the Program if the person has not graduated from high school or received the equivalent of a high school diploma.
- (c) A person may not be employed in more than one Texas WORKS internship at a time.

#### 21.707 Records Retention

All employers participating in the Texas WORKS Internship program shall:

- (1) Maintain its records and accounts of all transactions related to intern placement, benefit and wages for not less than seven (7) years after agreement expiration to ensure a full accounting of all funds received, disbursed, and expended by the employer. A participating employer shall immediately make available, upon request of the Coordinating Board, its representative(s), or an auditing entity authorized by law or regulation, all documents and other information related to the Texas Works Internship program.

- (2) Immediately make available upon request, records and accounts for inspecting, monitoring, programmatic or financial auditing, or evaluation by the Coordinating Board, its representative(s) and an auditing entity authorized by law or regulation for a period not less than seven (7) years, or whichever is later:
  - (A) after completion of all services under the Texas Works Internship program, or
  - (B) after the date of the receipt of the participating employer's final claim for reimbursement or submission of the final expenditure report, or
  - (C) upon final resolution of all invoice questions related to the Texas Works Internship program.

AGENDA ITEM IX-Q (5)

Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 6, Subchapter C, Section 6.73 of Board rules, concerning institutional eligibility under the Nursing, Allied Health and Other Health-related Education Grant Program (House Bill 1401, 86th Texas Legislature)

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board staff proposes amendments to Chapter 6, Health Education, Training, and Research Funds, Subchapter C, Section 6.73 of Board rules concerning grants awarded under the Nursing, Allied Health and Other Health-related Education Grant Program.

The intent of the amendments to Section 6.73 (h) is to align the program to the extension provided through passage of House Bill 1401, 86th Texas Legislature, Regular Session, which delineates funding to be used exclusively for nursing education through August 31, 2023.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Date Approved by the Commissioner for Publication in the *Texas Register*: October 8, 2019

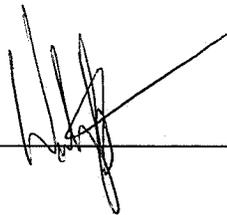
Date Published in the *Texas Register*: October 25, 2019

The 30-day comment period with the Texas Register ended on: November 25, 2019

No comments were received.

Legal Review:

Approved by the Office of General Counsel



Date: 12/13/19

Chapter 6  
Health Education, Training, and Research Funds

Subchapter C  
Tobacco Lawsuit Settlement Funds

- 6.71 Purpose and Authority
- 6.72 Definitions
- 6.73 Nursing, Allied Health and Other Health-Related Education Grant Program
- 6.74 Minority Health Research and Education Grant Program

6.71 – 6.72 No Changes.

6.73 Nursing, Allied Health and Other Health-Related Education Grant Program

(a) – (c) No Changes.

(d) Funding Decisions.

(1) Applications for grant funding shall be evaluated only upon the information provided in the written application.

(2) The Board shall approve grants upon the recommendation of the panel of reviewers and Board staff. The Commissioner shall report approved grants to the Board for each biennial grant period.

(3) Funding recommendations to the Board shall consist of the most highly ranked and recommended applications up to the limit of available funds. If available funds are insufficient to fund a proposal after the higher-ranking and recommended applications have been funded, staff shall negotiate with the applicant to determine if a lesser amount would be acceptable. If the applicant does not agree to the lesser amount, the staff shall negotiate with the next applicant on the ranked list. The process shall be continued until all grant funds are awarded to the most highly ranked and recommended applications.

(e) Contract. Following approval of grant awards by the Board, the successful applicants must sign a contract issued by Board staff and based on the information contained in the application.

(f) Cancellation or Suspension of Grants. The Board has the right to reject all applications and cancel a grant solicitation at any point before a contract is signed.

(g) Request for Proposal. The full text of the administrative regulations and budget guidelines for this program are contained in the official Request for Proposal (RFP) available upon request from the Board.

(h) This subsection pertains to the ~~2020-2021 and 2022-2023~~[~~2016-2017 and 2018-2019~~] biennia only (rules are effective only through ~~August 31, 2023~~[~~August 31, 2019~~]).

(1) Funds available to the program will be distributed as grants in proportions determined by the Board through one or more programs that are based on:

(A) a competitive, peer- or staff-reviewed process for eligible institutions proposing to address the shortage of registered nurses and nursing faculty, as described in subsections (a) – (g) of this section unless amended in paragraph (2) of this subsection;

(B) a staff-reviewed process for eligible institutions, as amended in paragraph (2) of this subsection; or

(C) a criteria-based, funding formula for eligible institutions, as amended in paragraph (2) of this subsection.

(2) In subsection (a)(4) of this section, eligible institutions, as they pertain to paragraph (1) of this subsection, are public institutions of higher education, private or independent institutions of higher education and hospitals that offer nursing programs that prepare students for initial licensure as registered nurses or that prepare qualified faculty for such nursing programs.

6.74 No Changes

AGENDA ITEM IX-R (1)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 1, Subchapter DD of Board rules, concerning the Title IX Training Advisory Committee (Senate Bill 212 and House Bill 1735, 86th Texas Legislature)

RECOMMENDATION: Approval

Background Information:

The new Chapter 1, Subchapter DD establishes provisions enacted by passage of House Bill 1735 and Senate Bill 212, 86th Texas Legislature, Regular Session. The proposed new Subchapter DD establishes the Title IX Training Advisory Committee. The committee will provide the Board of the Texas Higher Education Coordinating Board with recommended rules regarding incidents of sexual harassment, sexual assault, dating violence, or stalking at institutions of higher education and recommendation(s) regarding training for responsible and confidential employees, student advocates designated under Texas Education Code (TEC) Section 51.290, Title IX Coordinators, and other institutional employees who may receive confidential disclosures from students under TEC, Section 51.290.

Dr. Stacey Silverman, Interim 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 24, 2019.

Date Published in the *Texas Register*: November 22, 2019.

The 30-day comment period with the *Texas Register* ended on: December 22, 2019.

At this time, no comments have been received.

Legal Review:

Approved by the Office of General Counsel



Date: 12/20/19

Chapter 1 – Agency Administration

Subchapter DD – Title IX Training Advisory Committee

- 1.9531 Authority and Purpose of the Committee
- 1.9532 Definitions
- 1.9533 Committee Membership and Officers
- 1.9534 Duration
- 1.9535 Meetings and Tasks of the Committee
- 1.9536 Report to the Board; Evaluation of Committee Costs and Effectiveness

1.9531 Authority and Purpose of the Title IX Training Advisory Committee

(a) Statutory authority for this subchapter is provided in the Texas Education Code (TEC), Chapter 51, §51.294 and §51.260.

(b) The Title IX Training Advisory Committee is created to provide the Board with recommendation(s) regarding the training for responsible and confidential employees and student advocates designated under TEC Section 51.290, Title IX Coordinators and other institutional employees who may receive confidential disclosures from students under Section 51.290.

1.9532 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) Recommended Training—training developed by the advisory committee for responsible and confidential employees and student advocates designated under Section 51.290, for employees in the course and scope of their employment, and for Title IX coordinators and deputy Title IX coordinators at postsecondary educational institutions.

