



TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12788 Austin, Texas 78711

MEMORANDUM

January 11, 2018

Robert W. Jenkins
CHAIR

Stuart W. Stedman
VICE CHAIR

John T. Steen, Jr.
SECRETARY OF THE BOARD

Andrias R. "Annie" Jones
STUDENT REPRESENTATIVE

Arcilia C. Acosta
S. Javaid Anwar
Fred Farias III, O.D.
Ricky A. Raven
Janelle Shepard

Raymund A. Paredes
COMMISSIONER
OF HIGHER EDUCATION

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To: Coordinating Board Members & Interested Parties

From: Raymund A. Paredes *RAP*

Subject: Coordinating Board Meeting

The agenda for the January 25, 2017, 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.

Wednesday, January 24

2:00 p.m.

Agency Operations Committee

Texas Higher Education Coordinating Board
Board Room 1.170

6:30 p.m.

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

Westin Hotel - Domain
11301 Domain Drive
Austin, TX 78758

Thursday, January 25

Coordinating Board Meeting

Texas Higher Education Coordinating Board
Board Room 1.170

8:30 a.m.

Agenda Item I

Call to Order: Opening Remarks and Strategic
Planning Presentation

9:10 a.m.	<u>Agenda Item II</u> Approval of Minutes
9:12 a.m.	<u>Agenda Item III</u> Approval of Consent Calendar for entire meeting
9:14 a.m.	<u>Agenda Item IV</u> Major Policy Discussion
10:14 a.m.	<u>Agenda Item V</u> Recognition of Excellence
10:44 a.m.	<u>Agenda Item VI</u> Matters relating to 60x30TX and Innovation in Higher Education
11:14 a.m.	<u>Agenda Item VII</u> Matters relating to the Full Board
11:30 a.m.	<u>Agenda Item VIII</u> Lunch
12:00 p.m.	<u>Agenda Item IX</u> Matters relating to the Committee on Affordability, Accountability and Planning
1:00 p.m.	<u>Agenda Item X</u> Matters Relating to the Committee on Academic and Workforce Success
2:00 p.m.	<u>Agenda Item XI</u> Matters Relating to the Agency Operations Committee
2:10 p.m.	<u>Agenda Item XII</u> 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@theccb.state.tx.us

BOARD MEMBER	ADDRESS/PHONE/EMAIL	TERM ENDS
Robert W. “Bobby” Jenkins, Jr. <i>Chair</i> AUSTIN	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/17*
Stuart W. Stedman <i>Vice Chair</i> HOUSTON	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/21
John T. Steen, Jr. <i>Secretary of the Board</i> SAN ANTONIO	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/19
Arcilia Acosta DALLAS	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/19
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Janelle Shepard WEATHERFORD	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/17*
Andrias R. “Annie” Jones <i>Student Representative</i> McALLEN	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	05/31/18

dated 08.01.17

* Members continue serving on the Board until the Governor appoints their replacement

TEXAS HIGHER EDUCATION COORDINATING BOARD
STANDING COMMITTEE MEMBERSHIP
Effective September 11, 2017

Committee on Academic and Workforce Success (CAWS)

Janelle Shepard, Chair
Fred Farias III, O.D., Vice Chair
Arcilia C. Acosta
Ricky A. Raven
John T. Steen, Jr.
Andrias R. “Annie” Jones (Student Representative), Ex-Officio
Robert “Bobby” Jenkins, Jr., Ex-Officio

Committee on Affordability, Accountability and Planning (CAAP)

S. Javaid Anwar, Chair
Arcilia C. Acosta, Vice Chair
Janelle Shepard
Stuart W. Stedman
Andrias R. “Annie” Jones (Student Representative), Ex-Officio
Robert “Bobby” Jenkins, Jr., Ex-Officio

Agency Operations Committee (AOC)

John T. Steen, Jr., Chair
Ricky A. Raven, Vice Chair
S. Javaid Anwar
Fred Farias III, O.D.
Stuart W. Stedman
Andrias R. “Annie” Jones (Student Representative), Ex-Officio
Robert “Bobby” Jenkins, Jr., 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 25, 2018

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%20testimony).

I. Call to Order: Opening Remarks and Strategic Planning Presentation

- A. The University of Texas at Arlington's collaboration with industry
- B. Commissioner's Remarks
- C. Strategic Planning Presentation by President Baker Pattillo and Provost and Vice President of Academic Affairs Steve Bullard, Stephen F. Austin State University

II. Approval of Minutes

- A. October 26, 2017, Board Meeting

III. Approval of the Consent Calendar

- A. Consent Calendar

IV. Major Policy Discussion

- A. Outcomes-based funding in other states

V. Recognition of Excellence

- A. Odessa College – Eight-Week Terms: A Pathway to 60x30TX

VI. Matters relating to 60x30TX and Innovation in Higher Education

- A. Block Scheduling

Note: Highlighted items in gray are on the Consent Calendar

VII. Matters relating to the Full Board

- A. Consideration of adopting the Negotiated Rulemaking Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter D, Sections 4.81 – 4.85 of Board rules concerning college courses offered for dual credit by public institutions of higher education
- B. Consideration of adopting the Negotiated Rulemaking Committee's recommendation to the Board relating to the new Chapter 4, Subchapter O, Sections 4.230 – 4.238 of Board rules concerning the Open Educational Resources Grant Program
- C. Consideration of adopting the Negotiated Rulemaking Committee's recommendation to the Board relating to the amendments to Chapter 9, Subchapter F, Section 9.111 – 9.117 and new Section 9.118 of Board rules concerning the Public Community Colleges regarding enrollment of certain students in continuing education courses

VIII. Lunch

IX. 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. Presentation of data insight "two-pagers" related to *60x30TX* completion targets on high school to college enrollment and male participation
- D. Consideration of adopting the staff recommendation to the Board relating to the appointment of a student representative to the Financial Aid Advisory Committee
- E. Report on facilities projects that were submitted to the Coordinating Board
- F. Consideration of adopting the Committee's recommendation to the Board relating to the approval of additional revised measures for the Texas Higher Education Accountability System
- G. Report on Financial Aid Advisory Committee activities
- H. Consideration of the Financial Literacy Advisory Committee's report to the Board relating to increasing financial literacy to help achieve the student debt goal of the *60x30TX* plan
- I. Proposed Rules:
 - (1) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 13, Subchapter F, Section 13.101 of Board rules, concerning authority (*General Appropriations Act, Senate Bill 1, Article III, Section 40, 85th Legislature, Regular Session*)

- (2) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 4, Subchapter A, Section 4.10 of Board rules, concerning limitations on the number of courses that may be dropped under certain circumstances by undergraduate students (*Senate Bill 1782, 85th Texas Legislature, Regular Session*)
- (3) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 13, Subchapter F, Sections 13.104 and 13.105 of Board rules, concerning exemptions for excess hours and limitation on formula funding for repeated hours for attempted courses (*Senate Bill 1782, 85th Texas Legislature, Regular Session*)
- (4) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 21, Subchapter A, Section 21.10 of Board rules, concerning priority deadline for applying for state aid
- (5) Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 21, Subchapter A, Section 21.6 of Board rules, concerning student compliance with selective service registration
- (6) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter A, creating new Section 22.3 of Board rules, concerning student compliance with selective service registration, and new Section 22.4 of Board rules, concerning records retention
- (7) Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 22, Subchapter F, Section 22.117 of Board rules, concerning Matching Scholarships to Retain Students in Texas (*Senate Bill 1179, 82nd Texas Legislature, Regular Session, Texas Education Code, Section 61.087 (c)*)
- (8) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter M, Sections 22.254, 22.256-22.257, 22.260, and 22.262 of Board rules, concerning the Texas Educational Opportunity Grant Program
- (9) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 23, Subchapter D, Sections 23.95, 23.97, and 23.100 (2) of Board rules, concerning the Loan Repayment Program for Mental Health Professionals (MHLRP) (*House Bill (HB) 3083 and HB 3808, 85th Texas Legislature, Regular Session*)

X. 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 Committee's recommendation to the Board relating to requests for a new degree program:

TEXAS TECH UNIVERSITY

(1) Doctor of Philosophy (PhD) degree with a major in Exercise Physiology

UNIVERSITY OF HOUSTON-CLEAR LAKE

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

UNIVERSITY OF TEXAS RIO GRANDE VALLEY

(3) Master of Science (MS) degree with a major in Civil Engineering

UNIVERSITY OF TEXAS AT SAN ANTONIO

(4) Doctor of Philosophy (PhD) degree with a major in Civil Engineering

- D. Consideration of adopting the Committee's recommendation to the Board relating to a request from Texas A&M University System to establish a University System Center (USC) in Bryan, Texas

- E. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Construction Management Program of Study

- F. Consideration of adopting the Committee's recommendation to the Board relating to the July 2017 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")

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

- H. Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Applications for the Open Educational Resources Grant Program (*Senate Bill 810, 85th Texas Legislature, Regular Session*)

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

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

- K. Consideration of adopting the staff recommendation to the Board relating to the 2017 report on the National Research University Fund

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

- M. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to:

(1) Apply Texas Advisory Committee

(2) Learning Technology Advisory Committee

- (3) Finance Field of Study Advisory Committee
- (4) Marketing Field of Study Advisory Committee
- (5) English Language and Literature Field of Study Advisory Committee
- (6) History Field of Study Advisory Committee
- (7) Political Science and Government Field of Study Advisory Committee
- (8) Social Work Field of Study Advisory Committee

N. Proposed Rules:

- (1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter C, Sections 4.53 – 4.59, and 4.62 and proposed new Section 4.63 of Board rules concerning the Texas Success Initiative (*House Bill 2223, 85th Texas Legislature, Regular Session*)
- (2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 6, Subchapter K, Section 6.213 of Board rules concerning eligibility requirements for the Autism Grant Program (*General Appropriations Act, Senate Bill 1, 85th Texas Legislature, Regular Session*)
- (3) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 7, Subchapter A, Sections 7.3 - 7.5, 7.7, 7.8, and 7.11 and proposed new Section 7.15 of Board rules concerning oversight of certain degree-granting colleges and universities other than Texas public institutions, and academic records maintenance, protection, and repository of last resort (*Senate Bill 1781, 85th Texas Legislature, Regular Session*)
- (4) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 9, Subchapter N, Sections 9.670 - 9.678 of Board rules concerning certain Baccalaureate Degree Programs (*Senate Bill 2118, 85th Texas Legislature, Regular Session*)
- (5) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter X, Sections 27.561 - 27.567 of Board rules concerning the establishment of the Sociology Field of Study Advisory Committee
- (6) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter Y, Sections 27.581 - 27.587 of Board rules concerning the establishment of the Economics Field of Study Advisory Committee
- (7) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter Z, Sections 27.601 - 27.607 of Board rules concerning the establishment of the Mathematics Field of Study Advisory Committee
- (8) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter AA, Sections 27.621 -

27.627 of Board rules concerning the establishment of the Radio and TV Field of Study Advisory Committee

(9) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter BB, Sections 27.641 - 27.647 of Board rules concerning the establishment of the Management Information Systems Field of Study Advisory Committee

- O. Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the last Board meeting
- P. Consideration of the staff recommendation to the Board relating to the appointment of student representatives to the following committees:
 - (1) Apply Texas Advisory Committee
 - (2) Learning Technology Advisory Committee
 - (3) Graduate Education Advisory Committee
 - (4) Undergraduate Education Advisory Committee

XI. Matters relating to the Agency Operations Committee

- A. Committee Chairs' Overview
- B. Public Testimony on Items Relating to the Agency Operations Committee
- C. Consideration of adopting the Committee's recommendation to the Board relating to the updated internal audit charter

XII. Adjournment

AGENDA ITEM I-A

The University of Texas at Arlington's collaboration with industry

RECOMMENDATION: No action required

Background Information:

The University of Texas at Arlington (UTA) recently established a Bachelor of Science degree in Construction Management, adding to its portfolio of degrees aimed at highly sought-after professionals in the field of construction. Establishing a construction management degree is one of several key initiatives of UTA's Strategic Plan *2020 Bold Solutions / Global Impact* which is developed around the focus of enabling a sustainable megacity by harnessing the considerable talent and expertise of the university's faculty, staff and students in addressing issues pertinent to the Dallas-Fort Worth-Arlington metropolitan area as it grows to megacity status and thereby enhancing the quality of life and economic development of the region.

The degree and curriculum were developed by UTA's Department of Civil Engineering, led by its chair Professor Ali Abolmaali in consultation with Arcilia Acosta, owner and CEO of CARCON Industries and Construction and CEO of STL Engineers, and leaders of the construction sector in Dallas-Fort Worth. Demand for construction managers in Texas is expected to increase by more than 25 percent by 2022, according to the U.S. Bureau of Labor Statistics.

Dr. Vistasp M. Karbhari, President of The University of Texas at Arlington, will provide a brief presentation on UTA's collaboration with industry.

AGENDA ITEM I-B

Commissioner's Remarks

RECOMMENDATION: No action required

Background Information:

The Board will invite Raymund Paredes, Commissioner of Higher Education, to comment on some of the more important agenda items.

AGENDA ITEM I-C

Strategic Planning Presentation by President Baker Pattillo and Provost and Vice President of Academic Affairs Steve Bullard, Stephen F. Austin State University

RECOMMENDATION: No action required

Background Information:

The Strategic Planning Presentation is a standing agenda item for the chancellors and presidents of Texas higher education systems/institutions to present their strategic vision for their institution(s) and how their vision aligns with the statewide higher education plan, *60x30TX*. This provides the Board an opportunity to work more closely with institutions to ensure that higher education resources are distributed equitably and strategically across the state.

Stephen F. Austin State University (SFA) is a public university located in the heart of East Texas in historic Nacogdoches. Founded as a teachers' college in 1923, the university now has a total enrollment of just over 12,600 students. It is a comprehensive institution that offers more than 120 areas of study, including more than 80 undergraduate majors, nearly 60 graduate degrees, and three doctoral programs. Institutional leaders, faculty, and staff are dedicated to excellence in teaching, research, scholarship, creative work, and service. Through the personal attention of its faculty and staff, the institution engages students in a learner-centered environment and offers opportunities to prepare for the challenges of living in the global community.

SFA is one of four independent public universities in Texas (i.e., those not affiliated with one of Texas's six university systems). In addition to the main campus which is located on 430 acres, the university maintains a 642-acre agricultural research center for beef, poultry, and swine production; an observatory for astronomy research; and an approximately 2,649-acre experimental forest in southwestern Nacogdoches County. Its Arthur Temple College of Forestry and Agriculture is nationally recognized and houses one of only two schools of forestry in the State of Texas (and the only forestry college in the timber-producing East Texas region).

Dr. Baker Pattillo, President, and Dr. Steve Bullard, Provost and Vice President of Academic Affairs, Stephen F. Austin State University, will provide a presentation on SFA's strategic plan and how it aligns with *60x30TX*.

DRAFT

TEXAS HIGHER EDUCATION COORDINATING BOARD MINUTES

Regular Quarterly Meeting
1200 East Anderson Lane, Austin, Texas
October 26, 2017

The Texas Higher Education Coordinating Board convened at 8:39 a.m. on October 26, 2017, with the following members present: Stuart Stedman, presiding; Javaid Anwar; Fred Farias; John Steen; and Annie Jones.

Board Members not present were: Bobby Jenkins and Ricky Raven

AGENDA ITEM	ACTION
I. Call to order: Opening Remarks and Strategic Planning Presentation	Mr. Jenkins called the meeting of the Coordinating Board to order and announced that Mr. Jenkins and Mr. Raven were both unable to attend the board meeting today due to duties requiring their attention elsewhere. On a motion by Mr. Steen, seconded by Mr. Anwar, the Board excused the absence of Mr. Jenkins and Mr. Raven. A quorum was met for this Board meeting.
A. Commissioner's Remarks	No action required.
B. Strategic Planning Presentation by Chancellor Lesa Roe, University of North Texas System	Lesla Roe, Chancellor of the University of North Texas System (UNT), provided a presentation on UNT System's strategic plan and how it aligns with 60x30TX. Also presenting with the Chancellor was Dr. Michael Williams, President of UNT HSC, and Dr. Rosemary Haggett, Vice Chancellor of Academic Affairs and Student Success.
II. Approval of Minutes	
A. July 27, 2017, Board Meeting	On a motion by Mr. Steen, seconded by Mr. Anwar, the Board approved the July 27, 2017, minutes.
B. September 27, 2017, Special Called Board Meeting	On a motion by Mr. Anwar, seconded by Ms. Acosta, the Board approved the September 27, 2017, minutes.

AGENDA ITEM	ACTION
III. Approval of the Consent Calendar	On a motion by Mr. Steen, seconded by Mr. Stedman, the Board approved the Consent Calendar. Items on the Consent Calendar were: VII-B; VIII-G; VIII-H; VIII-I(2); VIII-I(3); VIII-I(4); VIII-I(5); VIII-I(6); VIII-I(7); VIII-I(8); VIII-J; X-E; X-I; X-J; X-K; X-M; XI-C; XI-D; XI-E; .
IV. Major Policy Discussion	
A. Creating clearer pathways to completion: Texas transfer initiatives	No action required. Dr. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce introduced a panel of institutional representatives and facilitated the discussion regarding the state of transfer in Texas and current initiatives to address the transfer and applicability of college courses to degrees; and Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding provided data regarding this item. The panel members consisted of: Ms. Melissa Henderson, Deputy Director of Policy, Educate Texas; and Dr. Troy Johnson, Vice President of Enrollment, The University of Texas at Arlington.
V. Recognition of Excellence	
A. Texans helping Texans: Institution's assistance to college students impacted by Hurricane Harvey	No action required. Ms. Kelly Carper Polden, Assistant Director for Communications provided an overview of the efforts being made by our public and independent colleges and universities in the Hurricane Harvey impact area to assist students and their communities, and showcase how Texans are helping Texans in dealing with the aftermath of this hurricane. The following institutions' representatives shared their efforts in-person regarding the aftermath of Hurricane Harvey: Dr. Beth Lewis, Executive Vice President and Chief Academic Officer and Dr. Rito Silva, Vice President for Student Affairs from Del Mar College; Brenda Nichols, DNSc, Vice Provost, Shannon T. Tanner, MPA, and Progga Chirontoni, Harvey Hero Volunteer from Lamar University; and Caroline Quenemoen, Associate Dean of Undergraduates from Rice University

AGENDA ITEM	ACTION
VI. Matters relating to <i>60x30TX</i> and Innovation in Higher Education	
A. Guidelines for implementing the Marketable Skills Goal	No action required. Dr. Ginger Gossman, Senior Director for Innovation and Policy Development, and Dr. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, provided a brief presentation on the guidelines and were available to answer questions.
VII. Matters relating to the Full Board	
A. Consideration of adopting the Sexual Assault Policy Advisory Committee's recommendation to the Board relating to the proposed new Chapter 3, Subchapter A, Sections 3.11 – 3.15 of Board rules concerning electronic reporting and amnesty for students reporting incidents of sexual assault	On a motion by Mr. Steen, seconded by Ms. Shepard, the Board adopted the new rules concerning electronic reporting and amnesty for students reporting incidents of sexual assault. A copy of the Board rules as adopted may be found in the agenda materials.
B. Consideration of adopting the staff's recommendation to the Board for approval of certain members to remain on the Financial Aid Advisory Committee	This item was approved on the Consent Calendar.
C. Discussion of Core Curriculum	No action required. Dr. Rex Peebles provided background information on this item and the Board heard public testimony from Mr. Mark Greenwalt, Professor of Art at College of the Mainland, and President of the Texas Association of Schools of Art.
VIII. Matters Relating to the Committee on Affordability, Accountability and Planning	
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 2017	No action required. Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, provided a brief report and was available to answer questions.

AGENDA ITEM	ACTION
D. Report on Data Highlight: 60x30 Educated Population Goal and Interactive Map	No action required. Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, provided a presentation on the 60x30 educated population goal, including a demonstration of an interactive map that provided a visual representation of how the education levels of Texans ages 25-34 are distributed through the state.
E. Consideration of adopting the Committee's recommendation to the Board for the approval of the process for setting regional targets for selected statewide <i>60x30TX</i> goals and targets	On a motion by Mr. Stedman, seconded by Ms. Acosta, the Board approved the process for setting regional targets for selected statewide <i>60x30TX</i> goals and targets. Dr. Jenna Cullinane Hege, Deputy Assistant Commissioner, Strategic Planning, provided a brief presentation and was available for questions. The presentation included a review of preliminary regional targets and initial plans for statewide roll-out, including a starter kit for regions and early outreach activities.
F. Report on facilities projects that were submitted to the Coordinating Board	No action required. Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, provided a brief update and was available to answer questions.
G. Consideration of adopting the Committee's recommendation to the Board for approval of the nominated members of the Financial Aid Advisory Committee	This item was approved on the Consent Calendar.
H. Consideration of adopting the Committee's recommendation to the Board relating to the report on Student Financial Aid in Texas Higher Education, Fiscal Year 2016, (<i>General Appropriations Act, Senate Bill 1, Article III, Section 25, 85th Texas Legislature, Regular Session</i>)	This item was approved on the Consent Calendar.
I. Proposed Rules: (1) Consideration of adopting the Commissioner's recommendation to the Board relating to proposed amendments to Chapter 13, Subchapter F, Section 13.102 and 13.107, concerning definitions and formula funding for excess hours of developmental courses and interventions	On a motion by Mr. Steen, seconded by Ms. Shepard, the Board approved the proposed amendments concerning definitions and formula funding for excess hours of developmental courses and interventions. A copy of the Board rules as adopted may be found in the agenda materials.

AGENDA ITEM	ACTION
<p>(2) Consideration of adopting the Committee's recommendation to the Board relating to the repeal of Chapter 21, Subchapter Y, Sections 21.760 – 21.766 of Board rules, concerning the Student Loan Default Prevention and Financial Aid Literacy Pilot Program (<i>Senate Bill 1799, 85th Texas Legislature, Regular Session</i>)</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>(3) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter B, Sections 22.24 – 22.25 and 22.29 of Board rules, concerning the Provisions for the Tuition Equalization Grant (TEG) Program (<i>General Appropriations Act, Senate Bill 1, Article III, Section 10, 85th Texas Legislature, Regular Session</i>)</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 proposed amendments to Chapter 22, Subchapter I, Sections 22.166 – 22.167 and 22.169 – 22.170 of Board rules, concerning the Texas Armed Services Scholarship Program (<i>Senate Bill 49 and House Bill 1117, 85th Texas Legislature, Regular Session</i>)</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 the repeal of Chapter 22, Subchapter Z, Sections 22.699 – 22.709 of Board rules, concerning the Early High School Graduation Scholarship Program for Students Graduating High School on or before June 20, 2011</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 G, Sections 23.186 and 23.193 of Board rules, concerning the Nursing Faulty Loan Repayment Assistance Program (<i>General Appropriations Act, Senate Bill 1, Article III, Section 42, 85th Texas Legislature, Regular Session</i>)</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 the repeal of Chapter 23, Subchapter H, Sections 23.217 – 23.223 of Board rules, concerning the Educational Loan Repayment Program for Attorneys Employed by the Office of the Attorney General</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 the repeal of</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may</p>

AGENDA ITEM	ACTION
Chapter 23, Subchapter I, Sections 23.248 – 23.255 of Board rules, concerning the Loan Repayment Program for Speech-Language Pathologists and Audiologists	be found in the agenda materials.
J. Consideration of adopting the Commissioner’s recommendation regarding an appointment to the Community and Technical College Formula Advisory Committee	This item was approved on the Consent Calendar.
IX. Lunch	
X. Matters relating to the Committee on Academic and Workforce Success	
A. Committee Chair’s Overview	No action required. An overview of the Committee’s activities was presented to the Board by Ms. Shepard, Chair of the Committee on Academic and Workforce Success.
B. Public Testimony on Items Relating to the Committee on Academic and Workforce Success	No action required.
C. Report to the Board on activities of the Community Technical College Leadership Council	No action required. Mr. Ron Walker, Council Chair, and Ms. Marie Flickinger, past Chair, provided a brief update of the Council’s activities.
D. Consideration of adopting the staff recommendation to the Board relating to the Texas General Academic Institutions: Increasing Successful Community College Transfer Report (<i>General Appropriations Act, Senate Bill 1, Article III, Section 49, 85th Texas Legislature, Regular Session</i>)	On a motion by Mr. Steen, seconded by Dr. Farias, the Board approved the report for submission to the Governor, House Appropriations Committee, Senate Finance Committee, and the Legislative Budget Board.
<p>E. Consideration of adopting the Committee’s recommendation to the Board relating to requests for a new degree program:</p> <p>UNIVERSITY OF HOUSTON-DOWNTOWN (1) Bachelor of Science in Nursing (BSN) degree with a major in Nursing</p> <p>UNIVERSITY OF TEXAS OF THE PERMIAN BASIN (2) Bachelor of Science (BS) degree with a major in Electrical Engineering</p>	<p>This item was approved on the Consent Calendar.</p> <p>On a motion by Mr. Anwar, seconded by Dr. Farias, the Board approved the new degree program.</p>

AGENDA ITEM	ACTION
(3) Bachelor of Science (BS) degree with a major in Chemical Engineering	On a motion by Mr. Anwar, seconded by Mr. Steen, the Board approved the new degree program.
F. Consideration of adopting the Committee's recommendation to the Board relating to a request from Southwest School of Art for a third Certificate of Authority to grant degrees in Texas	On a motion by Mr. Steen, seconded by Ms. Acosta, the Board approved the certificate of authority to grant degrees in Texas.
G. Report to the Board on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)	No action required. Dr. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, presented this item to the Board and was available for questions.
H. Consideration of adopting the Committee's recommendation to the Board relating to the request from Cisco College for a Branch Campus Maintenance Tax Election	On a motion by Mr. Steen, seconded by Mr. Anwar, the Board approved the Branch Campus Maintenance Tax Election for Cisco College.
I. Consideration of adopting the Committee's recommendation to the Board relating to a request to establish a contract with The University of Texas at Austin for maintenance of the Apply Texas System	This item was approved on the Consent Calendar.
J. Consideration of adopting the Committee's recommendation to the Board relating to the approval of additional funding for Texas State University to continue providing professional development for institutions implementing corequisite models for underprepared students (<i>House Bill 2223, 85th Texas Legislature, Regular Session</i>)	This item was approved on the Consent Calendar.
<p>K. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to:</p> <ul style="list-style-type: none"> (1) Biology Field of Study Advisory Committee (2) Business Administration and Management Field of Study Advisory Committee (3) Criminal Justice Field of Study Advisory Committee (4) Kinesiology and Exercise Science Field of Study Advisory Committee (5) Psychology Field of Study Advisory Committee (6) Graduate Education Advisory Committee (7) Undergraduate Education Advisory Committee 	This item was approved on the Consent Calendar.

AGENDA ITEM	ACTION
<p>L. Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Applications for:</p> <p>(1) Minority Health Research and Education Grant Program</p> <p>(2) Autism Grant Program</p>	<p>On a motion by Mr. Stedman, seconded by Ms. Acosta, the Board approved the issuance of a request for applications for the Minority Health Research and Education Grant Program.</p> <p>On a motion by Mr. Anwar, seconded by Ms. Acosta, the Board approved the issuance of a request for applications for the Autism Grant Program.</p>
<p>M. Proposed Rules:</p> <p>(1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 1, Subchapter G, Sections 1.128 and 1.130 of Board rules concerning the Apply Texas Advisory Committee</p> <p>(2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter A, Section 4.11 of Board rules concerning the Common Admission Application Forms</p> <p>(3) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 9, Subchapter B, Section 9.22 and new Section 9.32 of Board rules concerning the required curriculum for commercial driver's license programs (<i>House Bill 29/Senate Bill 128, 85th Texas Legislature, Regular Session</i>)</p> <p>(4) Consideration of adopting the Committee's recommendation to the Board relating to the proposed repeal of Chapter 9, Subchapter K, Sections 9.201 – 9.206 of Board rules concerning Tech-Prep Programs, Consortia, State Administration of Tech-Prep, consortium responsibilities, and evaluation of Tech-Prep programs and consortia (<i>Senate Bill 22, 85th Texas Legislature, Regular Session</i>)</p> <p>(5) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendment to Chapter 13, Subchapter J, Section 13.184 of Board rules concerning the Texas Fund for Geography Education 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>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> <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>(6) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter R, Sections 27.441 – 27.447 of Board rules concerning the establishment of the Finance Field of Study Advisory Committee</p> <p>(7) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter S, Sections 27.461 – 27.467 of Board rules concerning the establishment of the Marketing Field of Study Advisory Committee</p> <p>(8) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter T, Sections 27.481 – 27.487 of Board rules concerning the establishment of the English Language and Literature Field of Study Advisory Committee</p> <p>(9) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter U, Sections 27.501 – 27.507 of Board rules concerning the establishment of the History Field of Study Advisory Committee</p> <p>(10) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter V, Sections 27.521 – 27.527 of Board rules concerning the establishment of the Political Science and Government Field of Study Advisory Committee</p> <p>(11) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter W, Sections 27.541 – 27.547 of Board rules concerning the establishment of the Social Work Field of Study 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>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> <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>N. Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the previous Board meeting</p>	<p>No action required.</p>
<p>XI. Matters relating to the Agency Operation's Committee</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 Mr. Steen, Chair of the Committee on Agency Operations.</p>

AGENDA ITEM	ACTION
B. Public Testimony on Items Relating to the Agency Operation's Committee	No action required.
C. Consideration of adopting the Committee's recommendation to the Board relating to an amendment to the Board Operating Policies and Procedures	This item was approved on the Consent Calendar.
D. Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 25, Subchapter A, Section 25.4 of Board rules concerning the Optional Retirement Program (<i>Senate Bill 1954, 85th Texas Legislature, Regular Session</i>)	This item was approved on the Consent Calendar.
E. Consideration of adopting the Committee's recommendation to the Board to issue a Request for Proposals (RFP) for the selection of a vendor for postage services relating to the student loan program	This item was approved on the Consent Calendar.
XI. Adjournment	

With no further business, on a motion by Ms. Shepard, seconded by Mr. Steen, the meeting adjourned at approximately 2:00 p.m.

Respectfully Submitted,

John Steen
Secretary of the Board

TEXAS HIGHER EDUCATION COORDINATING BOARD
REGULAR QUARTERLY MEETING
****DRAFT****
CONSENT CALENDAR
JANUARY 2018

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

G. Report on Financial Aid Advisory Committee activities

I. Proposed Rules:

- (1) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 13, Subchapter F, Section 13.101 of Board rules, concerning authority (*General Appropriations Act, Senate Bill 1, Article III, Section 40, 85th Legislature, Regular Session*)
- (2) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 4, Subchapter A, Section 4.10 of Board rules, concerning limitations on the number of courses that may be dropped under certain circumstances by undergraduate students (*Senate Bill 1782, 85th Texas Legislature, Regular Session*)
- (3) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 13, Subchapter F, Sections 13.104 and 13.105 of Board rules, concerning exemptions for excess hours and limitation on formula funding for repeated hours for attempted courses (*Senate Bill 1782, 85th Texas Legislature, Regular Session*)
- (4) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 21, Subchapter A, Section 21.10 of Board rules, concerning priority deadline for applying for state aid
- (5) Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 21, Subchapter A, Section 21.6 of Board rules, concerning student compliance with selective service registration
- (6) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter A, creating new Section 22.3 of Board rules, concerning student compliance with selective service registration, and new Section 22.4 of Board rules, concerning records retention
- (7) Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 22, Subchapter F, Section 22.117 of Board rules, concerning Matching Scholarships to Retain Students in Texas (*Senate Bill 1179, 82nd Texas Legislature, Regular Session, Texas Education Code, Section 61.087 (c)*)
- (8) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter M, Sections 22.254, 22.256-22.257, 22.260, and 22.262 of Board rules, concerning the Texas Educational Opportunity Grant Program

- (9) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 23, Subchapter D, Sections 23.95, 23.97, and 23.100 (2) of Board rules, concerning the Loan Repayment Program for Mental Health Professionals (MHLRP) (*House Bill (HB) 3083 and HB 3808, 85th Texas Legislature, Regular Session*)

X. Matters relating to the Committee on Academic and Workforce Success

- C. Consideration of adopting the Committee's recommendation to the Board relating to requests for a new degree program:

UNIVERSITY OF HOUSTON-CLEAR LAKE

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

UNIVERSITY OF TEXAS RIO GRANDE VALLEY

(3) Master of Science (MS) degree with a major in Civil Engineering

- E. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Construction Management Program of Study
- F. Consideration of adopting the Committee's recommendation to the Board relating to the July 2017 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")
- I. Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program
- J. Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Leadership Grant Program
- L. Consideration of adopting the Committee's recommendation to the Board relating to changes in the *Lower-Division Academic Course Guide Manual* (ACGM)
- M. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to:
- (1) Apply Texas Advisory Committee
 - (2) Learning Technology Advisory Committee
 - (3) Finance Field of Study Advisory Committee
 - (4) Marketing Field of Study Advisory Committee
 - (5) English Language and Literature Field of Study Advisory Committee
 - (6) History Field of Study Advisory Committee
 - (7) Political Science and Government Field of Study Advisory Committee
 - (8) Social Work Field of Study Advisory Committee
- N. Proposed Rules:
- (2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 6, Subchapter K, Section 6.213 of Board rules concerning eligibility requirements for the Autism Grant Program (*General Appropriations Act, Senate Bill 1, 85th Texas Legislature, Regular Session*)

- (5) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter X, Sections 27.561 - 27.567 of Board rules concerning the establishment of the Sociology Field of Study Advisory Committee
- (6) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter Y, Sections 27.581 - 27.587 of Board rules concerning the establishment of the Economics Field of Study Advisory Committee
- (7) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter Z, Sections 27.601 - 27.607 of Board rules concerning the establishment of the Mathematics Field of Study Advisory Committee
- (8) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter AA, Sections 27.621 - 27.627 of Board rules concerning the establishment of the Radio and TV Field of Study Advisory Committee
- (9) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter BB, Sections 27.641 - 27.647 of Board rules concerning the establishment of the Management Information Systems Field of Study Advisory Committee

AGENDA ITEM IV-A

Outcomes-based funding in other states

RECOMMENDATION: No action required

Background Information:

Most states have adopted policies intended to increase degree productivity, in response to concerns over low, on-time, or overall completion rates and to workforce skills gaps. One such policy is outcomes-based funding (OBF), an incentive funding structure designed to support postsecondary attainment and workforce goals. Lumina Foundation provides a useful explanation of OBF on its website:

"Outcomes-based funding uses public money to encourage colleges and universities to increase the numbers and percentages of students who earn high-quality degrees, certificates and other credentials. It funds colleges and universities based on how well they perform on key metrics. The increases in numbers of students who earn degrees at public colleges and universities should lead to a national increase in education attainment."

As of 2015, 32 states have some form of OBF in place. These policies allocate all or a portion of funding based on metrics such as course completion, time to degree, transfer rates, the number of degrees awarded, or the number of low-income and minority graduates. Texas has been one of these OBF states since 2013. Success points now account for approximately 12 percent of community college funding and are calculated on eight metrics. Texas State Technical College's formula for instruction and administration is fully funded based on outcomes. Since 2009, the Coordinating Board has proposed outcomes-based funding for public universities. The Board's 2017 legislative priority proposed that public universities receive an incentive for every completion: \$500 for not-at-risk students, and \$1,000 for at-risk students. The Commissioner of Higher Education has indicated OBF will be a recommended priority for the Board's consideration for the 2019 session of the Texas Legislature as well.

This panel discussion will highlight OBF in other states. Panelists' insights will include how various OBF models: are championed in other states, are successfully implemented, draw attention to at-risk students, and integrate with other state completion initiatives.

David Young, Senior Director, Special Projects, Strategic Planning and Funding, will give a brief introduction to outcomes-based funding. Panelists who can provide state and national perspectives have been invited to present to the Board on this topic.

AGENDA ITEM V-A

Odessa College – Eight-Week Terms: A Pathway to 60x30TX

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 for this meeting is Odessa College for its Eight-Week Terms: A Pathway to 60x30TX.

Implemented in Academic Year 2014, Odessa College re-imagined the traditional 16-week term. For more than 80 percent of the courses offered – including all core courses – Odessa College transformed them into 8-week terms, thus making 16-week terms the “exception” and 8-week terms the “new normal.” The direct and immediate benefits have been increased enrollment, increased rate of benchmark credit attainment toward a degree, and increased semester-to-semester persistence. Unduplicated enrollment for both First-Time-In-College (FTIC) students and for all students has increased each year under the new 8-week term format.

For socioeconomically disadvantaged part-time students, the transition to 8-week courses has allowed more students to access federal financial aid. The percent of FTIC students achieving 12 or more credit hours in their first semester has increased substantially since the transition to 8-week terms and is now 32 percent, up from a range of 22 percent to 25 percent in the four years preceding the transition. In fall 2015 and continuing in fall 2016, every disaggregated student cohort increased persistence from fall-to-spring semester – in many cases greater than 10 percentage points from the previous fall 2013 and fall 2014 cohorts. The transition to 8-week terms has done considerable good at minimal cost. The Aspen Institute awarded Odessa College its \$100,000 Rising Star Award in 2017. The THECB awarded Odessa College the Texas Higher Education Star Award on Dec. 1, 2017, for the college's exceptional contributions toward meeting one or more of the goals of the Texas higher education plan, 60x30TX.

Dr. Gregory D. Williams, President of Odessa College, will make a presentation on Odessa Colleges' Eight-Week Terms: A Pathway to 60x30TX.

AGENDA ITEM VI-A

Block Scheduling

RECOMMENDATION: No action required

Background Information:

The intent of the *60x30TX* and Innovation in Higher Education standing agenda item is to provide members of the Texas Higher Education Coordinating Board (THECB) examples of how we can innovate in higher education, get better results, and trigger the imagination and creativity of our campuses to help us achieve the goals of *60x30TX*. The focus of the presentation for this meeting is block scheduling.

The block scheduling of at least five certificate or degree programs at two-year institutions was mandated by the Texas Legislature in 2015. Block scheduling has two dimensions to it: (1) the courses required to complete the certificate or degree must be available to students over the expected length of the program. For a two-year Associate of Applied Science degree, for example, all required courses for that degree must be offered, in the appropriate sequence, over a two-year time period; and (2) the courses must be offered in a morning, afternoon, or evening format.

Block scheduling is designed to facilitate full-time enrollment in a program, thus leading to greater participation rates. It does so by adding certainty to the scheduling of classes for students. It ensures that all of the classes needed for a program are available in the time frame for completion of the program as advertised. It also ensures that the classes will consistently be offered in the same time period for the life of the program, making it easier for students to arrange jobs and other life events. Block scheduling should result in better persistence and completion rates.

A number of institutions chose to submit more than five programs for block scheduling. Representatives from two of these institutions will discuss the positives and negatives of block scheduling. Additionally, Dr. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, will provide a brief presentation, and be available to answer questions.

AGENDA ITEM VII-A

Consideration of adopting the Negotiated Rulemaking Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter D, Sections 4.81 – 4.85 of Board rules concerning college courses offered for dual credit by public institutions of higher education

RECOMMENDATION: Pending*

Background Information:

The intent of the amendments is to update existing rules to align with current statute and rule references regarding limitations on college courses that can be offered for dual credit by public institutions of higher education. The amended rules will affect students enrolling in dual credit courses and early college high schools during the 2018 fall semester. The rule amendments proposed for this Subchapter were reviewed and approved by the Negotiated Rulemaking Committee on Dual Credit Course Limitations on November 2, 2017.

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

Date approved by the Commissioner for Publication in the *Texas Register*: November 6, 2017.

Date published in the *Texas Register*: November 17, 2017.

The 30-day comment period with the Texas Register ended on: December 17, 2017.

Comments were received from The University of Texas at Austin.

COMMENT: The University of Texas at Austin suggested that Section 4.83 (7) retain the words "simultaneous academic" before "credit" or replacing with the term "concurrent course credit." The University of Texas at Austin staff believed the term "simultaneous" clarified that, under a dual credit system, college credit earned by the students is applied both to the college and the high school. Replacing the term "simultaneous academic" with the term "concurrent course" would provide similar clarity to help classify how students earn credit through a dual credit system.

STAFF RESPONSE: Staff does not agree with the comment. The insertion of the words "concurrent course" in the definition of dual credit is redundant to the current language stating that a student receives credit for the course(s) from both the college and high school. Staff does not recommend any changes to the language of the rule.

COMMENT: The University of Texas at Austin suggested that Section 4.83 (8) be revised by replacing the term "circumstance" with the term "system" to add parallel language to the definition of dual credit. The University of Texas at Austin staff also believed the terms concurrent enrollment and concurrent course credit were too similar. They recommended simplifying the definition of dual enrollment by removing the term "concurrent enrollment"

altogether. It was also recommended that adding a statement clarifying the differences between how course credit is earned through each distinct system helps differentiate the two systems and provides clarity for both educational institutions serving dual enrollment students.

STAFF RESPONSE: Staff agrees with the comment. The insertion of the suggested language in the definition of dual enrollment adds clarity to Section 4.83 (8) Definitions.

Comments and staff responses were sent to the Negotiated Rule Making Committee. The Committee agreed with the staff assessment and response to the first suggestion for Section 4.83 (7) Definitions. No changes were made to this Section.

One Negotiated Rule Committee member did not agree with the revised wording of Section 4.83 (8) Definitions, based on the comment submitted by the University of Texas at Austin. The member suggested a non-substantive revision to the language that did not alter the substance of the definition.

*At the time of printing these materials, the Committee had not reached consensus on Section 4.83 (8) Definitions. A recommendation will be provided to the Board before the meeting.

Legal Review:

Approved by the Office of General Counsel _____ Date: _____

Chapter 4, Rules Applying to All Public Institutions of Higher Education in Texas
 Subchapter D, Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education [Colleges]

- 4.81 Purpose
- 4.82 Authority
- 4.83 Definitions
- 4.84 Institutional Agreements
- 4.85 Dual Credit Requirements

4.81 Purpose

This subchapter provides rules and regulations for public institutions of higher education [~~two-year associate degree-granting institutions and public universities~~] to engage in dual credit partnerships with secondary schools. (See Chapter 9, Subchapter H of this title (relating to Partnerships Between Secondary Schools and Public Two-Year Associate Degree-Granting Institutions)) for high school credit only partnerships, [~~Tech-Prep partnerships,~~] and remedial or developmental instruction for high school graduation partnerships.)

4.82 Authority

Texas Education Code, §§28.009(b), 29.182, 29.184, 61.027, 130.001(b)(3) - (4), 130.008, 130.090, and 135.06(d) provide the Board with the authority to regulate dual credit partnerships between public institutions of higher education and [~~two-year associate degree-granting institutions and public universities with~~] secondary schools with regard to lower division courses.

4.83 Definitions

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

(1) Articulated College Credit--credit earned through a high school-level course that fulfills specific requirements of an identified college-level course and provides a pathway for high school students to earn credit toward a technical certificate or technical degree at a partnering institution of higher education.

(2)[(1)] Board or Coordinating Board--The Texas Higher Education Coordinating Board.

(3) Career and Technical Education Course--a college-level course awarding semester credit hours and contained in the Workforce Education Course Manual (WECM) or a specified course contained in the Lower-Division Academic Course Guide manual that may be reported for state funding by institutions of higher education as a dual credit career and technical education course in the Coordinating Board Management (CBM) Reporting and Procedures Manual for Texas Community, Technical, and State Colleges.

(4)[(2)] College--Public institution of higher education as defined in TEC 61.003(8) [~~two-year associate degree-granting institutions and public universities~~].

(5) College Board Advanced Placement--College-level courses and exams available to secondary students under the auspices of an approved College Board program.

~~(6)[(3)]~~ Commissioner--The Commissioner of Higher Education.

~~(7)[(4)]~~ Dual credit--A system under [process by] which an eligible [a] high school student enrolls in college course(s) [a college course] and receives [simultaneous academic] credit for the course(s) [course] from both the college and the high school. While dual credit courses are often taught on the secondary school campus to high school students only, applicable sections of these rules, §4.84(a) and §4.85(a), (b), (g), (h), (i) of this title (relating to Dual Credit Partnerships), [also] apply irrespective of location or mode of delivery ~~[when a high school student takes a course on the college campus and receives both high school and college credit]~~. Dual credit is also referred to as concurrent course credit; the terms are equivalent. ~~[However, dual (or concurrent) enrollment refers to a circumstance in which a student is enrolled in more than one educational institution (including a high school and a college).]~~

(8) Dual or concurrent enrollment--Refers to a circumstance in which a student is enrolled in more than one educational institution (including a high school and a public institution of higher education). Dual or concurrent enrollment is not equivalent to dual credit.

(9) Early College Education Program--A program as defined in TEC 29.908.

(10) Early College Program--A program developed via an institutional agreement in partnership between a public institution of higher education and high schools or school districts in which a student enrolls in courses that are part of a defined sequence of courses leading to a Board approved certificate, AA, AS, or AAS degree program as defined in Title 19, Part 1, Chapter 9, Rule 9.1 - Definitions of Texas Administrative Code.

~~[(5) College Board Advanced Placement--College level courses and exams available to secondary students under the auspices of the College Board. A College Board approved Advanced Placement (AP) Program must adhere to the AP course descriptions, include administration of official AP exams, foster teacher professional development, and provide access to AP courses for all students who are willing to enroll in the rigorous academic curriculum of AP courses as prescribed by the College Board.]~~

(11) Field of Study Curriculum (FOSC)--a set of courses that satisfies the lower-division requirements for a baccalaureate degree in a specific academic area at a general academic teaching institution. A field of study curriculum affects academic degree programs at public junior colleges, public technical institutes, or universities as designated within the particular field of study curriculum.

(12) International Baccalaureate Diploma Program--the curriculum and examinations leading to an International Baccalaureate diploma awarded by the International Baccalaureate Organization.

~~(13)[(6)]~~ Public two-year associate degree-granting institution--A community college, a technical college, or a state college.

~~[(7) Texas Assessment of Knowledge and Skills--The criterion referenced assessment instruments required under Texas Education Code, §39.023, designed to assess essential knowledge and skills in reading, writing, mathematics, social studies, and science in grades three through twelve.]~~

4.84 Institutional Agreements

(a) Need for Institutional Agreements. For any dual credit partnership between a secondary school and a public college, an agreement must be approved by the governing boards or designated

authorities (e.g., principal and chief academic officer) of both the public school district or private secondary school and the public college prior to the offering of such courses.

(b) Elements of Institutional Agreements. The dual credit partnership must address the following elements:

- (1) Eligible Courses;
- (2) Student Eligibility;
- (3) Location of Class;
- (4) Student Composition of Class;
- (5) Faculty Selection, Supervision, and Evaluation;
- (6) Course Curriculum, Instruction, and Grading;
- (7) Academic Policies and Student Support Services;
- (8) Transcribing of Credit; ~~[and]~~
- (9) Funding; ~~[-]~~
- (10) Defined sequences of courses, where applicable.

4.85 Dual Credit Requirements

(a) Eligible Courses.

(1) Courses offered for dual credit by public two-year associate degree granting institutions must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Board or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the Board.

(2) Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university.

(3) A college course offered for dual credit must be:

(A) in the core curriculum of the public institution of higher education providing the credit;

(B) a career and technical education course; or

(C) a foreign language course.

(i) This provision does not apply to a college course for dual credit offered as part of an approved early college education program established under TEC Section 29.908 or an early college program as defined in this Subchapter.

(ii) Any college course for dual credit offered as part of an early college program as defined in this subchapter must be a core curriculum course of the public institution of higher education providing the credit, a career and technical education course, a foreign language course, or a course that satisfies specific degree plan requirements leading to the completion of a Board approved certificate, AA, AS, AAS degree program, or FOSC.

(4)[(3)] Public colleges may not offer remedial and developmental courses for dual credit.

(b) Student Eligibility.

(1) A high school student is eligible to enroll in academic dual credit courses if the student:

(A) demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in §4.57 of this title (relating to College Ready and Adult Basic Education (ABE) Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in §4.56 of this title (relating to Assessment Instrument); or

(B) demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth §4.54 of this title (relating to Exemptions, Exceptions, and Waivers).

(2) A high school student is also eligible to enroll in academic dual credit courses that require demonstration of TSI college readiness in reading, writing, and/or mathematics under the following conditions:

(A) Courses that require demonstration of TSI college readiness in reading and/or writing:

(i) if the student achieves a Level 2 final recommended score, as defined by the Texas Education Agency (TEA), on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or

(ii) if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.

(B) Courses that require demonstration of TSI college readiness in mathematics:

(i) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

(ii) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or

(iii) if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or

(iv) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

(3) A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute and shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility.