1.9533 Committee Membership and Officers

(a) The advisory committee consists of nine members appointed by the commissioner of higher education. Eight members must be chief executive officers of postsecondary educational institutions or representatives designated by those officers; and one member must be a representative of an advocacy organization for victims of sexual assault or family violence.

(b) Members of the committee shall select the presiding officer, who will be responsible for conducting meetings. A co-chair shall also be elected by the committee to serve in the presiding officer's stead as needed.

(c) Members shall serve staggered 3-year terms and may serve multiple terms.

1.9534 Duration

The committee shall be abolished no later than November 1, 2023, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

1.9535 Meetings and Tasks of the Committee

(a) The committee shall meet as required by workload and tasks to meet the deadline listed under Subsection (c). Thereafter, the committee shall meet on an annual basis, as required by TEC Section 51.294. 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. Minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.

(b) Tasks assigned the committee include:

(1) make recommendations to the coordinating board regarding rules for adoption under Section 51.295; and

(2) develop recommended training for responsible and confidential employees and student advocates designated under TEC Section 51.290, for employees in the course and scope of their employment and for Title IX coordinators and deputy Title IX coordinators at postsecondary educational institutions.

(c) Not later than December 1, 2019, the advisory committee shall develop the recommended training under Subsection (b).

(d) The advisory committee shall annually review and, if necessary, update the training recommended under Subsection (b)(2).

1.9536 Report to the Board; Evaluation of Committee Costs and Effectiveness

The committee shall report any recommendations to the Board on no less than an annual basis. The committee shall also report committee activities to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request

AGENDA ITEM IX-R (2)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 1, Subchapter EE of Board rules, concerning the Study and Report on Core Curriculum Advisory Committee (Senate Bill 25, sections 8-10, 86th Texas Legislature)

RECOMMENDATION: Approval

Background Information:

The intent of the new Subchapter is to establish provisions enacted by Senate Bill (SB) 25, 86th Texas Legislature. The proposed new Chapter 1, Subchapter EE of Board rules establishes the Study and Report on Core Curriculum Advisory Committee. The committee will provide the Board of the Texas Higher Education Coordinating Board with recommendations regarding the effectiveness of the requirements regarding the transfer of course credit between institutions of higher education for courses in the core curriculum under Texas Education Code (TEC), Section 61.822 to support more efficient undergraduate transfer between institutions of higher education. The study and recommendations must include an analysis of:

- (1) the efficacy of dividing the recommended core curriculum for each meta major into a general academic core curriculum and an academic discipline core curriculum and, if determined to be efficacious, the recommended number of semester credit hours for each component of the recommended core curriculum for each meta major;
- (2) methods to ensure that courses completed in the general academic core curriculum and academic discipline core curriculum transfer between institutions of higher education for course credit applied toward a student's major at the receiving institution; and
- (3) the potential inclusion of courses in the field of study curricula adopted by the Board under TEC, Section 61.823 in the recommended core curriculum adopted by the Board under TEC, Section 61.822.

Mary E. Smith, Ph.D., Assistant Deputy Commissioner for Academic Planning and Policy, will present this item and be available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: October 24, 2019

Date Published in the *Texas Register*: November 22, 2019

The 30-day comment period with the *Texas Register* ended on: December 22, 2019

No comments were received.

Legal Review:

Approved by the Office of General Counsel

A handwritten signature in black ink, appearing to be "M. J. ...", written over a horizontal line.

Date:

A handwritten date "1/6/20" in black ink, written over a horizontal line.

Chapter 1 – Agency Administration

Subchapter EE – Study and Report on Core Curriculum Advisory Committee

- 1.9541 Authority and Purpose of the Committee
- 1.9542 Definitions
- 1.9543 Committee Membership and Officers
- 1.9544 Duration
- 1.9545 Meetings and Tasks of the Committee
- 1.9546 Report to the Board; Evaluation of Committee Costs and Effectiveness

1.9541 Authority and Purpose of the Study and Report on Core Curriculum Advisory Committee

(a) Statutory authority for this subchapter is provided in the Texas Education Code (TEC), Chapter 61, §61.8221.

(b) The Study and Report on Core Curriculum Advisory Committee is created to provide the Board with recommendation(s) regarding the effectiveness of the requirements regarding the transfer of course credit between institutions of higher education for courses in the core curriculum under Section 61.822 in supporting more efficient undergraduate transfer between institutions of higher education.

1.9542 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) Core Curriculum or Texas Core Curriculum--the curriculum in the liberal arts, humanities, sciences, and political, social, and cultural history that all undergraduates of an institution of higher education are required to complete before receiving an academic undergraduate degree. Core curriculum provisions apply to institutions of higher education that offer academic undergraduate degree programs.

1.9543 Committee Membership and Officers

(a) The advisory committee consists of up to 24 of the following members appointed by the board in equal numbers:

(1) representatives of public junior colleges designated by the applicable college to represent the college on the advisory committee; and

(2) representatives of general academic teaching institutions designated by the applicable institution to represent the institution on the advisory committee.

(b) A majority of members appointed to the advisory committee under Subsection (a)(2) must be representatives of a general academic teaching institution at which at least 25 percent of students enrolled at the institution for the 2018 fall semester were classified as transfer students.

(c) In appointing members to the advisory committee under Subsection (b), the board shall, to the greatest extent practicable, ensure that the membership of the advisory committee is balanced with respect to:

(1) institutional representation, including:

(A) the regions of the state;

(B) the mission type of the general academic teaching institution or public junior college;

(C) university system affiliation, as applicable;

(D) student enrollment; and

(E) institutional groupings under the board's higher education accountability system;

(2) representation of faculty and administrators at general academic teaching institutions or public junior colleges;

(3) representation of academic disciplines; and

(4) any other factors the board determines relevant.

(d) Members of the committee shall select the presiding officer, who will be responsible for conducting meetings. A co-chair shall also be elected by the committee to serve in the presiding officer's stead as needed.

(e) Members shall serve single terms lasting until the abolishment of the committee no later than September 1, 2021.

1.9544 Duration

The committee shall be abolished no later than September 1, 2021, in accordance with Texas Education Code, Chapter 61, §61.8221.

1.9545 Meetings and Tasks of the Committee

(a) The committee shall meet as required by workload and tasks to meet the deadline listed under Subsection (d). 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. Minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.

(b) The advisory committee shall study and make recommendations to the board regarding the effectiveness of the requirements regarding the transfer of course credit between institutions of higher education for courses in the core curriculum under Section 61.822 in supporting more efficient undergraduate transfer between institutions of higher education. The study and recommendations must include an analysis of:

(1) the efficacy of dividing the recommended core curriculum for each meta major into a general academic core curriculum and an academic discipline core curriculum and, if determined to be efficacious, the recommended number of semester credit hours for each component of the recommended core curriculum for each meta major;

(2) methods to ensure that courses completed in the general academic core curriculum and academic discipline core curriculum transfer between institutions of higher education for course credit applied toward a student's major at the receiving institution; and

(3) the potential inclusion of courses in the field of study curricula adopted by the board under Section 61.823 in the recommended core curriculum adopted by the board under Section 61.822.

(c) Each quarter ending before November 1, 2020, the advisory committee shall submit to the chairs of the standing legislative committees with primary jurisdiction over higher education and to the Board a report on the advisory committee's progress on the study and recommendations required under Subsection (b).

1.9546 Report to the Board; Evaluation of Committee Costs and Effectiveness

The committee shall report any recommendations to the Board on no less than an annual basis. The committee shall also report committee activities to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

## AGENDA ITEM IX-S

### Consideration of adopting the Information Technology Program of Study Advisory Committee's recommendation to the Board relating to courses required for the Cloud Computing Program of Study

RECOMMENDATION: Approval

#### Background Information:

The Information Technology Program of Study Advisory Committee was charged with identifying programs of study to be developed within the Information Technology Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students must complete in order to develop the foundational skills for an entry-level position in the occupation. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the degree program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Information Technology POS Advisory Committee is tasked to advise the Board of the Texas Higher Education Coordinating Board (THECB) of its recommendations related to the courses that should be contained in the Cloud Computing POS Curriculum.

### **Recommendations of the Information Technology Program of Study Advisory Committee**

#### **Cloud Computing Program of Study**

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

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

**Table 1: Proposed Cloud Computing Program of Study Curriculum**

<b>Cloud Computing</b>		
<b>Discipline Courses</b>		
<i>Course Title</i>	<i>Course #</i>	<i>SCH</i>
Introduction to Computer Technology or Introduction to Computers	CPMT 1303/1403 or ITSC 1301/1401	3-4
Introduction to Database or Introduction to MySQL	ITSW 1307/1407 or ITSE 1303	3-4
Implementing & Supporting Client Operating Systems	ITNW 1308/1408	3-4
Introduction to Scripting Languages	ITSE 1359	3
Programming Logic & Design	ITSE 1329/1429	3-4
Fundamentals of Networking Technologies or CCNA 1 Introduction to Networks	ITNW 1325/1425 or ITCC 1314/1414	3-4
Fundamentals of Cloud Computing	ITNW 1309/1409	3-4
Cloud Deployment & Infrastructure Management	ITNW 1336/1436	3-4
Advanced Cloud Concepts	ITNW 2327/2427	3-4
Linux Installation & Configuration	ITSC 1316/1416	3-4
Applied Software Problem Solving or Practicum	ITSC 2335/2435 or ITNW 2364/2464	3-4
Implementing and Supporting Servers	ITNW 1354/1454	3-4
Information Technology Security	ITSY 1342/1442	3-4
Project Management Software	ITSC 1315/1415	3-4
<b>Program of Study recommendations (SCH)</b>		<b>42-45</b>
<b>Additional courses determined by college (SCH)**</b>		<b>0-3</b>
<b>General Education Courses</b>		<b>SCH Subtotal: 15</b>
Specific General Education Courses	N/A	0
Additional General Education Courses		15
<b>SCH Total:</b>		<b>60</b>
** Recommended Technical Electives ITSC 2325 Advanced Linux ITCC 1340 Routing and Switching ITNW 1313 Computer Virtualization		

No specific General Education courses were recommended as part of the Cloud Computing Program of Study curriculum.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

## AGENDA ITEM IX-T

Consideration of adopting the Information Technology Program of Study Advisory Committee's recommendation to the Board relating to courses required for the Cloud Support and Cybersecurity Program of Study

RECOMMENDATION: Approval

Background Information:

The Information Technology Program of Study Advisory Committee was charged with identifying programs of study to be developed within the Information Technology Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students must complete in order to develop the foundational skills for an entry-level position in the occupation. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the degree program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Information Technology POS Advisory Committee is tasked to advise the Board of the Texas Higher Education Coordinating Board (THECB) of its recommendations related to the courses that should be contained in the Cloud Support and Cybersecurity POS Curriculum.

### **Recommendations of the Information Technology Program of Study Advisory Committee**

#### **Cloud Support and Cybersecurity Program of Study**

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

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

**Table 1: Proposed Cloud Support and Cybersecurity Program of Study Curriculum**

<b>Cloud Support and Cybersecurity</b>		
<b>Discipline Courses</b>		
<i>Course Title</i>	<i>Course #</i>	<i>SCH</i>
Introduction to Computer Technology or Introduction to Computers	CPMT 1303/1403 or ITSC 1301/1401	3-4
Introduction to Database or Introduction to MySQL	ITSW 1307/1407 or ITSE 1303	3-4
Implementing & Supporting Client Operating Systems	ITNW 1308/1408	3-4
Introduction to Scripting Languages	ITSE 1359	3
Programming Logic & Design	ITSE 1329/1429	3-4
Fundamentals of Networking Technologies or CCNA 1 Introduction to Networks	ITNW 1325/1425 or ITCC 1314/1414	3-4
Fundamentals of Cloud Computing	ITNW 1309/1409	3-4
Cloud Deployment & Infrastructure Management	ITNW 1336/1436	3-4
Advanced Cloud Concepts	ITNW 2327/2427	3-4
Linux Installation & Configuration	ITSC 1316/1416	3-4
Implementing and Supporting Servers	ITNW 1354/1454	3-4
Information Technology Security	ITSY 1342/1442	3-4
Project Management Software	ITSC 1315/1415	3-4
<b>Program of Study recommendations (SCH)</b>		<b>39-45</b>
<b>Additional courses determined by college (SCH)**</b>		<b>0-6</b>
<b>General Education Courses</b>		<b>SCH Subtotal: 15</b>
Specific General Education Courses	N/A	0
Additional General Education Courses		15
<b>SCH Total:</b>		<b>60</b>
** Recommended Technical Electives ITSC 2325 Advanced Linux ITNW 2329 Application Development for the Cloud		

No specific General Education courses were recommended as part of the Cloud Support and Cybersecurity Program of Study curriculum.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

## AGENDA ITEM IX-U

### Consideration of adopting the Information Technology Program of Study Advisory Committee's recommendation to the Board relating to courses required for the Cloud Computing Data Science Program of Study

RECOMMENDATION: Approval

#### Background Information:

The Information Technology Program of Study Advisory Committee was charged with identifying programs of study to be developed within the Information Technology Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students must complete in order to develop the foundational skills for an entry-level position in the occupation. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the degree program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Information Technology POS Advisory Committee is tasked to advise the Board of the Texas Higher Education Coordinating Board (THECB) of its recommendations related to the courses that should be contained in the Cloud Computing Data Science POS Curriculum.