(4) A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program under the following conditions:

(A) Courses that require demonstration of TSI college readiness in reading and/or writing:

(i) if the student achieves a Level 2 final recommended score, as defined by TEA, on the English II STAAR EOC; or

(ii) if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.

(B) Courses that require demonstration of TSI college readiness in mathematics:

(i) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

(ii) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or

(iii) if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or

(iv) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

(C) A student who is exempt from taking ~~[TAKS or]~~ STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.

(5) Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy paragraphs (1) - (4) of this subsection.

(6) To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.).

(7) An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.

(8) An institution is not required, under the provisions of this section, to offer dual credit courses for high school students.

(c) Location of Class. Dual credit courses may be taught on the college campus or on the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, public colleges shall comply with applicable rules and procedures for offering courses at a distance in Subchapters P and Q of this chapter (relating to Approval of Distance Education Courses and Programs for Public Institutions and Approval of Off-Campus and Self-Supporting Courses and Programs for Public Institutions). In addition, dual credit courses taught electronically shall comply with the Board's adopted Principles of Good Practice for Courses Offered Electronically.

(d) Composition of Class. Dual credit courses may be composed of dual credit students only or of dual and college credit students. Notwithstanding the requirements of subsection (e), exceptions ~~[Exceptions]~~ for a mixed class, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(1) If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.

(2) If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

(3) If the course is a career and technical~~[technology]~~/college workforce education course and the high school credit-only students are eligible to earn~~[earning]~~ articulated college credit.

(e) Faculty Selection, Supervision, and Evaluation.

(1) The college shall select instructors of dual credit courses. These instructors ~~[must be regularly employed faculty members of the college or]~~ must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools Commission on Colleges)

and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college.

(2) The college shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college.

(f) Course Curriculum, Instruction, and Grading. The college shall ensure that a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class.

(g) Academic Policies and Student Support Services.

(1) Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses. These policies could include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.

(2) Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded college students on the main campus. The college is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.

(h) Transcribing of Credit. For dual credit courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course.

(i) Funding.

(1) The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education (TEC 42.005 (g)) and the Board (TEC 61.059 (p) and (q)).

(2) The college may only claim funding for students getting college credit in core curriculum, career and technical education, and foreign language dual credit courses.

(3) This provision does not apply to students enrolled in approved early college education [~~high school~~] programs under TEC 29.908.

(4) All public colleges, universities, and health-related institutions may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.

AGENDA ITEM VII-B

Consideration of adopting the Negotiated Rulemaking Committee's recommendation to the Board relating to the new Chapter 4, Subchapter O, Sections 4.230 – 4.238 of Board rules concerning the Open Educational Resources Grant Program

RECOMMENDATION: Approval

Background Information:

The intent of the new Chapter 4, Subchapter O, Open Educational Resources Grant Program, Sections 4.230 – 4.238 is to implement Senate Bill 810, passed by the 85th Texas Legislature, Regular Session, which requires the board to establish and administer a new grant program to encourage faculty at institutions of higher education to adopt, modify, redesign, or develop courses that use only Open Educational Resources (OER). The rule amendments proposed for this section were reviewed and approved by the Negotiated Rulemaking Committee on Open Educational Resources Grant Program on November 1, 2017.

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

Date approved by the Commissioner for Publication in the *Texas Register*: November 6, 2017.

Date published in the *Texas Register*: November 17, 2017.

The 30-day comment period with the Texas Register ended on: December 17, 2017.

One comment was received from the Association of American Publishers (AAP).

COMMENT: AAP suggested three changes to the proposed rules, affecting 4.236 (Review Criteria) and 4.237 (Reporting Criteria).

(1) The Board should require faculty to report the distribution of letter grades for the grant-funded course as well as distribution of letter grades for sections of similar, non-grant funded courses at the institution.

(2) The cost comparison should take into account reduced prices that are available through inclusive access and other discount programs.

(3) The review criteria should also be revised to specifically require that the quality of the educational materials must be considered and that the materials should be aligned with the articulated educational goals of the course.

STAFF RESPONSE: Staff disagrees with the suggested changes to proposed rules.

The first suggestion, to require faculty to report the distribution of letter grades for the grant-funded course as well as distribution of letter grades for sections of similar, non-grant funded courses at the institution, would prove to be unwieldy and burdensome on those faculty and departments not directly receiving benefits from the OER Grant Program, and could potentially violate FERPA protections.

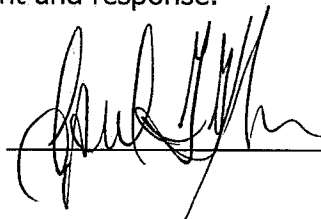
The second suggestion, to take into account reduced prices that are available through inclusive access and other discount programs, requires faculty to 1) know which courses use inclusive access materials, and 2) to have knowledge of the costs associated with such materials. It is unlikely that this information would be available to them and requiring awardees to report such data would be impractical.

Staff believes that the third suggestion, that the review criteria should also be revised to specifically require that the quality of the educational materials must be considered and that the materials should be aligned with the articulated educational goals of the course, is already addressed in 4.236(3). Applications will be evaluated, as per statute, by three qualified reviewers. The RFA is the appropriate place for language that will outline review guidelines. Reviewers can be asked to review each application for quality of proposed materials, alignment of proposed OER materials with the courses student learning objectives (SLOs), and other measures of quality as appropriate.

Comments and staff response were sent to the Negotiated Rule Making Committee. The Committee agreed with the staff assessment and response.

Legal Review:

Approved by the Office of General Counsel

 Date: 1/8/18

Chapter 4. Rules Applying to All Public Institutions of Higher Education in Texas
Subchapter O. Open Educational Resources Grant Program

4.230 Purpose4.231 Authority4.232 Definitions4.233 Eligibility4.234 Grant Application Procedures4.235 Award Amounts4.236 Review Criteria4.237 Reporting Criteria4.238 General Information4.230 Purpose

The purpose of this subchapter is to implement rules to establish the Open Educational Resources (OER) Grant Program, under which the Board awards grant payments to eligible institutional faculty employed by a Texas higher education institution, as defined in Texas Education Code 61.003(8), to adopt, modify, redesign, or develop one or more courses using only open educational resources.

4.231 Authority

The authority for this subchapter is found in Texas Education Code, Chapter 61, Subchapter 61.0668, which provides the board with the authority to adopt rules to administer this grant program.

4.232 Definitions

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

(1) Board or THECB – The Texas Higher Education Coordinating Board.

(2) Commissioner – The Commissioner of Higher Education.

(3) Eligible Applicant – a faculty member as defined in Texas Education Code 51.917 or group of faculty currently employed at an institution of higher education, as defined in Texas Education Code 61.003(8).

(4) Institution of Higher Education – Any public technical institute, public junior college, public senior college or university, or medical or dental unit, or other agency of higher education as defined by Texas Education Code, 61.003(8).

(5) Open Educational Resources (OER) – A teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits the free use, adaptation, and redistribution of the resource by any person. The term may include full course curricula, course materials, modules, textbooks, media, assessments,

software, and any other tools, materials, or techniques, whether digital or otherwise, used to support access to knowledge.

(6) Request for Applications (RFA) – A type of solicitation notice in which the THECB announces available grant funding, sets forth the guidelines governing the program, provides evaluation criteria for submitted applications, and provides instructions for eligible entities to submit applications for such funding. The guidelines governing the program may include a Letter of Intent, eligibility requirements, performance expectations, budget guidelines, reporting requirements, and other standards of accountability for this program.

4.233 Eligibility

Faculty employed by a Texas public institution of higher education are eligible to apply for a grant under this program

4.234 Grant Application Procedures

To qualify for funding consideration, each eligible applicant must submit an application to Board staff. Each application must:

- (1) Be submitted electronically in a format specified in the RFA; and
- (2) Adhere to the grant program requirements contained in the RFA; and
- (3) Be submitted with proper authorization on or before the day and time specified by the RFA.

4.235 Award Amounts

(1) The maximum amount of funding available to the program is dependent on the legislative appropriation for each biennium. Award levels and the maximum number of awards will be specified in the RFA.

(2) The Board shall delegate to the Commissioner general authority to award all OER grant program grants after receiving recommendations from qualified reviewers.

(3) Award criteria may be adjusted by Board staff to best fulfill the purpose of a single request for applications if those adjusted award criteria are included in the request for applications.

4.236 Review Criteria

Applicants shall be selected for funding based on requirements and award criteria provided in the RFA. Award criteria will include, but may not be limited to, consideration of the following factors:

- (1) The number of students projected to annually enroll in the course;
- (2) The projected amount of money saved by a student due to the use of OER in the course; and
- (3) The evaluation of the application by three selected qualified reviewers of the curriculum of the course, as determined by Board staff.

4.237 Reporting Criteria

Grantees must file reports with Board staff as required by the RFA for each applicable course for each of the four semesters immediately following OER implementation. Grantees will provide information that includes, but is not limited to the following:

- (1) The number of students who have completed the course;
- (2) An estimate of the amount of money saved by a student due to the use of open educational resources in the course;
- (3) A description of the open educational resources used in the course;
- (4) The number of other faculty members, if any, who adopted the curriculum of the course associated with the grant; and
- (5) Any other information required by the RFA.

4.238 General Information

(1) Cancellation or Suspension of Grant Solicitations. The Board has the right to reject all applications and cancel a grant solicitation at any point.

(2) Notice of Grant Award (NOGA). Before release of funds, the successful applicants must sign a NOGA issued by Board staff.

AGENDA ITEM VII-C

Consideration of adopting the Negotiated Rulemaking Committee's recommendation to the Board relating to the amendments to Chapter 9, Subchapter F, Sections 9.111 – 9.117 and new Section 9.118 of Board rules concerning the Public Community Colleges regarding enrollment of certain students in continuing education courses

RECOMMENDATION: Approval

Background Information:

The intent of the amendments and new section is to create rules to align with HB 2994, 85th Texas Legislature, Regular Session, regarding the enrollment of certain high school students in non-credit continuing education courses. The revised Chapter 9, Subchapter F establishes rules for public community colleges concerning the enrollment of certain students under the age of 18 in non-credit courses, waiving tuition and fees for courses where a significant portion of the cost is borne by another party, and courses offered in federal prisons. The new rules will affect students enrolling in higher education during the 2018 spring semester. The rule amendments proposed for this section were reviewed and approved by the Negotiated Rulemaking Committee on Workforce Continuing Education on October 30, 2017.

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

Date approved by the Commissioner for Publication in the *Texas Register*: November 6, 2017.

Date published in the *Texas Register*: November 17, 2017.

The 30-day comment period with the Texas Register ended on: December 17, 2017.

One comment was received.

COMMENT: The comment below was received from Tarrant County College.

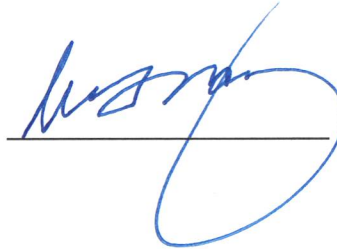
In §9.116. Waiver of Tuition and Fees, an "and" at the end of part (1) (C) which implies tuition may only be waived for high school students (meeting the criteria enumerated therein). However, the legislation does not contain such language related to waiver of tuition and fees. HB 2994 Subchapter L Section 130.302 Formula Funding refers to CE workforce course contact hour appropriations and states inclusion regardless of whether the college waives all or part of the tuition or fees for the course under Section 130.304. Section 130.304 Waiver of Tuition and Fees states that a college may waive all or part of the tuition and fees charged to a student for a continuing education workforce course. There is no stipulation as to the type of student; "a student" would be any eligible student. I believe the entire part (1) of 9.116 pertaining to the student should be removed; only the rules pertaining to the institution are applicable to this section.

STAFF RESPONSE: Staff agrees with the comment, Section 9.116 (1) (C) was revised to remove the "and" and add "or." If the proposed rule is adopted as written the "and" at the end of 1(C) establishes a requirement where a student must meet either 1(A), 1(B), or 1(C) and then either 2(A) or 2(B). As an example, if the proposed rule was adopted as written, tuition and fees could only be waived for persons incarcerated in federal correctional facilities if they were between the age of 16 and 18. This is not the intent of the legislation.

Comments and staff response were sent to the Negotiated Rule Making Committee. The Committee agreed with the staff assessment and response. Section 9.116 (1) (C) was revised. Revisions are in bold and italicized.

Legal Review:

Approved by the Office of General Counsel



Date:

1/5/18

Chapter 9, Program Development in Public Two Year Colleges
Subchapter F, [~~Career Technical/~~] Workforce Continuing Education Courses

9.111 Purpose

9.112 Authority

9.113 Definitions [~~General Provisions~~]

9.114 General Provisions [~~Application and Approval Procedures for Career Technical/Workforce Continuing Education Courses~~]

9.115 Application and Approval Procedures for Workforce Continuing Education Courses
[~~Funding~~]

9.116 Waiver of Tuition and Fees [~~Reporting to the Board~~]

9.117 Funding [~~Disapproval of Courses; Noncompliance~~]

9.118 Reporting to the Board

Rule 9.111 Purpose

This subchapter provides rules and procedures for the review and approval of workforce continuing education courses as taught by public two-year colleges.

Rule 9.112 Authority

The Texas Education Code, §§54.051(n), 54.545, [~~61.051(j), 61.053~~], 61.054, 61.060, 61.061, 61.062, 130.001(b)(3) - (4), 130.003(e)(4), 130.005, and 130.006 authorize the Coordinating Board to adopt policies, enact regulations, and establish rules for public two-year colleges for the coordination of [~~career technical/~~]workforce continuing education courses eligible for state appropriations.

Rule 9.113 Definitions [~~General Provisions~~]

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

(1) Adult--(1) a person who has completed the person's sophomore year of high school, or (2) is 17 years of age and has been awarded a high school diploma or its equivalent, or (3) is 18 years of age or older, regardless of the person's previous educational experience.

(2) Avocational course--a course of study in a subject or activity that is usually engaged in by a person in addition to the person's regular work or profession for recreation or in relation to a hobby. The term includes a community interest course.

(3) Basic employability course--a course that covers topics such as conducting a job search, developing a resume, completing an application for employment, and interviewing skills.

(4) Basic learning skills course--a non-college-level course that covers learning strategies such as note-taking, and test preparation.

(5) Coordinating board-- the Texas Higher Education Coordinating Board.

(6) Disabilities of minority--as defined in Texas Family Code, Chapter 31, Removal of the Disabilities of Minority. Applies to students over the age of 16 and not over the age of 18.

(7) Learning framework course--a college-level course that is solely or primarily focused on skill acquisition related to the learning process and is not a workforce education course.

(8) Workforce continuing education--non-credit instruction that is designed primarily for adults and is intended, on completion by a participant, to prepare the participant to qualify to apply for and accept an employment offer or a job upgrade within a specific occupational category or to bring the participant's knowledge or skills up to date on new developments in a particular occupation or profession.

(9) Workforce continuing education course--a course of non-credit instruction in workforce continuing education that is approved by the coordinating board. The term does not include an avocational course.

~~[(a) Tuition and fees for state-funded career technical/workforce continuing education courses shall be assessed according to policies established by the Board. The governing board of the institution shall establish tuition and fees for career technical/workforce continuing education courses not eligible for state appropriations.~~

~~(b) Any career technical/workforce continuing education program meeting or exceeding 360 contact hours shall be subject to all of the requirements for career technical/workforce education programs for state appropriations as outlined in Chapter 9, Subchapter E of this title (relating to Certificate and Associate Degree Programs).~~

~~(c) Any career technical/workforce continuing education program meeting or exceeding 780 contact hours in length must result in the award of semester or quarter credit hours and be applicable to a certificate and an applied associate degree program. An exception shall be made for Emergency Medical/Paramedic continuing education programs, which may reach 800 contact hours.]~~

9.114 General Provisions [Application and Approval Procedures for Career Technical/Workforce Continuing Education Courses]

(a) Any workforce continuing education program meeting or exceeding 360 contact hours shall be subject to all of the requirements for workforce education programs for state appropriations as outlined in Chapter 9, Subchapter E of this title (relating to Certificate and Associate Degree Programs).

(b) Any workforce continuing education program meeting or exceeding 780 contact hours in length must result in the award of semester or quarter credit hours and be applicable to a certificate and an applied associate degree program. An exception shall be made for Emergency Medical/Paramedic continuing education programs, which may reach 800 contact hours.

(c) A public junior college may offer, or may enter into an agreement with a school district, organization, or other person that operates a high school to offer, workforce continuing education courses other than learning framework courses, basic employability courses, and basic learning skills courses to a person who is (1) enrolled in high school after the completion of the person's

sophomore year; or (2) is enrolled in a school that is not formally organized as a high school and is at least 16 years of age; or (3) is attending high school while incarcerated, is at least 16 years of age, and is not eligible for release from incarceration before the person's 18th birthday.

~~[(a) Any career technical/workforce continuing education course listed in the Workforce Education Course Manual (WECM) may be offered by any public two-year college without prior approval by the Board. Courses in the current WECM are valid until revised or deleted by subsequent updates of the WECM.]~~

~~[(b) All career technical/workforce continuing education courses shall meet the guidelines outlined in the Guidelines for Instructional Programs in Workforce Education as approved by the Board and the Workforce Education Course Manual.]~~

9.115 Application and Approval Procedures for Workforce Continuing Education Courses [Funding]

(a) Any workforce continuing education course listed in the Workforce Education Course Manual (WECM) may be offered by any public two-year college without prior approval by the Board. Courses in the current WECM are valid until revised or deleted by subsequent updates of the WECM.

(b) All workforce continuing education courses shall be in compliance with the guidelines outlined in the Guidelines for Instructional Programs in Workforce Education as approved by the Board, the Workforce Education Course Manual, and state law.

~~[(a) Contact hours reported for career technical/workforce education courses, which result in continuing education units (CEUs) shall be eligible for state appropriations.]~~

~~[(b) Career technical/workforce continuing education courses with fewer than seven (7) contact hours of instruction will not receive state funding unless the specific type and length of instruction are required by local, state, or national licensing, certifying, regulatory, or accrediting agencies.]~~

~~[(c) Community interest courses shall not be eligible for state appropriations.]~~

~~[(d) Workforce Education Course Manual continuing education special topics courses that are not designed to prepare adult students for employment shall not be eligible for state appropriations.]~~

9.116 Waiver of Tuition and Fees [Reporting to the Board]

(a) A public junior college may waive all or part of the tuition or fees charged to a student for a workforce continuing education course only if:

(1) the student:

(A) is enrolled in high school or in a school that is not formally organized as a high school, or;

(B) is 16 years of age or older, who has had the disabilities of minority removed, and is not enrolled in secondary education, or;

(C) is under the age of 18 and is incarcerated; **or[and]**

(2) the institution:

(A) determines all or a significant portion of the college's costs for facilities, instructor salaries, equipment, and other expenses for the course are covered by business, industry, or other local public or private entities; or

(B) offers the course in a federal correctional facility and the facilities, equipment, supplies, and other expenses for the course are funded by the federal government.

~~[Contact hours for career technical/workforce continuing education courses from public two-year colleges must be determined and reported in compliance with Board policy as outlined in the Guidelines for Instructional Programs in Workforce Education as approved by the Board, the Workforce Education Course Manual, and state law.]~~

9.117 Funding ~~[Disapproval of Courses; Noncompliance]~~

(a) Contact hours attributable to the enrollment of a student in a workforce continuing education course offered by a public junior college shall be included in the contact hours used to determine the college's proportionate share of state money appropriated and distributed to public junior colleges under Texas Education Code Sections 130.003 and 130.0031, regardless of whether the college waives all or part of the tuition or fees for the course under Section 130.304

(b) Workforce continuing education courses with fewer than seven (7) contact hours of instruction will not receive state funding unless the specific type and length of instruction are required by local, state, or national licensing, certifying, regulatory, or accrediting agencies.

(c) No funds appropriated to any public two-year college may be expended for any workforce continuing education course which has not been approved by the Board staff.

(d) Avocational courses shall not be eligible for state appropriations. This includes community interest courses. A community college can offer community interest courses using local funds.

(e) Workforce Education Course Manual continuing education special topics courses that are not designed to prepare adult students for employment shall not be eligible for state appropriations. This includes basic employability courses, basic learning skills courses and learning framework courses.

~~[No funds appropriated to any public two-year college may be expended for any career technical/workforce continuing education course which has not been approved by the Board staff.]~~

9.118 Reporting to the Board

Contact hours for workforce continuing education courses from public two-year colleges must be determined and reported in compliance with Board policy as outlined in the Guidelines for Instructional Programs in Workforce Education as approved by the Board, the Workforce Education Course Manual, and state law.

AGENDA ITEM IX-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 IX-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 IX-C

Presentation of data insight “two-pagers” related to 60x30TX completion targets on high school to college enrollment and male participation

RECOMMENDATION: No action required

Background Information:

The targets under the completion goal of the state's higher education strategic plan, *60x30TX*, include increasing the percent of public high school graduates who enroll directly in college in Texas and increasing the number of males who complete a degree or certificate. Staff have developed “two-pagers” summarizing insights from analysis related to these two targets.

Research has shown that students who enroll in college directly from high school are more likely to persist and complete. The high school to college enrollment target is one of the areas of focus for the *60x30TX* efforts occurring in the 10 higher education regions of the state. In depth analysis of the data about direct high school to college enrollment (students who enroll in college by the first fall after their high school graduation year) has provided insight into this important population and will help inform regional stakeholder efforts. The 2020 and 2025 benchmarks for high school to college enrollment are 58 percent and 61 percent, respectively; the state target for 2030 is 65 percent. Currently only 52 percent of public high school graduates enroll directly in college in Texas.

Male students do not complete at the same rates as females. These gender differences are substantial for whites, Hispanics, and African American students. For 2016 graduates, white females completed more than 18,000 more awards than white males, who completed only 43 percent of the degrees and certificates earned by whites; Hispanic females completed about 7,000 degrees and certificates more than white males and they completed over 20,000 more degrees and certificates than Hispanic males. Just 40 percent of the credentials earned by Hispanics in 2016 were awarded to men. The largest gender gap exists for African American males who completed about 11,000 awards fewer than their female counterparts, earning only 36 percent of the completions for African American graduates. To reach the target of 275,000 male completions by 2030, the state will need to focus efforts on its male population. However, gender completion differences across fields – most notably in Science, Technology, Engineering, and Math (STEM) areas, where many more men earn degrees – call for a more nuanced understanding of the gender completion landscape in Texas.

Dr. Julie Eklund, Assistant Commissioner, Strategic Planning and Funding, will share the data insight “two-pagers” and provide a brief presentation.

AGENDA ITEM IX-D

Consideration of adopting the staff recommendation to the Board relating to the appointment of a student representative to the Financial Aid Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.071 directs the Coordinating Board to appoint student representatives to various advisory committees. This agenda item relates to the appointment of a student representative to the Financial Aid Advisory Committee.

The term of membership for student members of this committee starts June 1, 2018, and ends May 31, 2020.

Coordinating Board staff received applications from four-year public institutions of higher education. Applicants were reviewed to ensure they first met the minimum criteria, and then were further evaluated based on the following criteria:

- academic achievement
- community and school service
- work or internship experience
- general commitment to higher education issues

A review committee, composed of staff who directly support the advisory committee, identified the finalists.

The recommended student representative is listed on the following page.

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

The **Financial Aid Advisory Committee** consists of financial aid practitioners, public school counselors, and other persons employed in the non-profit sector in roles with responsibility for advising students regarding financial aid. The Committee meets at the Coordinating Board approximately four times a year between March and December. The Committee provides the Board with advice and recommendations regarding the development, implementation, and evaluation of state financial aid programs for college students.

Finalist: Jonathan Cereceres

Mr. Cereceres is a student at The University of Texas at El Paso. He is seeking a Bachelor of Arts (BA) degree in Political Science, and a BA in Chicano Studies.

AGENDA ITEM IX-E

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 provide a brief update and will be available to answer questions.