### **Recommendations of the Information Technology Program of Study Advisory Committee**

#### **Cloud Computing Data Science Program of Study**

The Information Technology Program of Study Advisory Committee recommends adoption of the Cloud Computing Data Science Program of Study curriculum. The Program of Study Curriculum of Cloud Computing Data Science shall consist of no more than 31 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

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

**Table 1: Proposed Cloud Computing Data Science Program of Study Curriculum**

<b>Cloud Computing Data Science</b>		
<b>Discipline Courses</b>		
<i>Course Title</i>	<i>Course #</i>	<i>SCH</i>
Introduction to Database or Introduction to MySQL	ITSW 1307/1407 or ITSE 1303	3-4
Introduction to Scripting Languages	ITSE 1359	3
Programming Logic & Design	ITSE 1329/1429	3-4
Fundamentals of Networking Technologies or CCNA 1 Introduction to Networks	ITNW 1325/1425 or ITCC 1314/1414	3-4
Fundamentals of Cloud Computing	ITNW 1309/1409	3-4
Linux Installation & Configuration	ITSC 1316/1416	3-4
Applied Software Problem Solving or Practicum	ITSC 2335/2435 or ITNW 2364/2464	3-4
Project Management Software	ITSC 1315/1415	3-4
<b>Program of Study recommendations (SCH)</b>		<b>24-31</b>
<b>Additional courses determined by college (SCH)**</b>		<b>14-21</b>
<b>General Education Courses</b>		<b>SCH Subtotal: 15</b>
Elementary Statistical Methods	MATH 1342	3
Additional General Education Courses		12
<b>SCH Total:</b>		<b>60</b>
** Recommended Technical Electives ITNW 1335/1435 Information Storage and Management ITSW 2337/2437 Advanced Database		

A General Education courses in Elementary Statistical Methods was recommended as part of the Cloud Computing Data Science Program of Study curriculum.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

## AGENDA ITEM IX-V

### Consideration of adopting the Information Technology Program of Study Advisory Committee's recommendation to the Board relating to courses required for the Cloud Computing Data Analysis Program of Study

RECOMMENDATION: Approval

#### Background Information:

The Information Technology Program of Study Advisory Committee was charged with identifying programs of study to be developed within the Information Technology Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students must complete in order to develop the foundational skills for an entry-level position in the occupation. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the degree program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Information Technology POS Advisory Committee is tasked to advise the Board of the Texas Higher Education Coordinating Board (THECB) of its recommendations related to the courses that should be contained in the Cloud Computing Data Analysis POS Curriculum.

### **Recommendations of the Information Technology Program of Study Advisory Committee**

#### **Cloud Computing Data Analysis Program of Study**

The Information Technology Program of Study Advisory Committee recommends adoption of the Cloud Computing Data Analysis Program of Study curriculum. The Program of Study Curriculum of Cloud Computing Data Analysis shall consist of no more than 39 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

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

**Table 1: Proposed Cloud Computing Data Analysis Program of Study Curriculum**

<b>Cloud Computing Data Analysis</b>		
<b>Discipline Courses</b>		
<i>Course Title</i>	<i>Course #</i>	<i>SCH</i>
Introduction to Database or Introduction to MySQL	ITSW 1307/1407 or ITSE 1303	3-4
Introduction to Scripting Languages	ITSE 1359	3
Programming Logic & Design	ITSE 1329/1429	3-4
Fundamentals of Networking Technologies or CCNA 1 Introduction to Networks	ITNW 1325/1425 or ITCC 1314/1414	3-4
Fundamentals of Cloud Computing	ITNW 1309/1409	3-4
Linux Installation & Configuration	ITSC 1316/1416	3-4
Applied Software Problem Solving or Practicum	ITSC 2335/2435 or ITNW 2364/2464	3-4
Implementing and Supporting Servers	ITNW 1354/1454	3-4
Information Technology Security	ITSY 1342/1442	3-4
Project Management Software	ITSC 1315/1415	3-4
<b>Program of Study recommendations (SCH)</b>		<b>30-39</b>
<b>Additional courses determined by college (SCH)**</b>		<b>6-15</b>
<b>General Education Courses</b>		<b>SCH Subtotal: 15</b>
Elementary Statistical Methods	MATH 1342	3
Additional General Education Courses		12
<b>SCH Total:</b>		<b>60</b>
** Recommended Technical Electives ITNW 2329/2429 Application Development for the Cloud ITNW 1335/1435 Information Storage and Management ITSW 2337/2437 Advanced Database		

A General Education courses in Elementary Statistical Methods was recommended as part of the Cloud Computing Data Analysis Program of Study curriculum.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

AGENDA ITEM X-A

Welcome and Committee Chair's Opening Remarks

Mr. Ricky Raven, Chair of the Agency Operations Committee, will provide the Board an overview of the items on the agenda.

AGENDA ITEM X-B

Public Testimony on agenda items relating to the Agency Operations Committee

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 Board after staff has presented the item, or any other time as determined by the presiding chair.

AGENDA ITEM X-C (1)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 1, Agency Administration

RECOMMENDATION: Adopt review of Chapter 1

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 1 of Board rules was published in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the *Texas Register* ended on October 27, 2019.

The reason for the continued existence of the rules in Chapter 1 is because the Coordinating Board continues to have statutory responsibilities relating to issues covered by these rules.

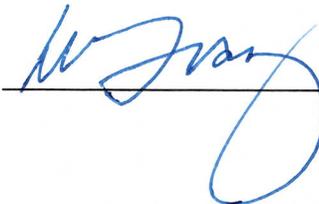
The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>.

Linda Battles, Deputy Commissioner for Agency Operations and Communications/COO and Bill Franz, General Counsel will be available to answer questions.

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date: 12/17/19

AGENDA ITEM X-C (2)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 3, Rules Applying to All Public and Private or Independent Institutions of Higher Education in Texas Regarding Electronic Reporting Option for Certain Offenses; Amnesty

RECOMMENDATION: Adopt review of Chapter 3

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 3 of Board rules was filed on September 16, 2019 and appeared in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the *Texas Register* ended on October 27, 2019.

The reason for the continued existence of these rules is because the Coordinating Board continues to have statutory responsibilities of higher education in regards to issues covered by these rules.

The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>.

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date: 12/18/19

AGENDA ITEM X-C (3)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 4, Rules Applying to All Public Institutions of Higher Education in Texas

RECOMMENDATION: Adopt review of Chapter 4

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 4 of Board rules was filed on September 16, 2019 and appeared in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the *Texas Register* ended on October 27, 2019.

The reason for the continued existence of these rules is because the Coordinating Board continues to have statutory responsibilities of higher education in regards to issues covered by these rules.

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The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>.

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date:

12/18/19

AGENDA ITEM X-C (4)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 5, Rules Applying to Public Universities, Health-Related Institutions, and/or Selected Public Colleges of Higher Education in Texas

RECOMMENDATION: Adopt review of Chapter 5

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 5 of Board rules was filed on September 16, 2019 and appeared in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the Texas Register ended on October 27, 2019.

The reason for the continued existence of these rules is because the Coordinating Board continues to have statutory responsibilities of higher education in regards to issues covered by these rules.

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The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>.

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date: 12/18/19

AGENDA ITEM X-C (5)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 6, Health Education, Training, and Research Funds

RECOMMENDATION: Adopt review of Chapter 6

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 6 of Board rules was filed on September 16, 2019 and appeared in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the *Texas Register* ended on October 27, 2019.

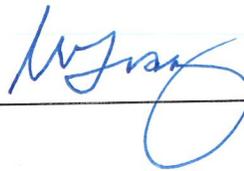
The reason for the continued existence of these rules is because the Coordinating Board continues to have statutory responsibilities of higher education in regards to issues covered by these rules.

The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>.