Reviewed Projects

Institution Project Name	Project Cost	Standard Met Yes/No			
		Space Usage	Space Need	Cost	Building Efficiency
Texas Tech Health Sciences Center (TRB) <i>Construct Lubbock Education, Research and Technology and West Expansion</i>	\$85,900,000	NA ¹	Yes	Yes	Yes
Texas Tech Health Sciences Center - El Paso (TRB) <i>Construct Medical Science Building II</i>	\$84,400,000	NA ¹	No	Yes	Yes
The University of Texas Health Science Center at San Antonio <i>Construct Relocated Barshop Institute</i>	\$70,200,000	NA ¹	Yes	Yes	No ²
Texas A&M University - Texarkana (TRB) <i>Construct Academic and Student Services Building</i>	\$32,000,000	No	Yes	Yes	Yes
Texas Tech University <i>Construct JT and Margaret Talkington College of Visual and Performing Arts</i>	\$23,000,000	Yes	Yes	Yes	Yes
West Texas A&M University (TRB) <i>Renovate Amarillo Center Phase II</i>	\$18,200,000	NA ³	No	Yes	Yes
Texas State Technical College - West Texas (TRB) <i>Construct Abilene Industrial Technology Center</i>	\$15,540,000	No	No	Yes	Yes
Texas A&M University - Commerce <i>Renovate Energy Conservation Measures Project⁴</i>	\$9,051,865	NA ¹	Yes	NA	NA

¹ The standard for Space Usage Efficiency is not calculated for Health Related Institutions.

² This project contains Net Assignable Square Feet (NASF) of unfinished space to be completed as needed by the institution. Once the NASF is complete, this project will meet the building efficiency standard.

³ The standard for Space Usage Efficiency is not applicable to renovation projects.

⁴ Project approved by Assistant Commissioner, Strategic Planning and Funding Division, via delegated approval.

Project Type	Space Usage	Space Need	Cost	Building Efficiency
New Construction and Addition	Space Usage Efficiency (SUE) score of: <ul style="list-style-type: none"> 75 points in the classroom score for classroom type facilities 75 points in the class laboratory score for lab type facilities 150 points overall for all others 	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"> Classroom and general – 0.60 Office – 0.65 Clinical, diagnostic support labs, and technical research – 0.50 For parking structures: <ul style="list-style-type: none"> Automobile – 400 SF per space Boathouses – 500 SF per space Airplanes – 3,000 SF per space
Repair and Renovation (including repairs and renovations as part of a real property purchase)	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
Real Property Purchases	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 IX-F

Consideration of adopting the Committee's recommendation to the Board relating to the approval of additional revised measures for the Texas Higher Education Accountability System

RECOMMENDATION: Approval

Background Information:

The Coordinating Board maintains an accountability system that provides information related to the effectiveness and quality of higher education institutions in Texas.

Following adoption of the *60x30TX* state plan for higher education, a new accountability system web application was launched earlier this year. The revised system includes an upgraded user interface and revised accountability measures modified to ensure alignment with the *60x30TX* plan. A demonstration of the updated system was presented to the Board at its April 20, 2017 meeting where institutional and state progress toward plan goals and targets was emphasized. The Board approved modified accountability measures for the public Community, State, and Technical Colleges; Public Universities; and Public Health-Related Institutions at its subsequent meeting on July 27, 2017.

The Committee's recommendation for additional accountability system measures includes revised measures for career, for-profit, and non-Texas institutions with a presence in Texas. As with the earlier measures approved by the Board in July, institutional input has been an important component of the update process with several opportunities provided for comments and feedback.

Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, will provide a presentation on the process to update the measures and present the Committee's recommendation for final measures.

AGENDA ITEM IX-G

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 November 2016 through November 2017 and will be provided under separate cover.

The Financial Aid Advisory Committee (FAAC) is authorized under Texas Education Code, Section 61.0776 and Texas Government Code, Chapter 2110, 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. 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 with advice and recommendations regarding the development, implementation, and evaluation of state financial aid programs for college students. In this capacity, it is also to assist 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 2016 - November 2017

Chair: Delisa Falks – Texas A&M University

Vice Chair: Zelma De Leon – University of North Texas

Past Chair: Chris Murr – Texas State University

Committee Members:

Alan Ahmad – TASFAA Representative

Doris Constantine - St. Edward's University

Melissa Elliot - Vernon College

Jeanne Gage - Texas A&M University Corpus Christi

Carl Gordon - College of the Mainland

Audree Hernandez - Trinity University

Sandi Jones - McLennan Community College

Rosario Juarez - Austin Community College

Carolyn Mallory - University of Houston – Victoria

Robert Merino - San Jacinto Community College District

Alan Pixley - Collin College

Cathy Sanchez - University of N. Texas Health Science Center

Kara Tappendorf - Hendrickson High School

Diane Todd Sprague - The University of Texas at Austin

Matthew Vandermause - Student Representative

Anne Walker - Rice University

Harold Whitis - Alamo CCD

Committee Meeting Dates:

November 16, 2016

February 23, 2017

June 1, 2017

September 7, 2017

Annual Costs Expended

Travel: \$5,831.76

Other: N/A

Time Commitments: It is estimated that committee members and agency staff spend at least 387 total hours in preparation, meeting day, and post-meeting administrative activities for each quarterly meeting.

Current Recommendations to the Board:

1. Continue support of tuition set aside funds
2. Explore innovative financial aid practices
3. Change the state priority date, due to FAFSA now opening in October each year.
4. Provide guidelines for implementing SB 887 (student loan debt disclosures)
5. Align state financial aid policy with federal financial aid policy where possible (e.g. controlled substance regulations)
6. Provide institutions access to a student's complete state loan history

Summary of Tasks Completed:

Over the course of the year, the Financial Aid Advisory Committee addressed a number of financial aid topics and engaged in the following discussions:

Data Collection

- Continued work of the Data Collection Subcommittee to simplify and reduce the number of reports that institutions must submit to THECB, by integrating the current end-of-year reports into the Financial Aid Database System (FADS) report, along with reconciliation of state funds. The first reporting cycle for the new FADS report will be in January 2018. The Financial Aid community will report via FADS several times a year.
- Financial Aid Memorandum of Understanding (MOU) revisions - a subcommittee was formed to assist with creating a universal document (MOU).
- Recommendations to align retention of state aid documents with federal aid retention timelines (*at this time, the THECB has determined it prefers 7 years instead of the 5 years previously required by the THECB*). The federal aid program record retention requirement is 3 years.
- Prior-Prior-Year subcommittee recommended that the priority deadline for state programs be changed from March 15 to January 15, beginning in FY 2020.

Legislative Review

- Feedback was provided to THECB External Relations representative John Wyatt on several legislative proposals. Members asked questions and sought clarification regarding THECB's recommendations and bills that were filed in the 85th Texas Legislative session. For example:
 - SB 18 Repeal of Designated Tuition Set-Asides: What purpose would repealing set asides accomplish if institutions plan to use these funds for financial aid?
 - SB33/SB885 (TEXAS Grant): Members expressed concern regarding the number of students who would be ineligible for the program if they had to complete 30 SCH annually. One recommendation was to allow transfer credit hours to count, so the students could meet the 30 SCH requirement.
 - 3 (TEOG): Members expressed concern about restricting TEOG awards to cover only tuition, fees, and books. Federal Pell grants are an entitlement for those who qualify, and are first awarded to cover these costs before a TEOG is awarded to a student. Therefore, high-need students with additional necessary costs, such as transportation, would not be eligible for a TEOG, possibly causing them to drop classes, drop out entirely, or go into debt to cover these costs.
 - HB836/SB887: Members expressed their hopes that institutions will have the ability to use existing tools to provide students annual information regarding their loans. The THECB gave a presentation to FAAC this year regarding the information the agency provides to its borrowers, which was very

informative. The idea of developing a student-level state loan history was discussed. There is a statewide need for all institutions, public and private, to provide more information to students regarding their debt.

- Discussed and formed a subcommittee to provide feedback on THECB legislative proposals for the 86th Session of the Texas Legislature. The first meeting (conference call) was held in November 2017.

FAD Certification Deadlines

Members provided suggestions to the THECB for schools that do not meet the FADS certification deadlines. The following are some suggestions:

- THECB provide institutions with program status information (heads-up regarding what the institutions should be looking for in preparation for the FADS)
- Open the submission process earlier to give schools more time to rectify errors
- Provide quicker turn-around for edit reports results to the institutions
- Provide institutions a list of the specific programs the agency believes the institutions participated in during the year being reported.
- Provide clear explanations of errors or problems in the report to institutions
- Allow overrides to carry forward to later submissions
- Survey schools that are late in reporting, to determine why they are late; select the institution for an audit, if late in submitting.

Presentations

THECB arranged for presenters on topics relevant to the committee during the past year that were very informative and helpful for institutions of higher education. The committee is very appreciative of these presentations. Here are some of the presentations provided during the past year:

1. Overview of the Financial Literacy Advisory Committee
2. Presentation on Student Debt in the THECB Almanac
3. Demonstration of the HelmNet loan portal system upgrade
4. TG's *Project Success*
5. A Failure to Communicate: How University Idiolect Ignores Underrepresented Post-Secondary Students
6. Texas OnCourse
7. THECB borrower notifications

Members offered 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
- Current financial aid practitioners can share thoughts regarding what does and does not work across the sectors based on actual day-to-day experiences
- Provides a platform to address administrative inefficiencies, to identify key services, and to discuss how we can make those services more efficient and successful

- Allows members to serve as student advocates, promoting a balance between the statutory/regulatory world and what actually occurs on campuses
- Provides opportunities to influence research and reporting

FAAC members are appreciative of the Board's approval for the continuation of the Committee.

AGENDA ITEM IX-H

Consideration of the Financial Literacy Advisory Committee's report to the Board relating to increasing financial literacy to help achieve the student debt goal of the 60x30TX plan

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 November 2016 through November 2017 and will be provided under separate cover.

The Financial Literacy Advisory Committee (FLAC) is authorized by the Texas Government Code, Chapter 2110, Section 2110.0012. The FLAC was established in accordance with a strategy stated in *60x30TX*, to provide the Coordinating Board advice and recommendations regarding ways to better advise students and parents on financial aid options and the impact of those options on students' finances before, during, and after their college careers. The charge of the FLAC was to meet from November 2016 to November 2017 and to develop a one-time report providing recommendations.

Dr. Charles W. Puls, Deputy Assistant Commissioner for Student Financial Aid Programs, will present this item and be available to answer questions.

AGENDA ITEM IX-I (1)

Consideration of adopting the Commissioner's recommendation to the Board relating to amendments to Chapter 13, Subchapter F, Section 13.101 of Board rules, concerning authority (General Appropriations Act, Senate Bill 1, Article III, Section 40, 85th Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

The citation for the authority for institutions to charge a higher rate of tuition to students with repeated or excess hours is updated from Section 54.068 to 54.014.

The citation for the limits on the number of remedial or developmental education semester credit hours for which formula funding may be received is updated from Section 51.3062(l) to 51.340(a).

The citation for the special provision that limits formula funding for a course for which a student would generate formula funding for the third time is updated from Senate Bill (SB) 1, General Appropriations Act, 79th Texas Legislature, Regular Session, III-251, Section 49, to the General Appropriations Act, SB 1, Article III, Section 40, 85th Texas Legislature, Regular Session.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 16, 2017

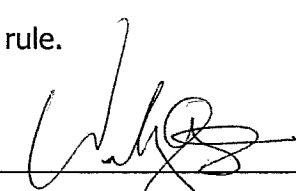
Date Published in the *Texas Register*: October 27, 2017

The 30-day comment period with the *Texas Register* ended on: November 27, 2017

No comments were received regarding this rule.

Legal Review:

Approved by the Office of General Counsel



Date: 12/22/17

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 13 FINANCIAL PLANNING

SUBCHAPTER F FORMULA FUNDING AND TUITION CHARGES FOR REPEATED AND EXCESS
HOURS OF UNDERGRADUATE STUDENTS

Section

- 13.100 Purpose
- 13.101 Authority
- 13.102 Definitions
- 13.103 Limitation on Formula Funding for Excess Hours
- 13.104 Exemptions for Excess Hours
- 13.105 Limitation on Formula Funding for Repeated Hours for Attempted Courses
- 13.106 Exemptions for Repeated Hours for Attempted Courses
- 13.107 Limitation on Formula Funding for Remedial and Developmental Courses and Interventions
- 13.108 Tuition Rate for Students
- 13.109 Additional Responsibilities of Institutions

- 13.100 No Change

- 13.101 Authority

Texas Education Code, §54.014 ~~§54.068~~, provides that institutions may charge a higher rate of tuition to students with repeated or excess hours. Texas Education Code, §61.0595, limits formula funding for excess hours. The General Appropriations Act, SB 1, ~~General Appropriations Act, Article III, §40, 85th~~ 79th Legislature, Regular Session ~~III-251, §49~~, limits formula funding for a course for which a student would generate formula funding for the third time. Texas Education Code, §51.340(a) ~~§51.3062(f)~~ limits the number of remedial or developmental education semester credit hours for which formula funding may be received.

13.102 – 13.109 No Change

AGENDA ITEM IX-I (2)

Consideration of adopting the Commissioner's recommendation to the Board relating to proposed amendments to Chapter 4, Subchapter A, Section 4.10 of Board rules, concerning limitations on the number of courses that may be dropped under certain circumstances by undergraduate students (Senate Bill 1782, 85th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

With the passage of Senate Bill 1782, 85th Texas Legislature, Regular Session, the limit on the number of courses a student may drop was increased under specific conditions. In addition to either the statutory limit of six courses or the institutional lower limit of courses that could be dropped, one more course could be dropped if the student had reenrolled with at least a 24-month break in attendance at any public institution of higher education and had successfully completed at least 50 semester credit hours before the break in enrollment.

With this agenda item, Coordinating Board staff requests approval of the Committee to present this rule change at the January 25, 2018, Board meeting for final approval. This rule change is necessary to implement the amendment to the Texas Education Code.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 13, 2017

Date published in the *Texas Register*: October 27, 2017

The 30-day comment period with the *Texas Register* ended on November 27, 2017

Summary of comments received:

Comment: Houston Community College suggested convening the *Texas Association of Community College Registrars and Admission Officers* and similar associations from the other sectors of higher education to make recommendations to the Texas Higher Education Coordinating Board (THECB) regarding the development of a process to identify students who are eligible to drop an additional course when they transfer from one higher education institution to another.

Staff response: Staff agrees that institutional representatives should be convened to discuss a process or processes that could help institutions identify students who are eligible for this exemption.

Approved by the Office of General Counsel KCm Date: 12/27/17

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 4 RULES APPLYING TO ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN TEXAS

SUBCHAPTER A GENERAL PROVISIONS

Section

- 4.1 Purpose
- 4.2 Authority
- 4.3 Definitions
- 4.4 Student Absences on Religious Holy Days
- 4.5 Common Calendar
- 4.6 Minimum Length of Courses and Limitation on the Amount of Credit that a Student May Earn in a Given Time Period
- 4.7 Student Transcripts
- 4.8 Expert Witnesses
- 4.9 Excused Absence for a Person Called to Active Military Service
- 4.10 Limitations on the Number of Courses That May Be Dropped under Certain Circumstances by Undergraduate Students
- 4.11 Common Admission Application Forms
- 4.12 Tracking Participation of Students with Intellectual and Developmental Disabilities (IDD)

4.1 – 4.9 No Change.

4.10 Limitations on the Number of Courses That May Be Dropped under Certain Circumstances By Undergraduate Students

- (a) Beginning with the fall 2007 academic term, and applying to students who enroll in higher education for the first time during the fall 2007 academic term or any term subsequent to the fall 2007 term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless:
 - (1) the institution has adopted a policy under which the maximum number of courses a student is permitted to drop is less than six; or
 - (2) the student shows good cause for dropping more than that number, including but not limited to a showing of:
 - (A) a severe illness or other debilitating condition that affects the student's ability to satisfactorily complete the course;
 - (B) the student's responsibility for the care of a sick, injured, or needy person if the provision of that care affects the student's ability to satisfactorily complete the course;
 - (C) the death of a person who is considered to be a member of the student's family or who is otherwise considered to have a sufficiently close relationship to the student that the person's death is considered to be a showing of good cause;
 - (D) the active duty service as a member of the Texas National Guard or the armed forces of the United States of either the student or a person who is considered to be a member of the student's family or who is otherwise

- considered to have a sufficiently close relationship to the student that the person's active military service is considered to be a showing of good cause;
- (E) the change of the student's work schedule that is beyond the control of the student, and that affects the student's ability to satisfactorily complete the course; or
- (F) other good cause as determined by the institution of higher education.
- (3) the enrollment is for a student who qualifies for a seventh course enrollment, who:
- (A) has reenrolled at the institution following a break in enrollment from the institution or another institution of higher education covering at least the 24-month period preceding the first class day of the initial semester or other academic term of the student's reenrollment; and
- (B) successfully completed at least 50 semester credit hours of course work at an institution of higher education that are not exempt from the limitation on formula funding set out in §13.104 (1) through (6) of this title before that break in enrollment.
- (b) For purposes of this section, a "member of the student's family" is defined to be the student's spouse, child, grandchild, father, mother, brother, sister, grandmother, grandfather, aunt, uncle, nephew, niece, first cousin, step-parent, step-child, or step-sibling; a "person who is otherwise considered to have a sufficiently close relationship to the student" is defined to include any other relative within the third degree of consanguinity, plus close friends, including but not limited to roommates, housemates, classmates, or other persons identified by the student, for approval by the institution on a case-by-case basis.
- (c) For purposes of this section, a "grade" is defined to be the indicator, usually a letter like A, B, C, D, or F, or P (for pass) assigned upon the student's completion of a course. A "grade" indicates either that the student has earned and will be awarded credit, if the student has completed the course requirements successfully; or that the student remained enrolled in the course until the completion of the term or semester but failed to provide satisfactory performance required to be awarded credit. A "grade" under this definition does not include symbols to indicate that the course has been left incomplete, whether those symbols indicate a negotiated temporary suspension of the end-of-term deadline for completion of the course requirements commonly designated as "incomplete" status, a dropped course under the conditions designated for this section, or a withdrawal from the institution.
- (d) Each institution of higher education shall adopt a policy and procedure for determining a showing of good cause as specified in subsection (a) of this section and shall provide a copy of the policy to the Coordinating Board.
- (e) Each institution of higher education shall publish the policy adopted under this section in its catalogue and other print and Internet-based publications as appropriate for the timely notification of students.

4.11 – 4.12 No Change.

B

AGENDA ITEM IX-I (3)

Consideration of adopting the Commissioner's recommendation to the Board relating to proposed amendments to Chapter 13, Subchapter F, Sections 13.104 and 13.105 of Board rules, concerning exemptions for excess hours and limitation on formula funding for repeated hours for attempted courses (Senate Bill 1782, 85th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

With the passage of Senate Bill (SB) 1782, 85th Texas Legislature, Regular Session, the types of hours exempt from the excess hours rule were changed to include 15 semester credit hours (SCH) earned by a student toward a degree if the student had reenrolled with at least a 24-month break in attendance at any public institution of higher education and had successfully completed at least 50 SCH before the break in enrollment.

Prior to the passage of SB 1782, if a student reattempted the same or similar course two or more times, those SCH could not be submitted for formula funding. With the passage of SB 1782, a student could get an additional attempt (three in total) and the institution could submit the hours for formula funding if the student had reenrolled with at least a 24-month break in attendance at any public institution of higher education and had successfully completed at least 50 SCH before the break in enrollment.

With this agenda item, Coordinating Board staff requests approval of the Committee to present these rule changes at the January 25, 2018, Board meeting for final approval. These rule changes are necessary to implement amendments to the Texas Education Code.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 13, 2017

Date published in the *Texas Register*: October 27, 2017

The 30-day comment period with the *Texas Register* ended on November 27, 2017

No comments were received.

Approved by the Office of General Counsel K. Conrad Date: 12-27-17

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 13 FINANCIAL PLANNING

SUBCHAPTER F FORMULA FUNDING AND TUITION CHARGES FOR REPEATED AND EXCESS HOURS OF UNDERGRADUATE STUDENTS

Section

- 13.100 Purpose
- 13.101 Authority
- 13.102 Definitions
- 13.103 Limitation on Formula Funding for Excess Hours
- 13.104 Exemptions for Excess Hours
- 13.105 Limitation on Formula Funding for Repeated Hours for Attempted Courses
- 13.106 Exemptions for Repeated Hours for Attempted Courses
- 13.107 Limitation on Formula Funding for Remedial and Developmental Courses and Interventions
- 13.108 Tuition Rate for Students
- 13.109 Additional Responsibilities of Institutions

13.100 – 13.103 No changes.

13.104 Exemptions for Excess Hours

The following types of hours are exempt and are not subject to the limitation on formula funding set out in §13.103 of this title (relating to Limitation on Formula Funding for Excess Hours):

- (1) hours earned by the student before receiving a bachelor's degree that has been previously awarded to the student;
- (2) hours earned through examination or similar method without registering for a course;
- (3) hours from remedial and developmental courses and/or interventions, workforce education courses, or other courses that would not generate academic credit that could be applied to a degree at the institution if the course work is within limitations specified in §13.107 ~~[the 27-hour limit at two-year colleges and the 18-hour limit at general academic institutions]~~;
- (4) hours earned by the student at a private institution or an out-of-state institution;
- (5) hours not eligible for formula funding; ~~[and]~~
- (6) semester credit hours earned by the student before graduating from high school and used to satisfy high school graduation requirements; ~~[.]~~ and
- (7) 15 semester credit hours not otherwise exempt earned toward a degree program by a student who:
 - (A) has reenrolled at the institution following a break in enrollment from the institution or another institution of higher education covering at least the 24-month period preceding the first class day of the initial semester or other academic term of the student's reenrollment; and
 - (B) successfully completed at least 50 semester credit hours of course work at an institution of higher education that are not exempt in (1) through (6) of this section before that break in enrollment.

13.105 Limitation on Formula Funding for Repeated Hours for Attempted Courses

(a) Institutions shall not submit for formula funding any hours for a course that is the same or substantially similar to a course that the student previously attempted for two or more times at the same institution[-] unless the student meets the following conditions for a third attempt:

- (1) has reenrolled at the institution following a break in enrollment from the institution or another institution of higher education covering at least the 24-month period preceding the first class day of the initial semester or other academic term of the student's reenrollment; and
- (2) has successfully completed at least 50 semester credit hours of course work at an institution of higher education that are not exempt from the limitation on formula funding set out in §13.104 (1) through (6) of this title before that break in enrollment.

13.106 – 13.109 No changes.

AGENDA ITEM IX-I (4)

Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 21, Subchapter A, Section 21.10 of Board rules, concerning priority deadline for applying for state aid

RECOMMENDATION: Approval

Background Information:

Specifically, amendments to Chapter 21, Subchapter A, Section 21.10 of Board rules, concerning priority deadline for applying for state aid, (a) add language that requires institutions to use March 15 as their priority application deadline for academic years 2018-2019 and prior. New subsection (b) adds language indicating that beginning with the 2019-2020 academic year, all general academic teaching institutions shall use January 15 as their priority application deadline for state financial assistance. This change is needed because the U.S. Department of Education now allows students to submit the Free Application for Federal Student Aid (FAFSA) as early as October 1.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 9, 2017.


Date published in the *Texas Register*: October 20, 2017.

The 30-day comment period with the *Texas Register* ended on November 20, 2017.

No comments were received.

Legal Review:

Approval by the Office of General Counsel



Date 12/22/17

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
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CHAPTER 21 STUDENT SERVICES
SUBCHAPTER A GENERAL PROVISIONS

Section

- 21.1. Fund Requirements for Student Loan Bonds Interest and Sinking Fund
- 21.2. Determination of Tuition Rate for Nonresident and Foreign Students
- 21.3. Loan Repayment Deferral for Emergency Loans for Tuition, Mandatory Fees and Textbooks Made Under Texas Education Code, §56.051 for Students Who Enroll in Graduate or Professional Degree Programs
- 21.4. Collection of Tuition
- 21.5. Refund of Tuition and Fees at Public Community/Junior and Technical Colleges
- 21.6. Student Compliance with Selective Service Registration
- 21.7. Tuition and Fee Definitions
- 21.8. Definition of Student Financial Need
- 21.9. Exclusion of Certain Resources in Determining Need for State Aid
- 21.10. Priority Deadline for Applying for State Aid

21.1. - 21.9. No Change.

21.10. Priority Deadline for Applying for State Aid.

(a) For academic year 2018-2019 and prior academic years, [A#] general academic teaching institutions shall use March 15 as their priority application deadline for application for state financial assistance [for the following year].

(b) Beginning with academic year 2019-2020 and hereafter, all general academic teaching institutions shall use January 15 as the priority application deadline to receive state financial assistance.