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date: 12/18/19

AGENDA ITEM X-C (6)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 7, Degree Granting Colleges and Universities Other Than Texas Public Institutions

RECOMMENDATION: Adopt review of Chapter 7

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 7 of Board rules was filed on September 16, 2019 and appeared in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the *Texas Register* ended on October 27, 2019.

The reason for the continued existence of these rules is because the Coordinating Board continues to have statutory responsibilities of higher education in regards to issues covered by these rules.

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The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>.

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date:

12/18/19

AGENDA ITEM X-C (7)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 8, Creation, Expansion, Dissolution, or Conservatorship of Public Community College Districts

RECOMMENDATION: Adopt review of Chapter 8

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 8 of Board rules was filed on September 16, 2019 and appeared in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the *Texas Register* ended on October 27, 2019.

The reason for the continued existence of these rules is because the Coordinating Board continues to have statutory responsibilities of higher education in regards to issues covered by these rules.

The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>.

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date: 12/18/19

AGENDA ITEM X-C (8)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 9, Program Development in Public Two-Year Colleges

RECOMMENDATION: Adopt review of Chapter 9

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 9 of Board rules was filed on September 16, 2019 and appeared in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the *Texas Register* ended on October 27, 2019.

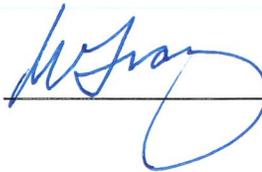
The reason for the continued existence of these rules is because the Coordinating Board continues to have statutory responsibilities of higher education in regards to issues covered by these rules.

The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>.

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date: 12/18/19

AGENDA ITEM X-C (9)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 11, Texas State Technical College System

RECOMMENDATION: Adopt review of Chapter 11

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 11 of Board rules was filed on September 16, 2019 and appeared in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the *Texas Register* ended on October 27, 2019.

The reason for the continued existence of these rules is because the Coordinating Board continues to have statutory responsibilities of higher education in regards to issues covered by these rules.

The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>.

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date:

12/18/19

AGENDA ITEM X-C (10)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 13, Financial Planning

RECOMMENDATION: Adopt review of Chapter 13

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 13 of Board rules was published in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the *Texas Register* ended on October 27, 2019.

The reason for the continued existence of the rules in Chapter 13 is because the Coordinating Board continues to have statutory responsibilities relating to all public institutions of higher education in regards to issues covered by these rules.

The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date: 12/17/19

AGENDA ITEM X-C (11)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 14, Research Funding Programs

RECOMMENDATION: Adopt review of Chapter 14

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 14 of Board rules was filed on September 16, 2019 and appeared in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the *Texas Register* ended on October 27, 2019.

The reason for the continued existence of these rules is because the Coordinating Board continues to have statutory responsibilities of higher education in regards to issues covered by these rules.

The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>.

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date:

12/18/19

AGENDA ITEM X-C (12)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 15, National Research Universities

RECOMMENDATION: Adopt review of Chapter 15

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 15 of Board rules was filed on September 16, 2019 and appeared in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the *Texas Register* ended on October 27, 2019.

The reason for the continued existence of these rules is because the Coordinating Board continues to have statutory responsibilities of higher education in regards to issues covered by these rules.

The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>.

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date:

12/18/19

AGENDA ITEM X-C (13)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 17, Facilities

RECOMMENDATION: Adopt review of Chapter 17

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 17 of Board rules was published in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the *Texas Register* ended on October 27, 2019.

The reason for the continued existence of the rules in Chapter 17 is because the Coordinating Board continues to have statutory responsibilities relating to all public institutions of higher education in regards to issues covered by these rules.

The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date: 12/17/19

AGENDA ITEM X-C (14)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 21, Student Services

RECOMMENDATION: Adopt review of Chapter 21

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 21 of Board rules was published in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the *Texas Register* ended on October 27, 2019.

The reason for the continued existence of the rules in Chapter 21 is because the Coordinating Board continues to have statutory responsibilities relating to all public institutions of higher education in regards to issues covered by these rules.

The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date: 12/17/19

AGENDA ITEM X-C (15)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 22, Student Financial Aid Programs

RECOMMENDATION: Adopt review of Chapter 22

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 22 of Board rules was published in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the *Texas Register* ended on October 27, 2019.

The reason for the continued existence of the rules in Chapter 22 is because the Coordinating Board continues to have statutory responsibilities relating to all public institutions of higher education in regards to issues covered by these rules.

The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date: 12/17/19

AGENDA ITEM X-C (16)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 23, Education Loan Repayment Programs

RECOMMENDATION: Adopt review of Chapter 23

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 23 of Board rules was published in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the *Texas Register* ended on October 27, 2019.

The reason for the continued existence of the rules in Chapter 23 is because the Coordinating Board continues to have statutory responsibilities relating to all public institutions of higher education in regards to issues covered by these rules.

The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date:

12/17/19

AGENDA ITEM X-C (17)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 25, Optional Retirement Program

RECOMMENDATION: Adopt review of Chapter 25

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 25 of Board rules was filed on September 16, 2019, and appeared in the September 27, 2019, issue of the *Texas Register*.

The reason for the continued existence of these rules is because the Coordinating Board continues to have statutory responsibilities of higher education in regards to issues covered by these rules.

The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>.

Ms. Linda Battles, Deputy Commissioner for Agency Operations and Communications/COO will be available to answer questions.

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date: 12/17/19

AGENDA ITEM X-C (18)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 26, Programs of Study

RECOMMENDATION: Adopt review of Chapter 26

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 26 of Board rules was filed on September 16, 2019 and appeared in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the *Texas Register* ended on October 27, 2019.

The reason for the continued existence of these rules is because the Coordinating Board continues to have statutory responsibilities of higher education in regards to issues covered by these rules.

The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>.

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date: 12/18/19

AGENDA ITEM X-C (19)

Consideration of adopting the Committee's recommendation to the Board relating to the four-year review of Coordinating Board Rules, Chapter 27, Fields of Study

RECOMMENDATION: Adopt review of Chapter 27

Background Information:

Section 2001.039 of the Texas Government Code requires that each rule adopted by the Coordinating Board after September 1, 1997, be reviewed within four years of the date it was adopted and every four years thereafter to assess whether the reason for adopting the rule continues to exist.

Notice of the proposed review of Chapter 27 of Board rules was filed on September 16, 2019 and appeared in the September 27, 2019, issue of the *Texas Register*.

The 30-day comment period with the *Texas Register* ended on October 27, 2019.

The reason for the continued existence of these rules is because the Coordinating Board continues to have statutory responsibilities of higher education in regards to issues covered by these rules.

The text of all of these sections can be viewed on the Texas Administrative Code at <http://www.sos.state.tx.us/tac/>.

No comments were received.

Legal Review

Approved by the Office of General Counsel



Date:

12/18/19

## AGENDA ITEM X-D

### Consideration of adopting the Committee's recommendation to the Board relating to approval of a request from the University of North Texas to establish a branch campus in Frisco, Texas

RECOMMENDATION:           Approval

Note: This agenda item would typically fall under the Committee for Academic Workforce and Success, but due to the timing and need for approval, this item has been come under the Agency Operations Committee.