(c)[(b)] The priority deadline is not to serve as a determination of eligibility for state financial assistance, but otherwise eligible students who apply on or before the deadline shall be given priority consideration for available state financial assistance before other applicants.

AGENDA ITEM IX-I (5)

Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 21, Subchapter A, Section 21.6 of Board rules, concerning student compliance with selective service registration

RECOMMENDATION: Approval

Background Information:

Specifically, Chapter 21, Subchapter A, Section 21.6 of Board rules, concerning student compliance with selective service registration, will be incorporated into Chapter 22, Subchapter A of Board rules, concerning General Provisions for Student Financial Aid Programs. Administratively moving the existing Section 21.6 mentioned above to Chapter 22, Student Financial Aid Programs allows better cataloging for this type of rule.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 9, 2017.

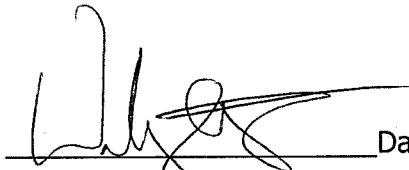
Date published in the *Texas Register*: October 20, 2017.

The 30-day comment period with the *Texas Register* ended on November 20, 2017.

No comments were received.

Legal Review:

Approval by the Office of General Counsel

 Date 12/22/17

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CHAPTER 21 STUDENT SERVICES

SUBCHAPTER A GENERAL PROVISIONS

Section

- 21.1. Fund Requirements for Student Loan Bonds Interest and Sinking Fund
- 21.2. Determination of Tuition Rate for Nonresident and Foreign Students
- 21.3. Loan Repayment Deferral for Emergency Loans for Tuition, Mandatory Fees and Textbooks Made Under Texas Education Code, §56.051 for Students Who Enroll in Graduate or Professional Degree Programs
- 21.4. Collection of Tuition
- 21.5. Refund of Tuition and Fees at Public Community/Junior and Technical Colleges
- ~~[21.6. Student Compliance with Selective Service Registration]~~
- 21.7. Tuition and Fee Definitions
- 21.8. Definition of Student Financial Need
- 21.9. Exclusion of Certain Resources in Determining Need for State Aid
- 21.10. Priority Deadline for Applying for State Aid

21.1 – 21.5. No Change.

~~[§21.6 Student Compliance with Selective Service Registration~~

~~(a) — An individual may not receive a loan, grant, scholarship, or other financial assistance funded by state revenue, including federal funds or gifts and grants accepted by this state, or receive a student loan guaranteed by this state or the Texas Guaranteed Student Loan Corporation, unless the individual files a statement of the individual's Selective Service status with the institution or other entity granting or guaranteeing the financial assistance as required by this section.~~

~~(b) — Rules and guidelines to be used in administering the Texas Education Code, §51.9095 will be the same as those used for students receiving federal financial aid.]~~

21.7. - 21.10. No Change.

AGENDA ITEM IX-I (6)

Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter A, creating new Section 22.3 of Board rules, concerning student compliance with selective service registration, and new Section 22.4 of Board rules, concerning records retention

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Chapter 22, Subchapter A of Board rules, will align the rules with the Student Compliance with Selective Service Registration provisions of Texas Education Code, Section 51.9095. New Section 22.3 is added to Subchapter A, General Provisions, to indicate that individuals attending institutions of higher education must meet selective service registration requirements to qualify for financial assistance funded by the state.

New Section 22.4 provides guidelines to be used by institutions of higher education concerning the records retention requirements for all financial aid programs in Texas Administrative Code, Chapter 22.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 9, 2017.

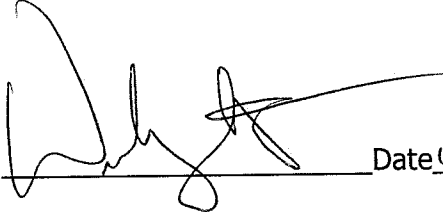
Date published in the *Texas Register*: October 20, 2017.

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No comments were received.

Legal Review:

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 Date 12/22/17

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CHAPTER 22 STUDENT FINANCIAL AID PROGRAMS
SUBCHAPTER A GENERAL PROVISIONS

Section

- 22.1. Definitions
- 22.2. Timely Distribution of Funds
- 22.3. Student Compliance with Selective Service Registration
- 22.4. Records Retention

22.1. – 22.2 No changes.

22.3. Student Compliance with Selective Service Registration.

(a) An individual may not receive a loan, grant, scholarship, or other financial assistance funded by state revenue, including federal funds or gifts and grants accepted by this state, unless the individual files a statement of the individual's Selective Service status with the institution granting or certifying the financial assistance as required by this section.

(b) Rules and guidelines to be used in administering the Texas Education Code, §51.9095 will be the same as those used for students receiving federal financial aid.

22.4. Records Retention.

(a) All institutions participating in the financial aid programs described in Chapter 22 shall follow the records retention guidelines outlined in (a) and (b) of this section:

(1) An institution shall maintain its records and accounts of all transactions related to state and federal student financial aid in keeping with the institution's records retention schedule to ensure a full accounting for all funds received, disbursed, and expended by the institution.

(2) Records and accounts shall be available for inspecting, monitoring, programmatic or financial auditing, or evaluation by the Coordinating Board, and by others authorized by law or regulation, for a period (whichever is later):

- A. not less than seven (7) years after the date of the completion of the award period,
- B. the date of the receipt of the institution's final claim for payment of final expenditure report, or

C. until a resolution of all billing questions in connection with the account has been resolved.

(3) Records and accounts shall include, but are not limited to, general institutional and program specific record-keeping requirements in accordance with Federal Student Aid Title IV regulations (USOE, 34 CFR 668.24).

(b) If an audit is announced, an institution shall retain its records until the audit has been completed or not less than seven (7) years after the expiration date of the Memorandum of Understanding for State Financial Aid Programs (MOU), whichever is later.

(1) An institution shall make available to the auditing entity all documents and other information related to state financial aid programs.

(2) An institution and any subcontractors shall provide any information the auditing entity deems relevant to any monitoring, investigation, evaluation, or audit.

AGENDA ITEM IX-I (7)

Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 22, Subchapter F, Section 22.117 of Board rules, concerning Matching Scholarships to Retain Students in Texas (Senate Bill 1179, 82nd Texas Legislature, Regular Session, Texas Education Code, Section 61.087 (c))

RECOMMENDATION: Approval

Background Information:

Senate Bill 1179, passed by the 82nd Texas Legislature, Regular Session, repealed Texas Education Code, Section 61.087 (c), which required institutions granting matching scholarships under this section to provide an annual statistical report to the Coordinating Board. Since Section 61.087 (c) has been repealed, it is appropriate to delete Section 22.117 from Board rules.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 9, 2017.

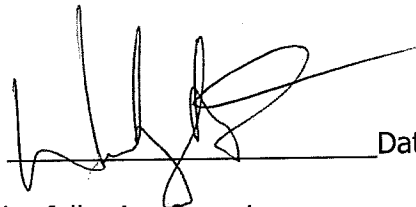
Date published in the *Texas Register*: October 20, 2017.

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No comments were received.

Legal Review:

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Date 12/22/17

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CHAPTER 22. STUDENT FINANCIAL AID PROGRAMS
SUBCHAPTER F. MATCHING SCHOLARSHIPS TO RETAIN STUDENTS IN TEXAS

Section

- 22.112. Authority and Purpose.
22.113. Definitions.
22.114. Eligible Institutions.
22.115. Eligible Students.
22.116. Funds for Awards.
~~[22.117. Reporting Requirements.]~~

22.112.-22.116. No Change.

~~[22.117. Reporting Requirements.]~~

~~(a) For all students offered a matching award through the program described in this subchapter, the institution shall report on an annual basis to the board:~~

~~(1) the race or ethnicity, gender, and high school of graduation of each student;~~

~~(2) the name of the competing out-of-state institution;~~

~~(3) the types and amounts of all scholarships or grants offered by the out-of-state institution for which the reporting institution offered a matching award under this subchapter; and~~

~~(4) the types and amounts of all matching scholarships or grants offered by the reporting institution.~~

~~(b) For all students accepting a matching award through the program described in this subchapter, the institution shall report to the board:~~

~~(1) the race or ethnicity, gender, and high school of graduation of each student;~~

~~(2) the name of the competing out-of-state institution;~~

~~(3) the types and amounts of all scholarships or grants offered by the out-of-state institution for which the reporting institution offered a matching award under this subchapter; and~~

~~(4) the types and amounts of all matching scholarships or grants awarded by the reporting institution.~~

~~(c) Each reporting institution shall also report to the board the methods it has used to encourage Texas high school graduates to attend the reporting institution.]~~

AGENDA ITEM IX-I(8)

Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter M, Sections 22.254, 22.256-2.257, 22.260, and 22.262 of Board rules, concerning the Texas Educational Opportunity Grant Program

RECOMMENDATION: Approval

Background Information:

The amendment to Chapter 22, Subchapter M, Section 22.254 adds a definition for the "average statewide amount of tuition and required fees," which serves as the basis for calculating the Texas Educational Opportunity Grant (TEOG) Program maximum award amount. The definition is added to provide clarity for current award calculation practices as recommended in the May 2017 internal auditor's Report No.THECB-IA-WP-17-192.

The amendment to Section 22.257 removes "for Students Awarded Grants on or After September 1, 2005" from the title, as this distinction is no longer relevant. The new title, "Hardship Provisions", indicates that the provisions apply to all students receiving TEOG. The reference to the previous title in subsections 22.256(c)(4) and 22.257(a) has been updated to reflect this same change.

The amendments to Section 22.260 clarify the provisions relating to determination of the maximum award amount, and strike language prohibiting institutions from decreasing grant amounts to award grants to more students. The statute allows institutions to make initial awards below the maximum amount per student, provided they use other available sources of financial aid, other than a loan or Pell grant, to cover any difference between the amount of a TEOG award and the student's actual amount of tuition and required fees.

Subsections (e) and (f) have been combined to indicate that the proration schedule for a student having a low balance of "eligible hours" or a low balance of "attempted hours" are identical: 100% of the maximum award if the balance of hours equals 12 or more; 75% if the balance of hours equals 9-11; 50% if the balance equals 6-8; and 25% if the balance equals fewer than 6 hours. Stand-alone subsection (f) has been deleted.

Section 22.262 (a) is amended to delete language pertaining only to allocations for FY 2015. Similarly, subsection (b)(3) has been stricken, as this provision expired at the end of FY 2017.

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

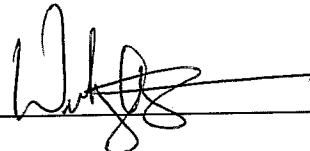
Date approved by the Commissioner for publication in the *Texas Register*: October 9, 2017.

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No comments were received.

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Date 12/22/17

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CHAPTER 22. STUDENT FINANCIAL AID PROGRAMS

SUBCHAPTER M. TEXAS EDUCATIONAL OPPORTUNITY GRANT PROGRAM

Section

- 22.253. Authority and Purpose.
- 22.254. Definitions.
- 22.255. Institutions.
- 22.256. Eligible Students.
- 22.257. Hardship Provisions. ~~[for Students Awarded Grants on or After September 1, 2005.]~~
- 22.258. Priorities in Funding.
- 22.259. Priority in Awards to Students.
- 22.260. Award Amounts and Adjustments.
- 22.261. Late Disbursements.
- 22.262. Allocation and Reallocation of Funds.
- 22.263. Dissemination of Information and Rules.

- 22.253. No Change.
- 22.254. Definitions.

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

(1) Attempted Hours--Every course in every semester for which a student has been registered as of the official Census Date, including but not limited to, repeated courses and courses the student drops and from which the student withdraws. Transfer hours and hours for optional internship and cooperative education courses are also included if they are accepted by the receiving institution towards the student's current program of study.

~~(2) Average statewide amount of tuition and required fees-- in determining the maximum award amount, the average amount of tuition and required fees by institution type (public junior colleges, public state colleges, and public technical institutes) for a resident student enrolled full-time in an associate degree or certificate program, as reported in the most recent Integrated Federal Reporting System report.~~

(3) ~~[(2)]~~ Awarded--Offered to a student.

(4) ~~[(3)]~~ Board--The Texas Higher Education Coordinating Board.

(5) ~~[(4)]~~ Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(6) [~~(5)~~] Cost of attendance--An estimate of the expenses incurred by a typical financial aid student in attending a particular college. It includes direct educational costs (tuition, fees, books, and supplies) as well as indirect costs (room and board, transportation, and personal expenses).

(7) [~~(6)~~] Encumbered funds--Program funds that have been offered to a specific student, which offer the student has accepted, and which may or may not have been disbursed to the student.

(8) [~~(7)~~] Enrolled on at least a half-time basis--Enrolled for the equivalent of six semester credit hours in a regular semester.

(9) [~~(8)~~] Entering student--A student enrolled in the first 30 semester credit hours or their equivalent, excluding hours taken during dual enrollment in high school and courses for which the student received credit through examination.

(10) [~~(9)~~] Expected family contribution--The amount of discretionary income that should be available to a student from his or her resources and that of his or her family, as determined following the federal methodology.

(11) [~~(10)~~] Financial need--The cost of attendance at a particular public or private institution of higher education less the expected family contribution. The cost of attendance and family contribution are to be determined in accordance with Board guidelines. Federal and state veterans' educational and special combat pay benefits are not to be considered in determining a student's financial need.

(12) [~~(11)~~] Initial year award--The grant award made in the student's first year in the Texas Educational Opportunity Grant Program, typically made up of a fall and spring disbursement.

(13) [~~(12)~~] Institution--A public junior college as defined in Texas Education Code, §61.003(2); a public technical institute [institution] as defined in Texas Education Code, §61.003(7); and a public state college as defined in Texas Education Code, §61.003(16).

(14) [~~(13)~~] Period of enrollment--The term or terms within the current state fiscal year (September 1-August 31) for which the student was enrolled in an approved institution and met all the eligibility requirements for an award through this program.

(15) [~~(14)~~] Program--The Texas Educational Opportunity Grant Program.

(16) [~~(15)~~] Program Officer--The individual named by each participating institution's chief executive officer to serve as agent for the Board.

The Program Officer has primary responsibility for all ministerial acts required by the program, including maintenance of all records and preparation and submission of reports reflecting program transactions. Unless otherwise indicated by the administration, the director of student financial aid shall serve as Program Officer.

(17) ~~[(16)]~~ 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.

(18) ~~[(17)]~~ State-wide total cost of attendance--For allocation purposes, the aggregate sum of costs of attendance reported by participating eligible institutions in the most recent Financial Aid Database Report for each first-time-in-college student who meets the eligibility requirements listed in §22.262(b)(1) of this title.

22.255. No Change.

22.256. Eligible Students.

(a) – (b) No Change.

(c) Discontinuation of Eligibility or Non-Eligibility.

(1) A student may not receive a Texas Educational Opportunity Grant for more than 75 semester credit hours or its equivalent. Beginning with awards for the 2015-2016 academic year, a student's eligibility for a Texas Educational Opportunity Grant ends once he or she has attempted 75 semester credit hours or the equivalent unless the student is granted a hardship extension in accordance with §22.257~~[22.231]~~(b) of this chapter.

(2) – (3) No Change.

(4) Unless granted a hardship extension in accordance with §22.257 of this title (relating to Hardship Provisions ~~[for Students Awarded Grants on or After September 1, 2005]~~), if a person fails to meet any of the requirements for receiving a continuation award as outlined in subsection (b) of this section after completion of any year, the person may not receive a Texas Educational Opportunity Grant award until he or she completes courses while not receiving a Texas Educational Opportunity Grant and meets all the requirements of subsection (b) of this section as of the end of that period of enrollment.

22.257. Hardship Provisions. ~~[for Students Awarded Grants on or After September 1, 2005]~~

(a) In the event of a hardship or for other good cause, the Program Officer at an eligible institution may allow an otherwise eligible person who is awarded a grant ~~on or after September 1, 2005~~ to receive a Texas Educational Opportunity Grant while enrolled for an equivalent of less than one-half time or if the student's grade point average or completion rate falls below the satisfactory academic progress requirements of §22.256(b)(8)~~[(7)]~~ of this title (relating to Eligible Students). Such conditions are not limited to, but include:

(b) - (c) No Change.

22.258.- 22.259. No Change.

22.260. Award Amounts and Adjustments.

(a) No Change.

(b) Award Amounts.

(1) The amount of a Texas Educational Opportunity Grant award may not be reduced by any gift aid for which the person receiving the grant is eligible, unless the total amount of a person's grant plus any gift aid received exceeds the student's cost of attendance. However, no student's award shall be greater than the amount of the student's financial need.

(2) The Board shall determine and announce the maximum amount of a Texas Educational Opportunity Grant award in a given state fiscal year by January 31 of the prior fiscal year. The calculation of the maximum amount will be based on the average statewide amount of tuition and required fees at eligible institutions that a resident student enrolled full-time in an associate degree or certificate program would be charged for that semester or term ~~mandates contained in~~ (Texas Education Code, §56.407). ~~[To ensure the program has sufficient funds to make awards to all eligible returning recipients, institutions may not decrease award amounts per student in order to provide grants to a larger number of applicants.]~~ If an otherwise eligible student, due to hardship, enrolls for less than a half-time course load, his or her award is to be prorated. The amount he or she can be awarded is equal to the semester's maximum award for the relevant type of institution, divided by 12 hours and multiplied by the actual number of hours for which the student is enrolled.

(3) - (4)

(c) - (d) No Changes.

(e) Prorated Awards in Case of Low Balance of Eligible Hours or Attempted Hours. If the student's balance of eligible hours or attempted hours is less than the number of hours he or she is taking in a given term or semester, the student's award amount for that term or semester should be prorated~~[-Beginning no later than Fiscal Year 2012, prorated amounts shall be calculated]~~ using the following schedule:

(1) If balance of hours equals 12 or more hours--100% of the maximum award;

(2) If balance of hours equals 9-11 hours--75% of the maximum award;

(3) If balance of hours equals 6-8 hours--50% of the maximum award; and

(4) If balance of hours equals fewer than 6 hours--25% of the maximum award.

~~[(f) Prorated Awards in Case of Low Balance of Eligible Attempted Hours, beginning with the 2015-2016 Academic Year. If the student's balance of eligible attempted hours is less than the number of hours he or she is taking in a given term or semester, the student's award amount for that term or semester should be prorated the following schedule:~~

~~(1) If balance of attempted hours equals 12 or more hours--100% of the maximum award;~~

~~(2) If balance of attempted hours equals 9-11 hours--75% of the maximum award;~~

~~(3) If balance of attempted hours equals 6-8 hours--50% of the maximum award; and~~

~~(4) If balance of attempted hours equals fewer than 6 hours--25% of the maximum award.]~~

22.261. No Change.

22.262. Allocation and Reallocation of Funds.

~~[(a) Allocations for Fiscal Year 2015:~~

~~(1) Initial Year Funds. Available program funds for initial year awards will be allocated to each participating institution in proportion~~

~~to each institution's share of the state's undergraduate financial aid population with significant amounts of financial need.~~

~~(2) —Renewal Year Funds. Available program funds for continuation or renewal awards will be allocated in proportion to the number of prior year recipients reported for each institution, adjusted for the institution's student retention rate.]~~

(a) [(b)] Allocations for public junior colleges for Fiscal Year 2016 and Later. Allocations are to be determined on an annual basis as follows:

(1) The allocation base for each eligible institution will be the number

of students it reported in the most recent Financial Aid Database Report who met the following criteria:

(A) - (D) No Change.

(2) Each institution's percent of the available funds will equal its percent of the state-wide need as determined by multiplying each institution's enrollments by the respective award maximums of students who meet the criteria in subsection (a) [(b)] (1) of this section.

~~[(3) No institution's annual allocation will be reduced by more than 15 percent of the prior year's annual allocation not including any reallocations that occurred in that prior year. This provision will apply to FY2016 and FY2017 allocations after which it will expire.]~~

(b) [(c)] Allocations for public technical colleges and public state colleges for Fiscal Year 2016 and Later. Allocations are to be determined on an annual basis as follows:

(1) The allocation base for each eligible institution will be the number of students it reported in the most recent Financial Aid Database Report who met the following criteria:

(A) were classified as Texas residents,

(B) were enrolled as undergraduates half-time, three-quarter time or full-time,

(C) completed either the FAFSA or the TASFA,
and

(D) have a 9-month Expected Family Contribution less than or equal to the Federal Pell Grant eligibility cap for the year reported in the Financial Aid Database Report.

(2) Each institution's percent of the available funds will equal its percent of the state-wide need as determined by multiplying each institution's enrollments by the respective award maximums of students who meet the criteria in subsection (b)(1) of this section.

~~(c)~~~~(d)~~ Verification of Data for Fiscal Year 2016 and Later. Allocation calculations will be shared with all participating institutions for comment and verification prior to final posting and the institutions will be given 10 working days, beginning the day of the notice's distribution and excluding State holidays, to confirm that the allocation report accurately reflects the data they submitted or to advise Board staff of any inaccuracies.

~~(d)~~~~(e)~~ Reallocations. Institutions will have until the close of business on February 20 or the first working day thereafter if it falls on a weekend or a holiday to encumber the program funds that have been allocated to them. On that date, institutions lose claim to any unencumbered funds, and the unencumbered funds are available to the Board for reallocation to other institutions. For the institutions that request additional funds, reallocations for amounts up to the amount requested per institution will be calculated on the same basis as was used for the allocation for the relevant fiscal year. If necessary for ensuring the full use of funds, subsequent reallocations may be scheduled until all funds are awarded and disbursed.

~~(e)~~~~(f)~~ Disbursement of Funds to Institutions. As requested by institutions throughout the fall and spring terms, the Board shall forward to each participating institution a portion of its allocation of funds for immediate release to students or immediate application to student accounts at the institution.

~~(f)~~~~(g)~~ Authority to Transfer Funds. Institutions participating in a combination of the Texas Educational Opportunity Grant and Texas College Work-Study Programs, in accordance with instructions from the Board, may transfer in a given fiscal year up to the lesser of 10 percent or \$20,000 between these programs. This threshold is applied to the program from which the funds are being transferred.

22.263. No Change.

AGENDA ITEM IX-I (9)

Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 23, Subchapter D, Sections 23.95, 23.97, and 23.100 (2) of Board rules, concerning the Loan Repayment Program for Mental Health Professionals (MHLRP) (House Bill (HB) 3083 and HB 3808, 85th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

The amendments to Chapter 23, Subchapter D, of Board rules are necessary for the rules to comply with Texas Education Code Section 61.601, as amended by House Bill (HB) 3083 and HB 3808, 85th Texas Legislature, Regular Session. Specifically, the amendments in Section 23.95 add chemical dependency counselors and licensed marriage and family therapists to the list of mental health providers eligible to apply for loan repayment through the Loan Repayment Program for Mental Health Professionals (MHLRP). The amendments to Section 23.97 clarify application of the "30 percent" rule and describe the ranking criteria for applications in the event that funds remain available. In keeping with the statutory amendment, Section 23.100 (2) is amended to clarify that the total amount of state appropriated repayment assistance may not exceed specified amounts and to indicate the designated repayment amounts for licensed chemical dependency counselors and marriage and family therapists.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 9, 2017.

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The 30-day comment period with the *Texas Register* ended on November 20, 2017.

No comments were received.

Legal Review:

Approval by the Office of General Counsel  Date 12/22/17

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
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CHAPTER 23. EDUCATION LOAN REPAYMENT PROGRAMS

SUBCHAPTER D. LOAN REPAYMENT PROGRAM FOR MENTAL HEALTH PROFESSIONALS

Section

- 23.93. Authority and Purpose.
- 23.94. Definitions.
- 23.95. Eligible Practice Specialties.
- 23.96. Eligibility for Conditional Approval of Applications.
- 23.97. Selection of Eligible Applicants and Limitations.
- 23.98. Eligibility for Disbursement of Loan Repayment Assistance.
- 23.99. Eligible Lender and Eligible Education Loan.
- 23.100. Amount of Repayment Assistance.
- 23.101. Dissemination of Information.

23.93. - 23.94. No Change.

23.95. Eligible Practice Specialties.

For purposes of this subchapter, the following mental health providers may apply for enrollment in the program:

- (1) a psychiatrist;
- (2) a psychologist, as defined by §501.002, Occupations Code;
- (3) a licensed professional counselor, as defined by §503.002, Occupations Code;
- (4) an advanced practice registered nurse, as defined by §301.152, Occupations Code, who holds a nationally recognized board certification in psychiatric or mental health nursing; ~~and~~
- (5) a licensed clinical social worker, as defined by §505.002, Occupations Code; ~~and~~
- (6) a licensed chemical dependency counselor, as defined by Section 504.001, Occupations Code; and
- (7) a licensed marriage and family therapist, as defined by Section 502.002, Occupations Code.