#### Background Information:

University of North Texas (UNT) proposes to establish a single-institution branch campus on 100 acres of land located in Frisco, Texas ("UNT at Frisco"). The proposed Frisco branch campus would provide upper-level and graduate courses to residents of Frisco and the surrounding area.

The city of Frisco, through a combination of grants by the Frisco City Council, the Frisco Economic Development Corporation, and the Frisco Community Development Corporation, donated the 100-acre portion of land to develop the branch campus, with the option to acquire 50 additional acres in the future. The UNT System Board of Regents approved the establishment of the campus during its November 2019 meeting. UNT currently has approval to offer a number of baccalaureate and graduate-level programs at two locations in Frisco: UNT at Frisco-Hall Park and UNT at Frisco-Inspire Park.

Off-campus education units are a means to extend academic credit courses and programs from a parent institution to locations away from an institution's main campus. Large off-campus units, such as branch campuses, are expected to have substantial and growing student enrollments and a broad array of courses and programs that are offered by a single institution; by a system; or by multiple, unrelated institutions. Coordinating Board rules (Section 5.73(5)(A)) require that branch campuses receive Board or Legislative approval. The criteria used to evaluate requests for off-campus educational units are:

1. need for the facility based on projected student enrollments;
2. duplication of the offerings of existing institutions and higher education facilities within one hour's driving time of the proposed center;
3. access for students who might otherwise not enroll in upper-division and graduate courses;
4. faculty resources;
5. prospects for provision of high-quality teaching and learning;

- 6. adequacy of student support services; and
- 7. need for the proposed programs.

**1. Need for the facility based on projected student enrollments:**

UNT currently has two established higher education teaching sites in Frisco, Texas. The UNT Frisco - Hall Park site (2811 Internet Blvd Suite 100, Frisco, TX 75034) is leased by UNT and provides the majority of the undergraduate and graduate programming and student services for UNT in the Frisco area. The UNT Frisco – Inspire Park site (6170 Research Rd, Frisco, TX 75033) is approximately two miles from the proposed branch campus location and is owned by UNT. UNT Frisco – Inspire Park has been configured to support science and clinical practice labs along with their required prep spaces. These spaces support current students with specific classes. Additional lab spaces are available and will be renovated as enrollment growth occurs. Alongside these academic spaces, collaboration spaces for faculty and students to connect, work, and study are available.

Table 1 displays the enrollment figures confirmed by THECB staff for both Frisco sites from the spring semester 2016 through the fall semester of 2019.

Table 1. Enrollments at UNT at Frisco-Hall Park, UNT at Frisco-Inspire Park, and Total.

UNT at Frisco-Hall Park	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019
Total Number of Courses	21	16	26	48	18	71	89	42	102	87	40	125
Distinct Courses Offered	18	16	25	44	13	68	82	33	97	78	32	117
Total Enrollments	247	123	359	725	254	1198	1345	488	1606	1679	477	2504
Total SCH generated	741	351	1077	2175	762	3594	4035	1454	4665	4711	1375	7128

UNT at Frisco-Inspire Park	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019
Total Number of Courses										4		9
Distinct Courses Offered										4		7
Total Enrollments										55		105
Total SCH generated										165		322

Total Frisco Enrollment	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019
Total Number of Courses	21	16	26	48	18	71	89	42	102	91	40	134
Distinct Courses Offered	18	16	25	44	13	68	82	33	97	82	32	124
Total Enrollments	247	123	359	725	254	1198	1345	488	1606	1734	477	2609
Total SCH generated	741	351	1077	2175	762	3594	4035	1454	4665	4876	1375	7450

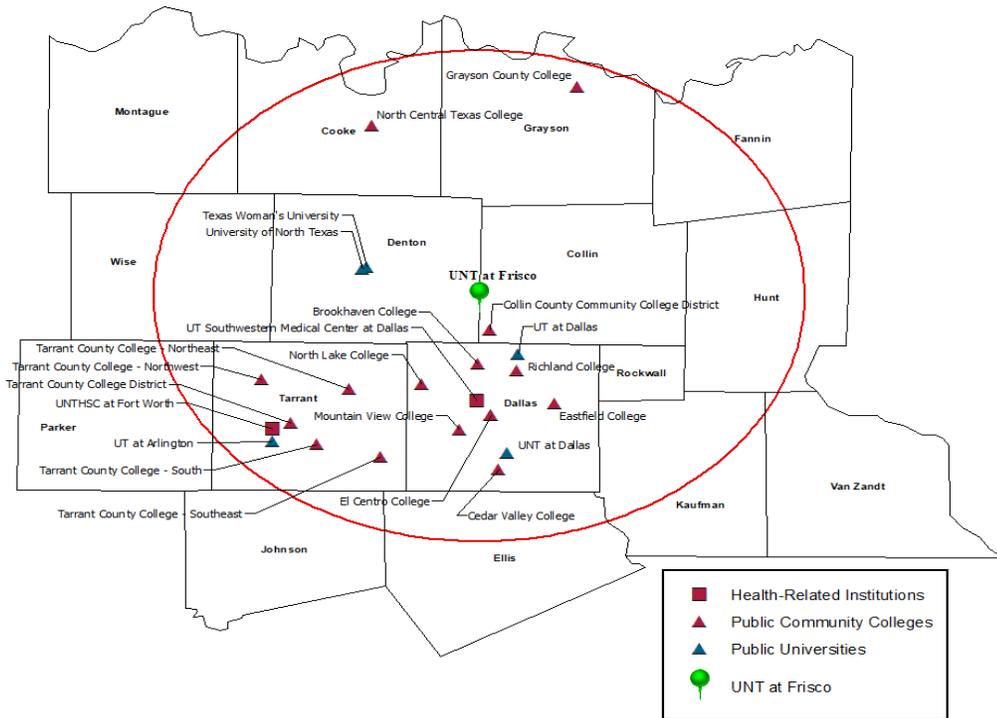
Each of the Frisco sites will support enrollment growth until the new branch campus location (12995 Preston Road, Frisco, TX 75034) is scheduled to have the first building completed in the fall of 2022; with the first classes anticipated in Spring 2023. The Inspire Park location will be retained to provide administrative functions and laboratory education. The Hall Park location will continue to be utilized until it is no longer needed to support the branch campus.

Table 2. Projected Enrollment at UNT at Frisco, fall 2020-27.

Year	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
FTE	1553	1585	2280	2814	3247	3906	4321	4769
Headcount	2562	2615	3762	4643	5358	6445	7130	7869

**2. Duplication of the offerings of existing institutions and higher education facilities within one hour’s driving time of the proposed center:**

There are 15 public community college campuses, 5 public universities, and 2 public health-related institutions within a 50-mile radius of the proposed branch campus location. Currently, UNT offers 34 undergraduate and graduate programs at different sites within the 50-mile radius of the proposed branch campus location. All 34 of the programs are offered in Frisco. There is not a significant duplication of programs by UNT with other institutions in the region. Of the 34 programs offered by UNT, four are duplicated at four of the institutions, three are duplicated at three institutions, six are duplicated at two institutions, 10 are duplicated at one institution, and 11 are not duplicated at any of the area institutions.