23.96. No Change.

23.97. Selection of Eligible Applicants and Limitations.

(a) – (b) No Change.

(c) Not more than 30 percent of the number of repayment assistance grants paid under this subchapter each fiscal year may be awarded to mental health professionals in any one of the eligible practice specialties, unless excess funds remain available after the 30 percent maximum has been met.

(d) For each practice specialty, applications will be ranked in order of the following priorities:

(1) – (4) No Change.

(e) If funds remain available after loan repayment awards have been reserved for applicants selected according to the criteria stated in 23.97 (d), applications will be ranked in order of the following priorities, regardless of the applicant's practice specialty:

(1) providers whose employers are located in areas having MHPSA scores that reflect the highest degrees of shortage. If a provider works for an agency located in an MHPSA that has satellite clinics and the provider works in more than one of the clinics, the highest MHPSA score where the provider works shall apply. If a provider travels to make home visits, the provider's agency base location and its MHPSA score shall apply. If a provider works for different employers in multiple MHPSAs having different degrees of shortage, the location having the highest MHPSA score shall apply;

(2) providers whose employers are located in rural areas, if, in the case of providers serving at multiple sites, at least 75% of their work hours are spent serving in those areas; and

(3) providers whose applications were received on the earliest dates.

23.98. – 23.99. No Change.

23.100. Amount of Repayment Assistance.

Loan repayment awards will be disbursed directly to lenders in behalf of eligible mental health professionals and:

(1) Repayment assistance for each year of full-time service will be in an amount determined by applying the following applicable percentage to the maximum total amount of assistance allowed for the professional:

- (A) for the first year, 10 percent;
- (B) for the second year, 15 percent;
- (C) for the third year, 20 percent;
- (D) for the fourth year, 25 percent; and
- (E) for the fifth year, 30 percent.

(2) The total amount of state appropriated repayment assistance received by a mental health professional under this subchapter may not exceed:

- (A) \$160,000, for a psychiatrist;
- (B) \$80,000, for:
 - (i) a psychologist;
 - (ii) a licensed clinical social worker, if the social worker has received a doctoral degree related to social work; or
 - (iii) a licensed professional counselor, if the counselor has received a doctoral degree related to counseling; or
 - (iv) a licensed marriage and family therapist, if the marriage and family therapist has received a doctoral degree related to marriage and family therapy;

(C) \$60,000, for an advanced practice registered nurse; ~~and~~

(D) \$40,000, for a licensed clinical social worker, a licensed marriage and family therapist, or a licensed professional counselor who has not received a doctoral degree related to social work or counseling; ~~and~~

(E) \$10,000, for assistance received by a licensed chemical dependency counselor, if the chemical dependency counselor has received an associate's degree related to chemical dependency counseling or behavioral science.

(3) - (5) No Change.

23.101. No Change.

AGENDA ITEM X-A

Committee Chair's Overview

Janelle Shepard, Chair of the Committee on Academic and Workforce Success, will provide the Board an overview of the items on the agenda.

AGENDA ITEM X-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 Board after staff has presented the item, or any other item as determined by the presiding chair.

AGENDA ITEM X-C (1)

Consideration of adopting the Committee's recommendation to the Board relating to the request from Texas Tech University for a Doctor of Philosophy (PhD) degree with a major in Exercise Physiology

RECOMMENDATION: Approval, with contingencies

Rationale: The proposed PhD program would prepare graduates for academic and research-based careers that address health disparities in the physiological processes that lead to disease and disability among specific populations through the integration of exercise physiology, human performance, nutrition, and motor behavior. Students would design and implement physical activities programs, assess physiological responses and adaptations to physical activity, design and conduct research, and complete a dissertation of publishable quality. An analysis of workforce demand indicates growth at both national and state levels for exercise physiologists. The Bureau of Labor Statistics (BLS) projects a 10.6 percent increase nationally, and a 16.2 percent increase in Texas from 2014 to 2024 for roles requiring a bachelor's degree at minimum. These estimates do not include the anticipated increase in faculty, medical professionals, and holistic healthcare roles that will require doctoral-level training. The proposed program at Texas Tech University (TTU) would distinguish itself by addressing health disparities for Hispanic populations, and training Hispanic scholars. The proposed program would build upon the successful bachelor's and master's level Kinesiology and Exercise Science programs at TTU.

TTU's core faculty has a headcount of 10 and a full-time equivalent (FTE) of 3.25. The campus is currently conducting three faculty searches for replacement hires to bring the headcount to 12 and FTE to 4.0.

Contingencies: In accordance with the institution's proposed hiring schedule, TTU agrees to hire three additional faculty positions prior to the fall 2018 start of the program. By June 1, 2018, TTU will provide documentation of the faculty hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught.

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

The program will also include updates on the two additional faculty hires planned for fall 2019 in the five annual reports.

Texas Tech University (*Accountability Peer Group: Emerging Research University*)

Completion Measures		Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	85.3%	75.4%
	Doctoral 10-Year Graduation Rate	57.0%	61.9%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes	No N/A
	Recently Approved Doctoral Programs: Educational Leadership (PhD, 2014) enrollment is below projected (Enrollments in Year 3 were 7, institution projected 29. Recruitment of second cohort was delayed to January 2018)		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	Yes	No N/A

Proposed Program:

The proposed program would be offered face-to-face on the main campus, in Lubbock, TX. The proposed program would require 60 semester credit hours of instruction that would be available beginning in fall 2018. The proposed program would prepare students for academic and research-based careers that address health disparities in the physiological processes that lead to disease and disability among specific populations through the integration of exercise physiology, human performance, nutrition, and motor behavior. Students would design and implement physical activities programs, assess physiological responses and adaptations to physical activity, design and conduct research, and complete a dissertation of publishable quality. The proposed program at TTU would distinguish itself by addressing health disparities for Hispanic populations, and training Hispanic scholars.

The institution estimates that five-year costs would total \$2,287,263, and has identified funding resources of \$2,793,842 over the same period.

Existing Programs:

There are currently no doctoral programs in exercise physiology in Texas. However, there are six kinesiology and exercise science doctoral programs in Texas. Five of these programs include an emphasis or focus area of courses in exercise physiology: Baylor University, Texas A&M University, Texas Woman's University, University of Houston, and The University of Texas at Austin. The University of Texas at Arlington's program does not include a focus area in exercise physiology.

Public Universities:

Texas A&M University
Texas Woman's University
University of Houston
The University of Texas at Austin
The University of Texas at Arlington

Independent Colleges and Universities:

Baylor University

There are no existing programs within a 60-minute drive of proposed program. The closest similar program is at Texas Woman's University, which is located 297 miles from the proposed program.

In 2016, 35 doctoral degrees in kinesiology and exercise science were awarded by Texas public universities, an increase of 25 percent from 2011.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	5	12	12	17	18
<i>Graduates</i>	0	0	0	5	6
<i>Avg. Financial Assistance</i>	\$15,000	\$15,417	\$16,417	\$16,706	\$16,278
<i>Students Assisted</i>	5	12	12	17	18
<i>Core Faculty</i>	4.0	4.75	4.75	4.75	4.75
<i>Total Costs</i>	\$255,000	\$411,300	\$479,626	\$562,979	\$578,358
<i>Total Funding</i>	\$221,630	\$439,912	\$596,851	\$696,825	\$838,624
<i>% From Formula Funding</i>	0	0	18%	16%	26%

FIVE-YEAR COSTS	
Personnel	
Faculty (New)	\$ 338,263
Faculty (Reallocated)	\$ 850,000
Program Administration	\$ 0
Graduate Assistants (New)	\$ 0
Graduate Assistants (Reallocated)	\$ 1,034,000
Clerical/Staff (New)	\$ 0
Clerical/Staff (Reallocated)	\$ 25,000
Other	\$ 0
Supplies and Materials	\$ 0
Library and IT Resources	\$ 15,000
Equipment	\$ 25,000
Facilities	\$ 0
Other	\$ 0
Total	\$ 2,287,263

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 436,635
Tuition and Fees	\$ 448,206
Other State Funding	\$ 0
Reallocation of Existing Resources	\$ 1,909,000
Federal Funding (In-Hand Only)	\$ 0
Other	\$ 0
Total	\$ 2,793,842

Major Commitments:

TTU's core faculty has a headcount of 10 and a full-time equivalent (FTE) of 3.25. The campus is currently conducting three faculty searches for replacement hires to bring the headcount to 12 and FTE to 4.0. In accordance with the institution's proposed hiring schedule, TTU agrees to hire three additional faculty positions prior to the fall 2018 start of the program. By June 1, 2018, TTU will provide documentation of the faculty hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught.

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

The program will also include updates on the two additional faculty hires planned for fall 2019 in the five annual reports.

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program: **Yes** No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: **Yes** No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46): **Yes** No

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

Online Resume for Legislators and Other Policymakers

TEXAS TECH UNIVERSITY

Location: Lubbock, High Plains Region

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

Out-Of-State Peers: University Of Arkansas, University Of Louisville, 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 2011		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
White	19,537	60.8%	20,698	58.2%	20,773	57.3%
Hispanic	4,855	15.1%	7,667	21.6%	8,375	23.1%
African American	1,580	4.9%	2,468	6.9%	2,571	7.1%
Asian	783	2.4%	1,075	3.0%	1,090	3.0%
International	2,139	6.7%	2,258	6.4%	2,277	6.3%
Other & Unknown	3,255	10.1%	1,380	3.9%	1,139	3.1%
Total	32,149	100.0%	35,546	100.0%	36,225	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	1,579	6.1%	1,824	6.3%	2,026	6.8%
Other Institutions	361	1.4%	457	1.6%	472	1.6%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	\$9,064	.0%	\$8,902	.0%
2013	\$9,242	2.0%	\$9,148	2.8%
2014	\$9,242	.0%	\$9,345	2.2%
2015	\$9,608	4.0%	\$9,598	2.7%
2016	\$9,866	2.7%	\$9,777	1.9%
2017	\$10,622	7.7%	*****	4.3%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2014	48%	\$8,293	50%	\$7,698	41%	\$6,963
2015	46%	\$8,359	48%	\$7,425	43%	\$6,855
Federal, State, Institutional or Other Grants Known by Institutions						
2014	53%	\$6,414	58%	\$7,176	67%	\$6,201
2015	52%	\$6,616	57%	\$7,367	68%	\$6,357
Federal (Pell) Grants						
2014	28%	\$4,089	39%	\$4,118	27%	\$3,693
2015	28%	\$4,151	39%	\$4,193	27%	\$3,700

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
Enter Fall 2010		Enter Fall 2014	Enter Fall 2015	Cohort	Institution Rate	Peer Group Rate
Cohort	4,730	5,518	5,084	Fall 2007 4-year	37.1%	25.3%
Total	92.5%	89.4%	92.2%	Fall 2011 4-year	39.7%	29.7%
Same	81.4%	80.6%	83.6%	Fall 2012 4-year	39.3%	31.4%
Other	11.1%	8.8%	8.7%	Fall 2006 5-year	66.4%	46.8%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2010 5-year	62.5%	50.7%
Enter Fall 2009		Enter Fall 2013	Enter Fall 2014	Fall 2011 5-year	61.8%	52.1%
Institution Persistence				Fall 2005 6-year	73.2%	55.9%
Cohort	4,363	4,718	5,515	Fall 2009 6-year	70.3%	59.2%
Total	86.7%	85.9%	87.9%	Fall 2010 6-year	69.9%	59.4%
Same	70.0%	70.9%	73.6%	National Comparison (IPEDS Definition)		
Other	16.7%	15.0%	14.3%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2006 4-year	37.0%	29.0%
Cohort	3,130	3,603	3,964	Fall 2010 4-year	33.0%	36.2%
Total	82.5%	81.4%	82.3%	Fall 2011 4-year	35.0%	34.4%
Same	62.7%	65.4%	67.3%	Fall 2005 5-year	57.0%	49.5%
Other	19.8%	16.0%	15.0%	Fall 2009 5-year	53.0%	55.0%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree				Fall 2010 5-year	55.0%	54.8%
				Fall 2004 6-year	63.0%	56.0%
				Fall 2008 6-year	59.0%	60.6%
				Fall 2009 6-year	60.0%	60.0%
Institution	Peer Group Average					
Grade	Sem	SCH	Grade	Sem	SCH	

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 2012	3,975	9.76	144.56	3,185	11.17	144.92
FY 2015	4,211	9.64	142.08	3,544	10.86	141.45
FY 2016	4,147	10.48	140.74	3,673	11.27	139.99

Six-year Graduation & Persistence Rate, Fall 2010		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	171	64.3%
Peer Group	322	51.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	4,559	79.1%
Peer Group	3,078	72.6%

*Peer Group data is average for peer group.

Funding						
Source	FY 2011 Amount	Pct of Total	FY 2015 Amount	Pct of Total	FY 2016 Amount	Pct of Total
Appropriated Funds	\$215,075,416	38.3%	\$225,307,897	34.2%	\$274,589,211	39.1%
Federal Funds	\$79,898,162	14.2%	\$74,513,309	11.3%	\$74,247,737	10.6%
Tuition & Fees	\$229,303,339	40.8%	\$281,954,310	42.8%	\$295,899,496	42.1%
Total Revenue	\$561,850,635	100.0%	\$658,522,946	100.0%	\$703,024,573	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS TECH UNIVERSITY

Location: Lubbock, High Plains Region

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

Out-Of-State Peers: University Of Arkansas, University Of Louisville, 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 2016	
	Number	Percent
White	20,773	57.3%
Hispanic	8,375	23.1%
African American	2,571	7.1%
Asian	1,090	3.0%
International	2,277	6.3%
Other & Unknown	1,139	3.1%
Total	36,225	100.0%
TX First Time Transfers		
Number	% of UG	
Two-Year Institutions	2,026	6.8%
Other Institutions	472	1.6%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		Rate
	Fall		
4-year Rate Total	2012		39.3%
Same Institution			33.7%
Other Institutions			5.6%
5-year Rate Total	2011		61.8%
Same Institution			53.3%
Other Institutions			8.5%
6-year Rate Total	2010		69.9%
Same Institution			59.9%
Other Institutions			10.0%
Grad Rates by Ethnicity			
1-Year Persistence, Fall 2015			
Total			92.2%
Same			83.6%
Other			8.7%
2-Year Persistence, Fall 2014			
Total			87.9%
Same			73.6%
Other			14.3%
Avg Number SCH for Bachelor's Degree			
FY 2016 Average			
Sem	SCH		
All	10.48	140.74	

Degrees Awarded	
Type	FY 2016
Bachelor's	5,247
Master's	1,638
Doctoral	331
Professional	182
Total	7,398

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2016 Rate
Education*	98.00%
Law	89.6%
Pharmacy	%
Nursing	%
Engineering	76.28%

*Data for FY 2015

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2016		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2016			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	8,975	75.3%	42.8%
African American	1,571	56.0%	35.6%
Hispanic	5,774	61.1%	34.5%
Asian	975	75.4%	21.8%
International	995	58.8%	16.9%
Other	254	75.6%	38.5%
Total	18,544	68.4%	37.5%

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	
2012	\$9,064	.0%	\$8,879	.0%	Type of Cost
2013	\$9,242	1.9%	\$9,135	2.8%	
2014	\$9,242	.0%	\$9,359	2.4%	Average Amount
2015	\$9,608	3.8%	\$9,596	2.5%	
2016	\$9,866	2.6%	\$9,764	1.7%	Total Academic Cost
2017	\$10,622	7.1%	\$10,140	3.7%	On-campus Room & Board
					Books & Supplies
					Off-Campus Transportation & Personal Expenses
					Total Cost

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

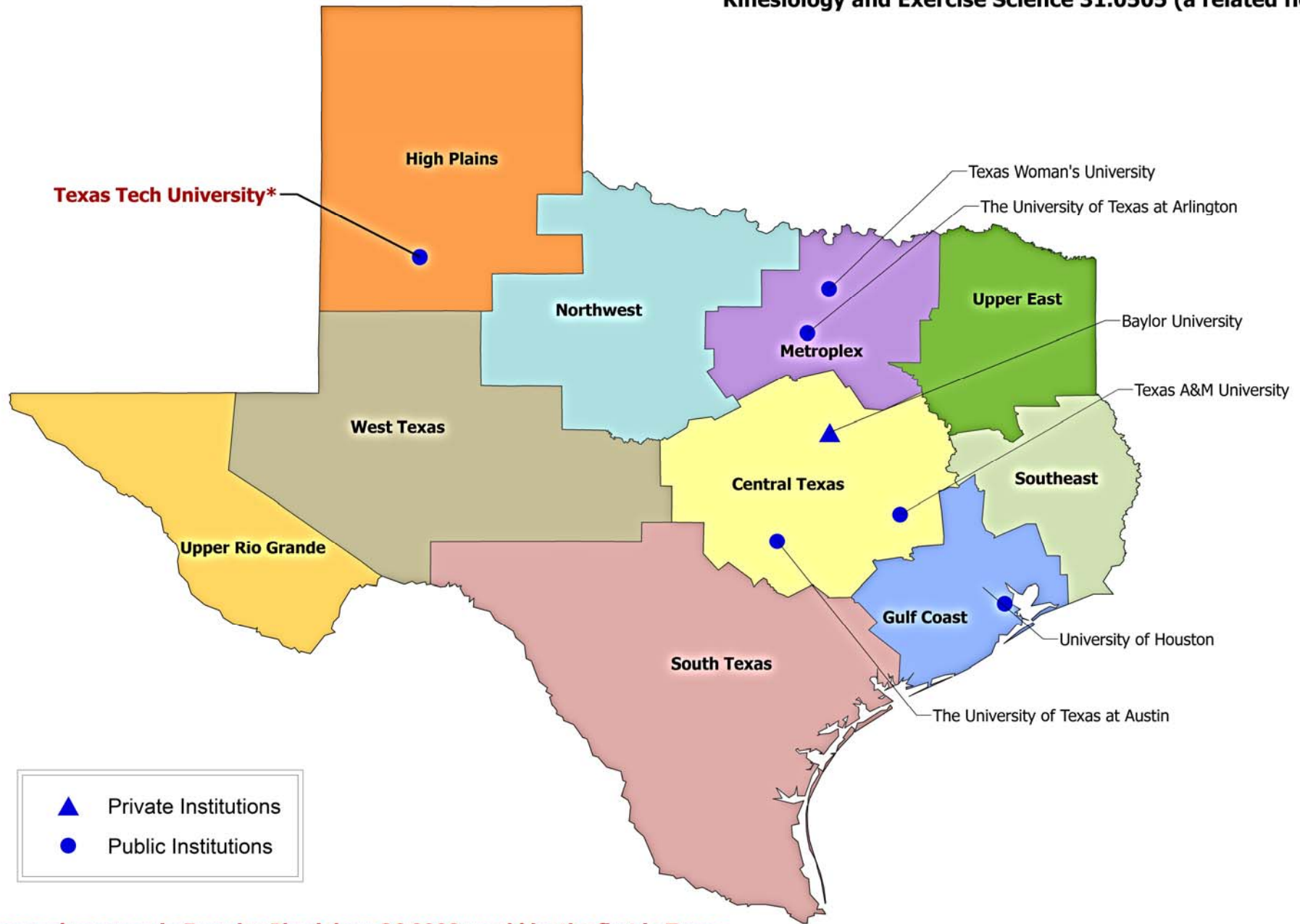
Instruction		
Measure of Excellence	Fall 2016	
Undergraduate Classes with < 20 Students		32.4%
Undergraduate Classes with > 50 Students		14.2%
% of Teaching Faculty Tenured/Tenure-track *		71.8%
Student/Faculty Ratio *		23:1

* Fall 2015 Data

Financial Aid		
Enrolled in FY 2015		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	52%	\$6,616
Federal (Pell) Grants	28%	\$4,151
Federal Student Loans	46%	\$8,359

Funding		
Source	FY 2016 Amount	Pct of Total
Appropriated Funds	\$274,589,211	39.1%
Federal Funds	\$74,247,737	10.6%
Tuition & Fees	\$295,899,496	42.1%
Total Revenue	\$703,024,573	100.0%

**Existing Program: Institutions offering PhD program in
Kinesiology and Exercise Science 31.0505 (a related field)**



*** Proposed program in Exercise Physiology 26.0908 would be the first in Texas.
Exercise Physiology is a sub-field of Kinesiology and Exercise Science.**

AGENDA ITEM X-C (2)

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

RECOMMENDATION: Approval with contingencies

Rationale: The proposed BS program at the University of Houston-Clear Lake (UH-Clear Lake) would prepare graduates to address a workforce need for mechanical engineers in Texas and in the Gulf Coast region. The Texas Workforce Commission (TWC) projects that statewide growth of mechanical engineering positions will increase 17.2 percent from 2014-2024. While TWC employment projections indicate that Texas institutions are graduating enough students in mechanical engineering to address the state's workforce needs, real-time labor market information from Economic Modeling Specialist International (EMSI) presents a different picture of the state's job market for mechanical engineers. A search of unique job postings for bachelor's-degreed mechanical engineers indicates that statewide, Texas employers advertised for 3,841 unique jobs from September 2016 to September 2017, while Texas institutions awarded 1,826 bachelor's degrees in Mechanical Engineering in 2016. These data indicate that there is workforce need for additional programs in mechanical engineering.

Contingencies: In accordance with the institution's proposed hiring schedule, UH-Clear Lake will hire two full-time faculty to start in fall 2018 and, by June 1, 2018, will provide documentation of the hires through submission of a letter of intent, curriculum vitae, and list of mechanical engineering courses to be taught.

In accordance with the proposed hiring schedule, the institution shall hire additional faculty, as appropriate, and provide documentation of additional hires through submission of a letter of intent, curriculum vitae, and list of mechanical engineering courses to be taught.

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

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

University of Houston-Clear Lake (*Accountability Peer Group: Master's*)*Related Programs*

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

UH-Clear Lake has one bachelor's degree program in Engineering:

BS in Computer Engineering (ABET accredited)

UH-Clear Lake has three master's degree programs in Engineering:

MS in Computer Engineering

MS in Software Engineering

MS in Systems Engineering

Proposed Program:

The proposed face-to-face program in Mechanical Engineering would consist of 127 semester credit hours (SCH) of instruction, with curriculum requirements that are comparable to existing ABET-accredited Mechanical Engineering programs.

The institution estimates that five-year costs would total \$4,163,210, with estimated funding of \$4,623,158 over the same five-year period. Formula funding would represent 10.2 percent of the total funding during the first five years. The 84th Texas Legislature authorized a \$54 million Tuition Revenue Bond (TRB) for the construction of a new STEM and classroom building, which is scheduled for completion in July 2018. The proposed program's labs and classrooms would be located in the new STEM building.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 2,990,000
Clerical/Staff	\$ 468,000
Facilities & Equipment	\$ 505,355
Library	\$ 75,000
Supplies & Materials	\$ 114,855
Other (ABET accreditation)	\$ 10,000
Total	\$ 4,163,210

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 473,688
Tuition & Fees	\$ 3,690,057
Reallocated Funding (HEAF)	\$ 459,414
Other	\$ 0
Total	\$ 4,623,158

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

<i>Duplication of Program:</i> <u>Moderate</u>			
Number of bachelor's degree programs in the state with programs in Mechanical Engineering (14.1901.00): 23 (19 public and 4 private/independent)			
Public Universities Lamar University (ABET accredited) Midwestern University (ABET accredited) Prairie View A&M University (ABET accredited) Tarleton State University (new) Texas A&M University (ABET accredited) Texas A&M University-Corpus Christi (ABET accredited) Texas A&M University-Kingsville (ABET accredited) Texas Tech University (ABET accredited) The University of Texas at Arlington (ABET accredited) The University of Texas at Austin (ABET accredited) The University of Texas at Dallas (ABET accredited) The University of Texas at El Paso (ABET accredited) The University of Texas at San Antonio (ABET accredited) The University of Texas at Tyler (ABET accredited) The University of Texas of the Permian Basin (ABET accredited) The University of Texas Rio Grande Valley (ABET accredited) University of Houston (ABET accredited) University of North Texas (ABET accredited) West Texas A&M University (ABET accredited)			
Independent Colleges and Universities Baylor University (ABET accredited) LeTourneau University (ABET accredited) Rice University (ABET accredited) Southern Methodist University (ABET accredited)			
Number of degree programs within a 60-minute drive with the same 6-digit CIP: 2			
<i>Job Market Need:</i> <u>Moderate</u>			
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:</i> <u>Moderate</u>			
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>	35	72	122	176	217
<i>Student FTE</i>	35	72	122	176	217
<i>Core Faculty FTE</i>	3	5	6	6	8
<i>Core Faculty Headcount</i>	3	5	6	6	8

Major Commitments:

In accordance with the institution's proposed hiring schedule, UH-Clear Lake will hire two full-time faculty to start in fall 2018 and, by June 1, 2018, will provide documentation of the hires through submission of a letter of intent, curriculum vitae, and list of mechanical engineering courses to be taught.