The following public institutions of higher education are within a 50-mile radius of the proposed branch campus location:

### **Community Colleges**

1. Collin County Community College District
2. Brookhaven College
3. Cedar Valley College
4. Eastfield College
5. El Centro College
6. Mountain View College
7. North Lake College
8. North Lake College
9. Grayson County College
10. North Central Texas College
11. Tarrant County College District
12. Tarrant County College - Northeast Campus
13. Tarrant County College - Northwest Campus
14. Tarrant County College - South Campus
15. Tarrant County College - Southeast Campus

### **Public Universities**

1. Texas Woman's University
2. The University of Texas at Arlington
3. The University of Texas at Dallas
4. University of North Texas
5. University of North Texas at Dallas

### **Health-Related Institutions**

1. University of North Texas Health Science Center
2. The University of Texas Southwestern Medical Branch

### **3. Access for students who might otherwise not enroll in upper-division and graduate courses:**

UNT anticipates that the current population demographics in the Collin County area will allow it to focus on and provide instruction to two distinct growing populations: 1) a traditional undergraduate education market segment; and 2) a post-traditional adult learner market for professional development and graduate education.

Area employers have indicated that the Frisco location would support employees that are not yet degree complete. Employers indicated that helping their employees complete their degrees in the area from UNT would be a great retention strategy. UNT also states that the business community was excited to partner with the institution for on-going professional development to help prepare their pipeline of corporate leaders.

UNT also states that its strengthened partnership with Collin College has been integral to both the program and branch campus planning process. The Dell Foundation provided the partnership a grant to design seamless transfer support initiatives and a general business degree that accepts all 60 semester credit hours of an Associate of Art or

Associate of Science degree without repeating lower-level prerequisites. This project has created a model for developing additional seamless transfer degrees planned for the Frisco branch campus. Additionally, UNT and Collin College are partnering to create new pathways toward a baccalaureate degree that are geared toward high school students and include field of study curricula and dual credit courses.

#### **4. Faculty resources:**

UNT states that the branch campus would be administered by the Dean of the current UNT at Frisco-Hall Park site. The Dean has oversight of the academic administrative staff. The Dean reports directly to the UNT Provost and Vice President for Academic Affairs. The Assistant Vice President for Student Affairs Regional Campuses has oversight of Student Affairs.

Currently, UNT at Frisco-Hall Park acts as a host for the main campus programs taught at off-site locations and ensures that courses offered at the off-site locations have the same high quality and access to resources. UNT at Frisco-Hall Park works with the main campus departments to coordinate staffing and ensure that the programs are assessed and maintained at the equivalent standards as those delivered on the main campus. Review of student learning outcomes assessment provided by the academic departments is facilitated by the UNT Office of University Accreditation.

#### **5. Prospects for provision of high-quality teaching and learning:**

UNT has exhibited on-going student success through its graduation rates. In 2017, UNT posted four-, five-, and six-year graduation rates at 37 percent, 53 percent, and 59 percent, respectively. These rates are comparable to the statewide four-, five-, and six-year graduation rates of 37 percent, 55 percent, and 61 percent, respectively. UNT also posts time to degree data (2015-5.1 years, 2016-5 years, 2017-4.9 years, 2018-4.9 years) that are comparable the statewide averages (2015-4.9 years, 2016-4.9 years, 2017-4.8 years, 2018-4.8 years). UNT has also reported a 2018 graduation rate for two-year transfer students as 56.5 percent.

#### **6. Adequacy of student support services:**

UNT has student support services available at UNT at Frisco-Hall Park, which is approximately 9.6 miles away from the proposed branch campus location. Services include academic advising, career services, student activities and organizations, disability accommodations, and counseling services. Students taking coursework in Frisco may also access services at the main campus in Denton either through direct contact or through using a professional staff liaison at the Frisco campus. UNT's Toulouse Graduate School provides many of the graduate student support services.

Off-Campus Student Services is a UNT main campus office that serves as a liaison between on-campus departments and all off-campus students. Providing resources and

services directed towards the commuter, off-campus, and non-traditional student population, as well as raising the awareness of these students, Off-Campus Student Services sponsors several programs and activities to assist students in their overall collegiate experience. Services include assistance on locating off-campus housing, information on commuter and transportation services (i.e. carpooling, bus schedules, etc.), as well as coordinating and co-sponsoring events such as Commuter Week and Housing Fairs.

As UNT Frisco grows, additional services will be added based on student needs. The student services office currently housed at Hall Park will relocate to the branch campus once the first building is complete.

Off campus library access to subscription-based online resources, including electronic books and journals, is available via a proxy server, which provides nearly seamless access to all UNT students. These subscription resources are accessible from both the Libraries' catalog, as well as through the Libraries' website. Databases offer the opportunity to email, save or print articles, citations, and search strategies within search sessions. Many such resources provide the user the ability to be regularly alerted to new articles and books.

The libraries provide a free service called Interlibrary Loan through which students, faculty, and staff can request research articles and monographs not owned by the UNT Libraries. Document Delivery fills the academic needs of library patrons by giving them access to journals and books in the library collection in a timely manner and bridges the gap between online resources and print resources. Document Delivery services are offered to all UNT faculty, students, and staff. This includes students enrolled in online courses and those attending at off-site locations. Instructions are provided on the UNT Libraries' website for distance learning requests. Distance Learning Services accommodates all UNT Frisco student needs, including traditional circulation of materials, requests for electronic course reserves, research database access, and holds.

University of North Texas Libraries are physically located 24 miles from the branch campus location. Students registered for UNT classes (regardless of location) have access to library collections and services through a variety of means. Willis Library is the main on-campus library. Willis contains a student computer lab, 24 Commons, that is open 24 hours a day, seven days a week during the fall and spring semesters. The physical building closes during breaks and holidays when the main campus is closed, but remote access is always available through the wireless network.

As UNT Frisco grows, additional services will be added based on student and faculty needs. A Learning Resource Center (a facility like a library and staffed by a specialist) will be located at the branch campus once the first building is complete.

**7. Need for the proposed programs:**

Based on workforce skills and jobs trend data compiled from the Dallas Federal Reserve Bank and the Texas Workforce Commission, historical higher education program enrollment data from the THECB, and interviews with North Texas, Collin County, and Frisco-area business leaders, decisions were made about which programs to bring to Frisco. UNT also assessed community, educational partner, and corporate stakeholder needs to assess the scope and scale of academic demand in the area. For example, the population growth in Collin County has created a need for professionals to manage the vast amount of new construction. UNT is currently developing a degree in Construction Management targeted in the Frisco area for fall 2020. Another degree under development with the Frisco area in mind is the MBA in Sports Entertainment Management. Frisco is known as "Sports City USA" because they have more professional sports teams within their city limits than any other city in the US. UNT has partnerships with the Dallas Cowboys and the PGA of America and plans to leverage those partnerships to benefit students in this degree program.

**Other considerations:**Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Requirements

SACSCOC policy considers the establishment of a branch campus a substantive change that requires the submission of a prospectus, a site visit, and prior approval by the SACSCOC Board of Trustees. SACSCOC policy also states that substantive changes must be implemented within two years of approval. If an institution does not implement the change within two years of the SACSCOC Board of Trustees approval date, then a new prospectus must be submitted and approved by the Board prior to implementation. Since UNT has a projected that students will begin attending the branch campus in spring 2023, it will apply for branch status with SACSCOC before July 1, 2022.