In accordance with the proposed hiring schedule, the institution shall hire additional faculty, as appropriate, and provide documentation of additional hires through submission of a letter of intent, curriculum vitae, and list of mechanical engineering courses to be taught.

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

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

Final Assessment:

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: **Yes** No

The proposed program satisfactorily meets the Board's criteria for new baccalaureate and master's degree programs (19 TAC Section 5.45): **Yes** No

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

Online Resume for Legislators and Other Policymakers

UNIVERSITY OF HOUSTON-CLEAR LAKE

Location: Houston, Gulf Coast 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, UT Tyler, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: The University Of Tennessee-Chattanooga, The University Of West Florida, University Of Colorado Colorado Springs, University Of Illinois At Springfield, Western New Mexico University

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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Enrollment						
Race/Ethnicity	Fall 2011		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
White	3,870	47.3%	3,303	37.1%	3,211	37.0%
Hispanic	1,880	23.0%	2,417	27.1%	2,566	29.6%
African American	894	10.9%	849	9.5%	756	8.7%
Asian	542	6.6%	590	6.6%	574	6.6%
International	797	9.7%	1,494	16.8%	1,317	15.2%
Other & Unknown	202	2.5%	253	2.8%	245	2.8%
Total	8,185	100.0%	8,906	100.0%	8,669	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	859	19.4%	1,117	20.6%	1,055	18.9%
Other Institutions	73	1.6%	144	2.7%	126	2.3%

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
2012	\$6,508	.0%	\$6,174	.0%
2013	\$6,514	.1%	\$6,200	.4%
2014	\$6,810	4.5%	\$6,418	3.5%
2015	\$7,131	4.7%	\$6,992	8.9%
2016	\$7,473	4.8%	\$7,366	5.3%
2017	\$7,931	6.1%	\$7,583	2.9%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2014	39%	\$7,751	40%	\$6,348	50%	\$7,077
2015	40%	\$7,406	42%	\$7,650	56%	\$6,674
Federal, State, Institutional or Other Grants Known by Institutions						
2014	55%	\$4,771	59%	\$5,307	63%	\$7,130
2015	59%	\$4,823	66%	\$5,537	61%	\$7,616
Federal (Pell) Grants						
2014	39%	\$3,812	38%	\$3,678	38%	\$4,031
2015	41%	\$3,802	42%	\$3,822	38%	\$4,072

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
		Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Cohort	Peer Group Rate
Cohort		8	202	228	Fall 2007 4-year	17.3%
Total		87.5%	88.6%	89.9%	Fall 2011 4-year	22.1%
Same		75.0%	69.8%	75.9%	Fall 2012 4-year	21.0%
Other		12.5%	18.8%	14.0%	Fall 2006 5-year	34.0%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2010 5-year	36.0%
		Enter Fall 2009	Enter Fall 2013	Enter Fall 2014	Fall 2011 5-year	38.7%
Institution Persistence					Fall 2005 6-year	43.2%
Cohort		.	.	201	Fall 2009 6-year	43.7%
Total		.	.	81.1%	Fall 2010 6-year	43.5%
Same		.	.	56.2%	National Comparison (IPEDS Definition)	
Other		.	.	24.9%	Cohort	OOS Peers Rate
Peer Group Persistence					Fall 2006 4-year	23.0%
Cohort		560	567	548	Fall 2010 4-year	22.0%
Total		71.3%	71.1%	71.9%	Fall 2011 4-year	21.4%
Same		44.8%	41.8%	42.7%	Fall 2005 5-year	37.4%
Other		26.3%	29.3%	29.0%	Fall 2009 5-year	36.6%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2010 5-year	34.8%
		Institution	Peer Group Average		Fall 2004 6-year	43.0%
Year		Grads Sem SCH	Grads Sem SCH		Fall 2008 6-year	41.8%
FY 2012		655 13.63 152.25	434 12.15 146.05		Fall 2009 6-year	40.8%
FY 2015		672 14.04 154.13	445 12.18 143.53		Six-year Graduation & Persistence Rate, Fall 2010	
FY 2016		658 14.39 154.16	447 12.76 144.27		Student Group	Cohort Rate

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution	Grads	Sem	SCH	Peer Group Average	Grads Sem SCH
FY 2012	655	13.63	152.25	434	12.15	146.05
FY 2015	672	14.04	154.13	445	12.18	143.53
FY 2016	658	14.39	154.16	447	12.76	144.27

Six-year Graduation & Persistence Rate, Fall 2010		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	.	.
Peer Group	122	36.9%
<i>For Students NOT Needing Dev Ed</i>		
Institution	8	*****
Peer Group	394	61.4%

*Peer Group data is average for peer group.

Funding						
Source	FY 2011 Amount	Pct of Total	FY 2015 Amount	Pct of Total	FY 2016 Amount	Pct of Total
Appropriated Funds	\$42,350,581	41.2%	\$38,191,387	35.0%	\$43,657,413	36.6%
Federal Funds	\$13,046,621	12.7%	\$11,906,237	10.9%	\$12,308,810	10.3%
Tuition & Fees	\$37,478,645	36.5%	\$55,066,162	50.5%	\$58,913,892	49.3%
Total Revenue	\$102,709,135	100.0%	\$109,087,970	100.0%	\$119,413,260	100.0%

Online Resume for Prospective Students, Parents and the Public

UNIVERSITY OF HOUSTON-CLEAR LAKE

Location: Houston, Gulf Coast 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, UT Tyler, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: The University Of Tennessee-Chattanooga, The University Of West Florida, University Of Colorado Colorado Springs, University Of Illinois At Springfield, Western New Mexico University

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

[Institutional Resumes](#)

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Enrollment		
Race/Ethnicity	Fall 2016 Number	Percent
White	3,211	37.0%
Hispanic	2,566	29.6%
African American	756	8.7%
Asian	574	6.6%
International	1,317	15.2%
Other & Unknown	245	2.8%
Total	8,669	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,055	18.9%
Other Institutions	126	2.3%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students		
Measure	Entering Fall	Rate
4-year Rate Total	2012	100.0%
Same Institution		100.0%
Other Institutions		.0%
5-year Rate Total	2011	100.0%
Same Institution		100.0%
Other Institutions		.0%
6-year Rate Total	2010	100.0%
Same Institution		87.5%
Other Institutions		12.5%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2015	
Total	89.9%
Same	75.9%
Other	14.0%
2-Year Persistence, Fall 2014	
Total	81.1%
Same	56.2%
Other	24.9%

Avg Number SCH for Bachelor's Degree		
FY 2016 Average		
Sem	SCH	
All	14.39	154.16

Degrees Awarded	
Type	FY 2016
Bachelor's	1,294
Master's	1,238
Doctoral	13
Professional	0
Total	2,545

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2016 Rate
Education*	100.00%
Law	%
Pharmacy	%
Nursing	%
Engineering	%

*Data for FY 2015

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2016		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2016			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	250	82.8%	44.9%
African American	103	37.9%	48.7%
Hispanic	546	59.7%	34.4%
Asian	110	72.7%	36.3%
International	40	57.5%	26.1%
Other	14	78.6%	63.6%
Total	1,063	64.5%	38.8%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	\$6,508	.0%	\$6,151	.0%
2013	\$6,514	.1%	\$6,177	.4%
2014	\$6,810	4.3%	\$6,390	3.3%
2015	\$7,131	4.5%	\$6,983	8.5%
2016	\$7,473	4.6%	\$7,357	5.1%
2017	\$7,931	5.8%	\$7,556	2.6%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017	
Type of Cost	Average Amount
Total Academic Cost	\$7,931
On-campus Room & Board	\$9,704
Books & Supplies	\$1,064
Off-Campus Transportation & Personal Expenses	\$6,900
Total Cost	\$25,599

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

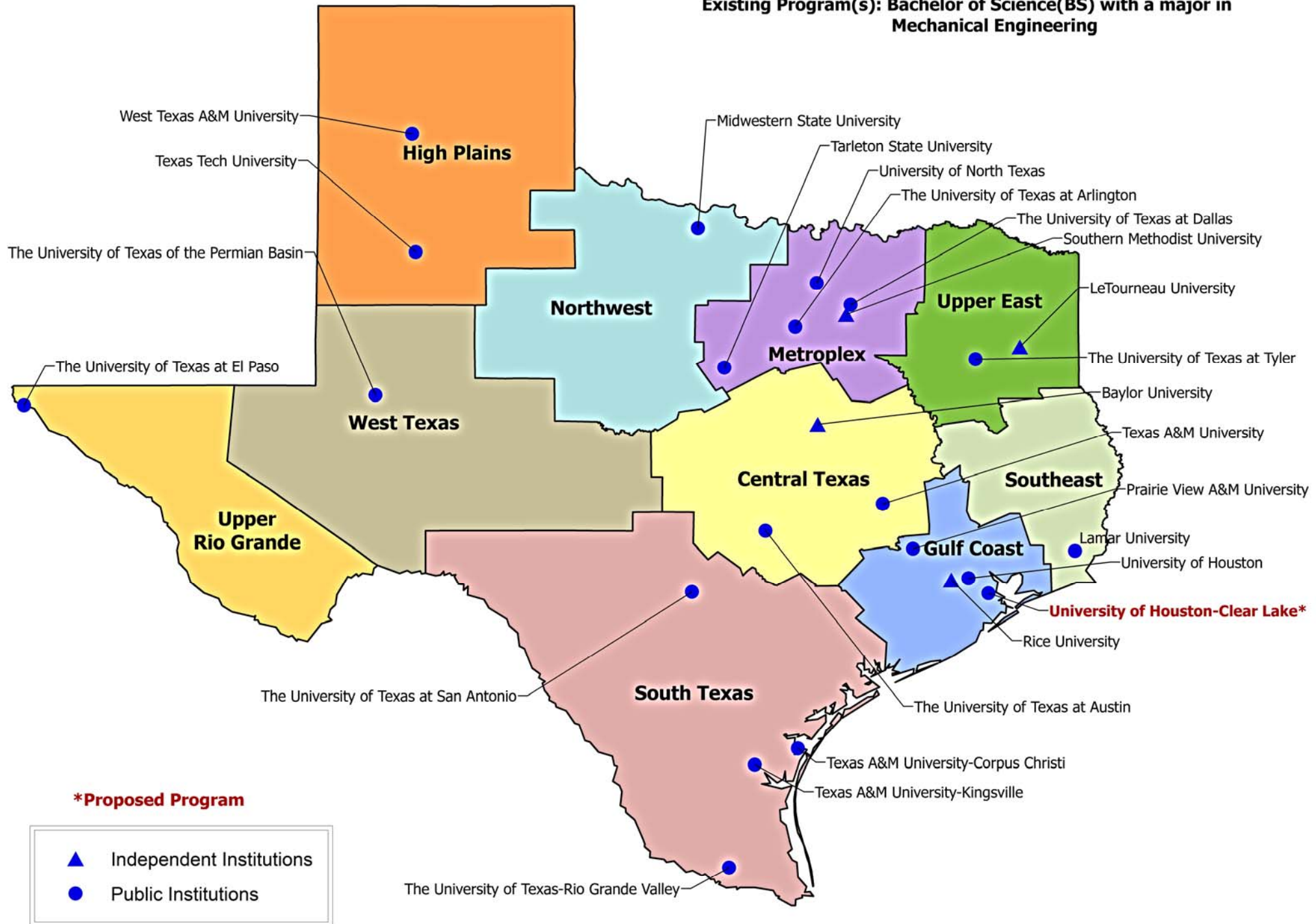
Instruction	
Measure of Excellence	Fall 2016
Undergraduate Classes with < 20 Students	33.6%
Undergraduate Classes with > 50 Students	5.6%
% of Teaching Faculty Tenured/Tenure-track *	67.7%
Student/Faculty Ratio *	16:1

* Fall 2015 Data

Financial Aid		
Enrolled in FY 2015		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	59%	\$4,823
Federal (Pell) Grants	41%	\$3,802
Federal Student Loans	40%	\$7,406

Funding		
Source	FY 2016 Amount	Pct of Total
Appropriated Funds	\$43,657,413	36.6%
Federal Funds	\$12,308,810	10.3%
Tuition & Fees	\$58,913,892	49.3%
Total Revenue	\$119,413,260	100.0%

Existing Program(s): Bachelor of Science(BS) with a major in Mechanical Engineering



AGENDA ITEM X-C (3)

Consideration of adopting the Committee's recommendation to the Board relating to the request from The University of Texas Rio Grande Valley for a Master of Science (MS) degree with a major in Civil Engineering

RECOMMENDATION: Approval with contingencies

Rationale: The proposed MS program would offer students and working engineers a regional option for pursuing an advanced civil engineering degree. The nearest master's level civil engineering program is located at Texas A&M University-Kingsville, which is 103 miles away. The University of Texas Rio Grande Valley (UTRGV) offers a strong undergraduate civil engineering program that would support the proposed program.

The Texas Workforce Commission (TWC) anticipates civil engineers will experience a 24 percent increase in employment opportunities between 2014 and 2024. Texas institutions are graduating fewer civil engineers than anticipated positions. Real-time labor market information from Economic Modeling Specialist International (EMSI) provides data which support the need for additional civil engineers in Texas. A search of unique job postings for master's-degreed civil engineers indicates that statewide, Texas employers advertised for 2,923 unique jobs from September 2016 to September 2017, while Texas institutions awarded 385 master's degrees in Civil Engineering in 2016.

Contingencies: In accordance with the institution's proposed hiring schedule, UTRGV will hire three tenure-track faculty to start fall 2019 and, by June 1, 2019, will provide documentation of the hires through submission of a letter of intent, curriculum vitae, and list of civil engineering courses to be taught.

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

The University of Texas Rio Grande Valley (*Accountability Peer Group: Doctoral*)*Related Programs*

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

The University of Texas Rio Grande Valley has 9 engineering degree programs:

- BS in Civil Engineering (ABET accredited)
- BSCE in Computer Engineering (ABET accredited)
- BSEE in Electrical Engineering (ABET accredited)
- BS in Engineering Physics (ABET accredited)
- BSME in Mechanical Engineering (ABET accredited)
- BSMFGE in Manufacturing Engineering (ABET accredited)
- MSE in Electrical Engineering
- MSE in Mechanical Engineering
- MSE in Manufacturing Engineering

Proposed Program:

The proposed face-to-face program would offer a thesis and a non-thesis option. The thesis option would require 30 semester credit hours (SCH), and the non-thesis option would require 36 SCH.

The institution estimates that five-year costs would total \$4,237,990, and formula funding would represent 35 percent of all funding, totaling \$1,469,160.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 3,611,990
Clerical/Staff	\$ 0
Facilities & Equipment	\$ 600,000
Library	\$ 0
Supplies & Materials	\$ 10,000
Other (Travel)	\$ 16,000
Total	\$ 4,237,990

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 1,469,160
Tuition & Fees	\$ 1,970,750
Reallocated Funding	\$ 798,080
Other	\$ 0
Total	\$ 4,237,990

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Program: <u>Moderate</u></i>			
Number of master's degree programs in the state with programs in Civil Engineering (14.0801.00): 11 (9 public and 2 private/independent)			
Public Universities Texas A&M University 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 El Paso The University of Texas San Antonio The University of Texas at Tyler University of Houston Independent Colleges and Universities Rice University Southern Methodist University			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0801): 0			
<i>Job Market Need: <u>Moderate</u></i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	Yes	<u>No</u>	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: <u>Strong</u></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	Yes	<u>No</u>	N/A
Student surveys	<u>Yes</u>	No	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	35	77	101	108	112
<i>Student FTE</i>	24	53	68	72	75
<i>Core Faculty Headcount</i>	8	11	11	11	11
<i>Core Faculty FTE</i>	1.95	2.85	2.85	2.85	2.85

Major Commitments:

In accordance with the institution's proposed hiring schedule, UTRGV will hire three tenure-track faculty to start fall 2019 and, by June 1, 2019 will provide documentation of the hires through submission of a letter of intent, curriculum vitae, and list of civil engineering courses to be taught.

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

Final Assessment:

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program:

Yes No

The proposed program satisfactorily meets the Board's criteria for new baccalaureate and master's degree programs (19 TAC Section 5.45):

Yes No

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

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS-RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

Out-Of-State Peers:

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment

Race/Ethnicity	Fall 2011		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
White	0	.0%	1,059	3.7%	823	3.0%
Hispanic	0	.0%	25,382	88.8%	24,520	89.2%
African American	0	.0%	216	.8%	182	.7%
Asian	0	.0%	430	1.5%	389	1.4%
International	0	.0%	966	3.4%	779	2.8%
Other & Unknown	0	.0%	531	1.9%	811	2.9%
Total	0	.0%	28,584	100.0%	27,504	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	0	.0%	761	3.1%	941	3.9%
Other Institutions	0	.0%	156	.6%	279	1.2%

Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2016	\$7,292	.0%	\$7,292	.0%
2017	\$7,448	2.1%	\$7,448	2.1%

Financial Aid

Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2015	36%	\$5,099	36%	\$5,099	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2015	76%	\$7,033	76%	\$7,033	0%	\$0
Federal (Pell) Grants						
2015	64%	\$4,451	64%	\$4,451	0%	\$0

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates		
	Enter Fall 2010	Enter Fall 2015
Cohort	.	3,774
Total	.	86.5%
Same	.	79.3%
Other	.	7.1%

Six-year Graduation & Persistence Rate, Fall 2010

Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	592	43.2%
Peer Group	592	43.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	2,129	64.5%
Peer Group	2,129	64.5%

*Peer Group data is average for peer group.

Funding

FY 2016 Actual	FY 2015 of Total	FY 2016 of Total
Appropriated Funds	\$0 .0%	\$0 .0%
Federal Funds	\$0 .0%	\$0 .0%
Tuition & Fees	\$0 .0%	\$0 .0%
Total Revenue	\$0 .0%	\$0 .0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS-RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

Out-Of-State Peers:

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2016 Number	Percent
White	823	3.0%
Hispanic	24,520	89.2%
African American	182	.7%
Asian	389	1.4%
International	779	2.8%
Other & Unknown	811	2.9%
Total	27,504	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	941	3.9%
Other Institutions	279	1.2%

Baccalaureate Success	
1-Year Persistence, Fall 2015	
Total	86.5%
Same	79.3%
Other	7.1%

Degrees Awarded	
Type	FY 2016
Bachelor's	4,017
Master's	1,380
Doctoral	14
Professional	0
Total	5,411

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2016 Rate
Law	%
Pharmacy	%
Nursing	78.02%
Engineering	83.3%

*Data for FY 2015

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2016		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2016			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	258	66.7%	45.9%
African American	74	68.9%	51.0%
Hispanic	9,279	63.1%	62.5%
Asian	142	78.9%	58.0%
International	95	100.0%	72.6%
Other	150	73.3%	42.7%
Total	9,998	63.9%	61.7%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2016	\$7,292	.0%	\$0	.0%
2017	\$7,448	2.1%	\$0	.0%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017	
Type of Cost	Average Amount
Total Academic Cost	\$7,448
On-campus Room & Board	\$7,950
Books & Supplies	\$1,210
Off-Campus Transportation & Personal Expenses	\$3,152
Total Cost	\$19,760

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

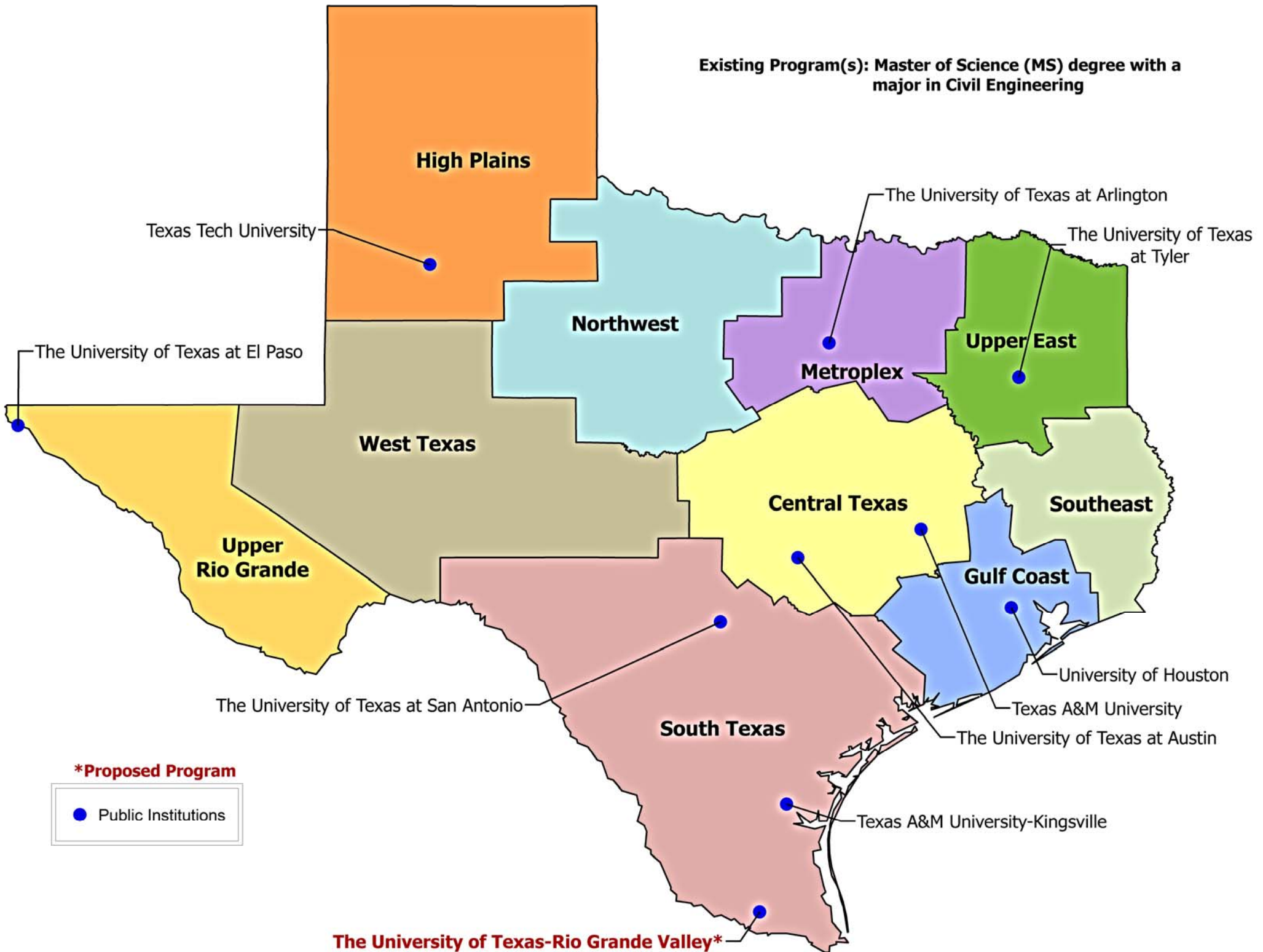
Instruction	
Measure of Excellence	Fall 2016
Undergraduate Classes with < 20 Students	26.4%
Undergraduate Classes with > 50 Students	14%
% of Teaching Faculty Tenured/Tenure-track *	49.4%
Student/Faculty Ratio *	27:1

* Fall 2015 Data

Financial Aid		
Enrolled in FY 2015		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	76%	\$7,033
Federal (Pell) Grants	64%	\$4,451
Federal Student Loans	36%	\$5,099

Funding	
Source	FY 2016 of Total
Appropriated Funds	\$0 .0%
Federal Funds	\$0 .0%
Tuition & Fees	\$0 .0%
Total Revenue	\$0 .0%

Existing Program(s): Master of Science (MS) degree with a major in Civil Engineering



AGENDA ITEM X-C (4)

Consideration of adopting the Committee's recommendation to the Board relating to the request from The University of Texas at San Antonio for a Doctor of Philosophy (PhD) degree with a major in Civil Engineering

RECOMMENDATION: Approval with contingencies:

Rationale: The proposed PhD program would prepare students for academic and research careers in civil engineering, and address a workforce need for civil engineers, especially in the San Antonio area. San Antonio is home to the Southwest Research Institute (SWRI), which would collaborate with The University of Texas at San Antonio (UT-San Antonio) on the proposed program, and to the U.S. Air Force's Civil Engineering Center, headquartered at Joint Base San Antonio-Lackland. The area is also a center of the Eagle Ford Shale oil and gas development, and 14 of the nation's 25 largest civil engineering consulting and construction companies have offices in San Antonio. The proposed program would be in a position to participate in the expansion of this economic base by providing highly trained researchers to staff these industries and foster innovation, research, and development.