Revenue and Cost

During the first year, UNT expects to generate a positive income of \$1,453,660, with an estimated delivery of 44,951 Semester Credit Hours (SCH). UNT projects that the branch campus will continue to generate positive revenue for the first three to four years of operation; primarily due to relatively low rent, debt service, and maintenance and operations costs. At projected enrollment growth, UNT anticipates a loss of \$226,993 in FY 2024 due to increases in rent, debt service, and maintenance and operations costs, but would return to generating positive income in FY 2025 – 2027. UNT intends to use revenues generated from the first three years of operation to compensate for the deficit during FY 2024.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and is available for questions.

Table 3. UNT at Frisco Campus Financial Summary.

Frisco Campus Financial Summary								
Fiscal Year <sup>1</sup>	2020	2021	2022	2023	2024	2025	2026	2027
	Estimate							
<b>Size Statistics</b>								
Total Semester Credit Hours (SCH) for Year	44,951	46,262	66,177	81,765	94,352	113,501	125,576	138,604
Student Full-Time Equivalent (FTSE)	1,553	1,585	2,280	2,814	3,247	3,906	4,321	4,769
<b>Net Revenue<sup>2</sup></b>								
	\$ 14,606,265	\$ 16,998,083	\$ 25,823,955	\$ 30,230,715	\$ 36,802,403	\$ 44,510,697	\$ 49,780,867	\$ 56,282,370
State Formula Funding	\$ 1,678,900	\$ 3,757,799	\$ 6,822,243	\$ 6,766,620	\$ 9,728,173	\$ 11,943,169	\$ 13,752,611	\$ 16,518,704
Statutory Tuition	\$ 2,573,250	\$ 2,573,250	\$ 3,753,209	\$ 4,621,487	\$ 5,330,794	\$ 6,410,893	\$ 7,088,226	\$ 7,820,607
Designated Tuition	\$ 10,328,516	\$ 10,633,301	\$ 15,207,357	\$ 18,790,215	\$ 21,682,771	\$ 26,083,480	\$ 28,858,630	\$ 31,852,914
Discounts & Allowances	\$ (2,271,968)	\$ (2,339,117)	\$ (3,345,218)	\$ (4,133,375)	\$ (4,769,667)	\$ (5,737,716)	\$ (6,348,186)	\$ (7,006,859)
Mandatory Fees	\$ 2,297,568	\$ 2,372,850	\$ 3,386,365	\$ 4,185,768	\$ 4,830,332	\$ 5,810,871	\$ 6,429,587	\$ 7,097,004
<b>Total Expenses</b>								
	\$ 13,152,605	\$ 14,071,946	\$ 20,092,582	\$ 28,171,855	\$ 37,029,396	\$ 43,016,851	\$ 49,311,456	\$ 53,369,782
Instructor Salary & Benefits <sup>3</sup>	\$ 8,759,885	\$ 9,084,979	\$ 13,080,460	\$ 16,178,344	\$ 18,662,023	\$ 22,443,765	\$ 24,816,420	\$ 27,381,442
Academic Support & Administrative Salaries & Benefits <sup>4</sup>	\$ 1,735,591	\$ 1,744,659	\$ 1,976,803	\$ 2,082,364	\$ 2,236,736	\$ 2,415,872	\$ 2,512,559	\$ 2,667,488
Rent and Debt Service <sup>5</sup>	\$ 1,657,129	\$ 2,222,308	\$ 3,994,918	\$ 4,446,939	\$ 6,002,750	\$ 6,003,750	\$ 8,613,667	\$ 8,615,161
Maintenance & Operations <sup>6</sup>	\$ 1,000,000	\$ 1,020,000	\$ 1,040,400	\$ 5,464,208	\$ 10,127,886	\$ 12,153,464	\$ 13,368,810	\$ 14,705,691
<b>Net Balance<sup>7</sup></b>								
	\$ 1,453,660	\$ 2,926,137	\$ 5,731,374	\$ 2,058,860	\$ (226,993)	\$ 1,493,846	\$ 469,411	\$ 2,912,587

**Financial Assumption Notes:**

<sup>1</sup> Fiscal year 2023 assumes branch campus opening in Spring 2023.

<sup>2</sup> Formula funding forecast are based on the Semester Credit Hour generation by program and the state funding formulas for the FY2020-21 biennium. Tuition and fees are based in projected SCH generation using Fall 2020 tuition and fee rates.

<sup>3</sup> Instructor salary and benefits assumes 40% to be delivered by full-time faculty and 60% to be delivered by adjunct faculty.

<sup>4</sup> Academic support and administrative salaries is budgeted expense for Fiscal 2020 with escalation to add academic advisors per 300 students and student services personnel per 500 students.

<sup>5</sup> Rent and debt service for Fiscal 2020 is projected based on current rental agreements and bonded debt costs for Inspire Park. Future years assume interest on commercial paper during construction of branch campus, and bonded debt to begin in Fiscal 2024. The first two years (2024-2025) are anticipated to be interest only payments, with principal payments to begin in 2026.

<sup>6</sup> Maintenance and operations costs are minimal within the first 3 years due to rent payments covering building overhead. A rate of \$106/ SCH is assumed for operational expenses of the branch campus. This rate includes infrastructure costs and building operations support, as well as associated costs of administration (enrollment services, financial aid and student services, academic advising, library, and information technology.)

<sup>7</sup> Any reserves generated in the first four years of operations will cover the projected shortfall in Fiscal 2024

## AGENDA ITEM X-E

Consideration of adopting the Committee's recommendation to the Board for approval to enter into a five-year lease agreement to secure the current agency location with 1200 Anderson Partners with an early termination clause option

RECOMMENDATION:           Approval

### Background Information:

The current ten-year lease is due to expire in June of 2020. The agency has been assigned by the Texas Facilities Commission (TFC) to the new George H. W. Bush building in the capitol complex. The construction of this building has commenced and is scheduled for completion in the summer of 2022. This five-year lease agreement will enable the agency to remain in the current location until completion of the new building.

### Key points:

- The George H. W. Bush building is part of phase I of the capitol complex project.
- The new lease agreement will be for a period of five years for a total cost of \$7.5 million.
  - Lease agreement will be for the term from July 2020 through June 2025.
- The agreement contains an early termination clause that requires six months advanced notice.
- The agency continues to work with the TFC to coordinate the timing of the agency relocation.
- The agency will be responsible for payment of moving and any related relocation costs.
  - Associated costs by include: moving equipment and furniture, cabling and IT infrastructure buildout, procurement of new furniture and building signage.
- The Agency was appropriated \$150,000 for FY20 to bridge the costs associated with entering into a shorter-term lease agreement.
- The agency will submit a request to legislature for additional funding to help offset the costs associated with the relocation.
- The new building will be fourteen stories with 447,000 usable space.
  - Included will be a secured lobby, fitness center, loading dock, common break rooms and secure access to agency space.

Ken Martin, Assistant Commissioner for Financial Services/CFO, will present this item to the Committee and is available to answer any questions.