Contingencies: The proposed program administrators will develop a strategic plan and obtain institutional commitment from university administration to hire faculty so that at least three research-active faculty are in place in each of the proposed degree's four areas of concentration – structural, geotechnical, transportation, and water resources engineering. This hiring plan would include hiring one new faculty member to start in Year 1 (fall 2018). By June 1, 2018, the institution shall provide documentation of the faculty hire through submission of a letter of intent, curriculum vitae, and a list of courses to be taught, and shall submit its strategic plan for any future faculty hiring to the Coordinating Board through the submission portal.

Should the institution admit any student with extensive work experience in civil engineering, the program shall administer a prior learning assessment (PLA) and document any subsequent accommodations made to the student's plan of study based on his/her prior learning and work experience in its submission on the five-year annual doctoral report.

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

The University of Texas at San Antonio (*Accountability Peer Group: Emerging Research University*)

Completion Measures		Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	74.1%	75.4%
	Doctoral 10-Year Graduation Rate	61.2%	61.9%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes	<u>No</u> N/A
	Recently Approved Doctoral Programs: Psychology (PhD, 2012). Enrollments is below projections. Enrollments in Year 5 were 21, UT-San Antonio had projected 24.		
	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 curriculum would require 60 semester credit hours (SCH) beyond the master's degree (75 SCH for exceptional students admitted with a bachelor's degree), and require a dissertation. The curriculum would allow students to concentrate in one of four areas of civil engineering: structural, geotechnical, transportation, or water resources engineering. The proposed program at UT-San Antonio would be able to distinguish itself by recruiting and training Hispanic students.

The institution estimates that five-year costs would total \$3,530,000, and has identified funding sources of \$4,671,947 over the same period.

Existing Programs:

There are currently eight doctoral programs in Civil Engineering in Texas. Six are offered by Texas public institutions and two by private/independent institutions.

Public Universities

Texas A&M University
Texas Tech University
UT-Arlington
UT-Austin
UT-El Paso
University of Houston

Private/Independent Universities

Rice University
Southern Methodist University

There are no existing programs within a 60-minute drive of proposed program. The closest doctoral program in Civil Engineering is located at The University of Texas at Austin which is located 83 miles from the proposed program.

In 2015, 90 doctoral degrees in civil engineering were awarded by Texas universities, an increase of 16.9 percent from 2010.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	7	16	22	27	32
<i>Graduates</i>	0	0	4	7	9
<i>Avg. Financial Assistance</i>	\$35,000	\$30,625	\$29,205	\$24,907	\$21,016
<i>Students Assisted</i>	7	16	22	27	32
<i>Core Faculty</i>	19	19	20	20	20
<i>Total Costs</i>	\$410,000	\$705,000	\$805,000	\$805,000	\$805,000
<i>Total Funding</i>	\$738,321	\$790,124	\$1,251,273	\$829,363	\$1,062,866
<i>% From Formula Funding</i>	0	0	19.3%	29.1%	41.1%

FIVE-YEAR COSTS	
Personnel	
Faculty (New)	\$ 540,000
Faculty (Reallocated)	\$ 0
Program Administration	\$ 0
Graduate Assistants (New)	\$ 1,715,000
Graduate Assistants (Reallocated)	\$ 750,000
Clerical/Staff (New)	\$ 300,000
Clerical/Staff (Reallocated)	\$ 50,000
Supplies and Materials	\$ 25,000
Library and IT Resources	\$ 0
Equipment	\$ 150,000
Facilities	\$ 0
Other	\$ 0
Total	\$ 3,530,000

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 919,427
Tuition and Fees	\$ 1,564,520
Other State Funding	\$ 0
Reallocation of Existing Resources	\$ 800,000
Federal Funding (In-Hand Only)	\$ 0
Other (Faculty startup funds from University Administration)	\$ 1,388,000
Total	\$ 4,671,947

Major Commitments:

The proposed program administrators will develop a strategic plan and obtain institutional commitment from university administration to hire faculty so that at least three research-active faculty are in place in each of the proposed degree's four areas of concentration – structural, geotechnical, transportation, and water resources engineering. This hiring plan would include hiring one new faculty member to start in Year 1 (fall 2018). By June 1, 2018, the institution shall provide documentation of the faculty hire through submission of a letter of intent, curriculum vitae, and a list of courses to be taught, and shall submit its strategic plan for any future faculty hiring to the Coordinating Board through the submission portal.

Should the institution admit any student with extensive work experience in civil engineering, the program shall administer a prior learning assessment (PLA) and document any subsequent accommodations made to the student's plan of study based on his/her prior learning and work experience in its submission on the five-year annual doctoral report.

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

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program: **Yes** No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: **Yes** No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46): **Yes** No

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

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Location: San Antonio, South Texas Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2011		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
White	9,855	31.8%	7,719	26.8%	7,447	25.7%
Hispanic	13,876	44.8%	14,408	50.1%	14,896	51.4%
African American	2,954	9.5%	2,770	9.6%	2,886	10.0%
Asian	1,589	5.1%	1,574	5.5%	1,573	5.4%
International	1,513	4.9%	1,473	5.1%	1,166	4.0%
Other & Unknown	1,181	3.8%	843	2.9%	991	3.4%
Total	30,968	100.0%	28,787	100.0%	28,959	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	1,647	6.3%	1,669	6.8%	1,847	7.6%
Two-Year Institutions	428	1.6%	426	1.7%	493	2.0%
Other Institutions						

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	\$8,790	.0%	\$8,902	.0%
2013	\$9,004	2.4%	\$9,148	2.8%
2014	\$9,082	.9%	\$9,345	2.2%
2015	\$9,082	.0%	\$9,598	2.7%
2016	\$9,361	3.1%	\$9,777	1.9%
2017	\$9,677	3.4%	*****	4.3%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2014	52%	\$7,004	50%	\$7,698	44%	\$7,066
2015	51%	\$6,715	48%	\$7,425	45%	\$6,939
Federal, State, Institutional or Other Grants Known by Institutions						
2014	65%	\$7,118	58%	\$7,176	70%	\$5,081
2015	67%	\$7,089	57%	\$7,367	67%	\$5,551
Federal (Pell) Grants						
2014	43%	\$4,146	39%	\$4,118	38%	\$3,762
2015	44%	\$4,228	39%	\$4,193	39%	\$3,848

Student Success								
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates				
		Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Cohort	Institution Rate	Peer Group Rate	
Cohort		4,816	4,948	4,898	Fall 2007 4-year	15.8%	25.3%	
Total		87.2%	86.4%	87.9%	Fall 2011 4-year	22.7%	29.7%	
Same		62.1%	67.6%	70.7%	Fall 2012 4-year	25.0%	31.4%	
Other		25.0%	18.9%	17.3%	Fall 2006 5-year	31.9%	46.8%	
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2010 5-year	43.8%	50.7%	
		Enter Fall 2009	Enter Fall 2013	Enter Fall 2014	Fall 2011 5-year	47.0%	52.1%	
Institution Persistence					Fall 2005 6-year	39.4%	55.9%	
Cohort		4,561	3,555	4,941	Fall 2009 6-year	53.1%	59.2%	
Total		79.0%	80.8%	79.8%	Fall 2010 6-year	54.0%	59.4%	
Same		44.2%	51.6%	55.6%	National Comparison (IPEDS Definition)			
Other		34.8%	29.1%	24.3%	Cohort	Institution Rate	OOS Peers Rate	
Peer Group Persistence					Fall 2006 4-year	8.0%	20.0%	
Cohort		3,130	3,603	3,964	Fall 2010 4-year	11.0%	26.2%	
Total		82.5%	81.4%	82.3%	Fall 2011 4-year	11.0%	27.4%	
Same		62.7%	65.4%	67.3%	Fall 2005 5-year	20.0%	41.8%	
Other		19.8%	16.0%	15.0%	Fall 2009 5-year	24.0%	49.0%	
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2010 5-year	26.0%	49.8%	
					Fall 2004 6-year	27.0%	49.5%	
					Fall 2008 6-year	31.0%	56.6%	
					Fall 2009 6-year	31.0%	57.2%	
Institution	Peer Group Average		Peer Group Average		Peer Group Average		Peer Group Average	
Grade	Same	SCH	Grade	Same	SCH	Grade	Same	SCH

Six-year Graduation & Persistence Rate, Fall 2010		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	469	51.4%
Peer Group	322	51.2%
For Students NOT Needing Dev Ed		
Institution	4,347	69.4%
Peer Group	3,078	72.6%

*Peer Group data is average for peer group.

Funding						
Source	FY 2011 Amount	Pct of Total	FY 2015 Amount	Pct of Total	FY 2016 Amount	Pct of Total
Appropriated Funds	\$136,448,541	31.7%	\$146,950,855	32.4%	\$143,038,740	33.6%
Federal Funds	\$108,000,657	25.1%	\$83,760,620	18.5%	\$85,787,936	20.1%
Tuition & Fees	\$151,734,638	35.3%	\$167,758,047	37.0%	\$161,739,981	37.9%
Total Revenue	\$429,807,155	100.0%	\$453,823,442	100.0%	\$426,304,861	100.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Location: San Antonio, South Texas Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2016 Number	Percent
White	7,447	25.7%
Hispanic	14,896	51.4%
African American	2,886	10.0%
Asian	1,573	5.4%
International	1,166	4.0%
Other & Unknown	991	3.4%
Total	28,959	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,847	7.6%
Other Institutions	493	2.0%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2012	25.0%
Same Institution		17.6%
Other Institutions		7.4%
5-year Rate Total	2011	47.0%
Same Institution		30.6%
Other Institutions		16.4%
6-year Rate Total	2010	54.0%
Same Institution		34.6%
Other Institutions		19.4%
Grad Rates by Ethnicity		

1-Year Persistence, Fall 2015	
Total	87.9%
Same	70.7%
Other	17.3%
2-Year Persistence, Fall 2014	
Total	79.8%
Same	55.6%
Other	24.3%

Avg Number SCH for Bachelor's Degree		
FY 2016 Average		
Sem	SCH	
All	11.11	140.99

Degrees Awarded	
Type	FY 2016
Bachelor's	4,649
Master's	1,184
Doctoral	128
Professional	0
Total	5,961

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2016 Rate
Education*	93.00%
Law	%
Pharmacy	%
Nursing	%
Engineering	69.3%

*Data for FY 2015

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2016		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2016			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	2,984	83.1%	38.4%
African American	1,976	65.1%	40.3%
Hispanic	8,624	75.0%	36.5%
Asian	1,308	85.7%	31.0%
International	237	75.5%	40.8%
Other	383	83.6%	39.7%
Total	15,512	76.4%	36.9%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	\$8,790	.0%	\$8,918	.0%
2013	\$9,004	2.4%	\$9,169	2.7%
2014	\$9,082	.9%	\$9,383	2.3%
2015	\$9,082	.0%	\$9,672	3.0%
2016	\$9,361	3.0%	\$9,836	1.7%
2017	\$9,677	3.3%	\$10,276	4.3%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017	
Type of Cost	Average Amount
Total Academic Cost	\$9,677
On-campus Room & Board	\$11,090
Books & Supplies	\$1,000
Off-Campus Transportation & Personal Expenses	\$2,512
Total Cost	\$24,279

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

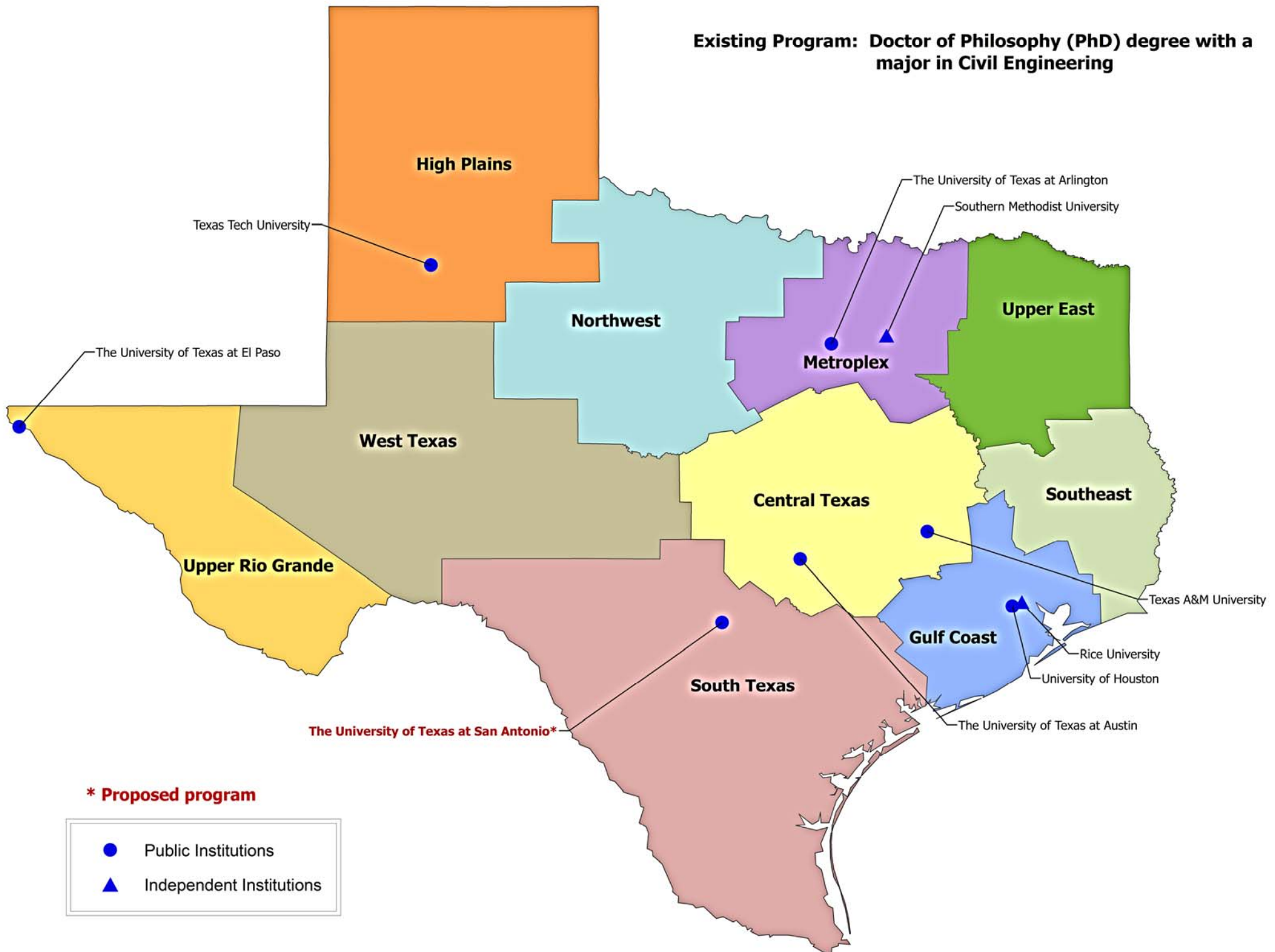
Instruction	
Measure of Excellence	Fall 2016
Undergraduate Classes with < 20 Students	26.5%
Undergraduate Classes with > 50 Students	24%
% of Teaching Faculty Tenured/Tenure-track *	57%
Student/Faculty Ratio *	23:1

* Fall 2015 Data

Financial Aid		
Enrolled in FY 2015		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	67%	\$7,089
Federal (Pell) Grants	44%	\$4,228
Federal Student Loans	51%	\$6,715

Funding		
Source	FY 2016 Amount	Pct of Total
Appropriated Funds	\$143,038,740	33.6%
Federal Funds	\$85,787,936	20.1%
Tuition & Fees	\$161,739,981	37.9%
Total Revenue	\$426,304,861	100.0%

Existing Program: Doctor of Philosophy (PhD) degree with a major in Civil Engineering



AGENDA ITEM X-D

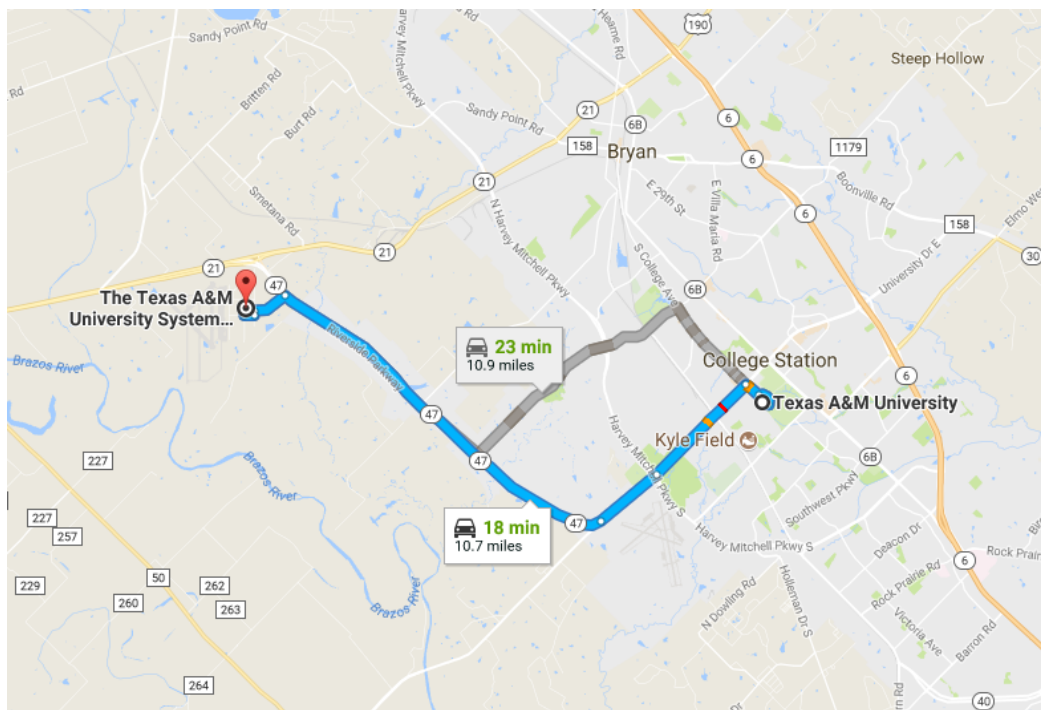
Consideration of adopting the Committee's recommendation to the Board relating to a request from Texas A&M University System to establish a University System Center (USC) in Bryan, Texas

RECOMMENDATION: Approval

The proposal responds to the request from Texas A&M University System to establish a University System Center in Bryan, Texas and conforms to Coordinating Board rules, Section 5.73(6), on the establishment of Higher Education Centers.

Background Information:

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, called Higher Education Centers, 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. They have minimal on-site administration and, usually, locally provided facilities. The proposed Texas A&M University System Center in Bryan (TAMUSC-Bryan) would offer an array of programs from member institutions of the Texas A&M University System.



Coordinating Board Rules, Chapter 5, Subchapter D, Section 5.73(6), require that off-campus higher education centers must receive Coordinating Board or Legislative approval due to the magnitude of their anticipated student enrollments.

The criteria used to evaluate requests for off-campus educational units are:

- need for the facility based on projected student enrollments;
- duplication of the offerings of existing institutions and higher education facilities within one hour's driving time of the proposed center;
- access for students who might otherwise not enroll in upper-division and graduate courses;
- faculty resources;
- prospects for provision of high-quality teaching and learning;
- adequacy of student support services; and
- need for the proposed programs.

1. Need: Rationale for the Proposed Designation:

On behalf of Texas A&M University System, Hannover Research conducted a survey of 648 students enrolled at Blinn College-Bryan Campus. Of these respondents, the location of Blinn College-Bryan Campus in relation to Texas A&M University (54%) and the potential opportunity to enroll at Texas A&M University in the future (68%) were rated as the two main reasons for the students enrolling at the college. Nearly two-thirds of the respondents indicated a desire to attain a bachelor's degree as the goal of their studies. Seventy-three percent of the students surveyed expressed interest in attending a campus where they could earn an associate's degree and bachelor's degree at the same location.

The survey asked for the students' top academic fields of interest. Healthcare (30%) and Business (29%) were fields of study of greatest interest to the students. Psychology (22%), biology (20%), engineering (17%), and education (17%) also produced high interest responses from the students. Pursuing a degree within the Texas A&M University System (62%) was one of the top long-term educational goals among students completing the survey.

Between fall 2014 and fall 2016, TAMU denied admission to an average of 4,626 students each year. Since Texas A&M University and Blinn College campuses are the only institutions within 50 miles of the proposed location of the TAMUSC-Bryan, upper division course offerings for students in the area are limited to those offered by TAMU. The TAMUSC-Bryan would provide these students the opportunity to enroll in programs leading to a bachelor's or graduate degree and remain in the Bryan area.

The proposed site of the TAMUSC-Bryan (3100 Highway 47, Bryan, TX 77807) has been under the operation of TAMU, off and on, since the late 1940's, when it was granted permission by the United States military to utilize the deactivated Bryan Air Base. In 1982, TAMU assumed full ownership of the property and in 1988 the property was named the TAMU Riverside Campus. The site currently houses the following agencies:

- Texas A&M Transportation Institute (TTI) Environmental and Emissions Facility;
- TTI's Roadside Safety, Traffic Engineering, Crash Test and Soil Erosion Test facilities;

- The Texas A&M Engineering Experiment Station's (TEES) Center for Autonomous Vehicles and Sensor Systems' flying range;
- The Riverside Energy Efficiency Laboratory's product evaluation and research lab;
- The Texas A&M Engineering Extension Service's (TEEX) law enforcement and public safety training fields;
- TEES Process Engineering R&D Center laboratories and training center;
- Texas A&M Center for Maritime Archaeology and Conservation laboratory;
- AgriLife Texas Apiary Inspections Service laboratory and Honey Bee program.

In May of 2016, Texas A&M University System Chancellor John Sharp announced that the System planned to spend 150 million to renovate and improve the Riverside Campus. The renovations will include new facilities for infrastructure, transportation and robotics, and a University System Center. Blinn College is also building a new facility on the property to deliver lower division courses and programs.

The campus will be renamed RELLIS, which is an acronym for the Texas Aggies' core values of Respect, Excellence, Leadership, Loyalty, Integrity, and Selfless service. The academic oversight of proposed offerings at the RELLIS facility is assisted by the Academic Partner Steering Committee and the External Academic Advisory Council. The Academic Partner Steering Committee is charged with evaluating training and degree programs that partner institutions and agencies have proposed to offer at RELLIS, and with seeking training and education opportunities that will broadly support workforce development in the region. The External Academic Advisory Committee promotes the interest of the TAMU System at RELLIS to offer academic and training programs relevant to the public and private sector needs of the state and regions served by the partner institutions and agencies.

TAMU proposes that system institutions will offer the following upper division completion programs (junior and senior level) at the TAMUSC-Bryan:

- Bachelor of Applied Arts and Sciences (BAAS) concentrating on Criminal Justice –Texas A&M International University (Year 1)
- Bachelor of Science in Nursing (BSN) - Prairie View A&M University (Year 1)
- Bachelor of Science in Criminal Justice with specialization in Criminalistics - Prairie View A&M University (Year 2)
- Bachelor of Science in Criminal Justice – Tarleton State University (Year 1)
- Bachelor of Applied Arts and Sciences (BAAS) in Business Management – Texas A&M University-Central Texas (Year 2)
- Bachelor of Business Administration – Texas A&M University-Corpus Christi (Year 1)
- Bachelor of Arts (BA) in Psychology (Health focus) – Texas A&M University-Kingsville
- Bachelor of Science (BS) in Biology – Texas A&M University-Texarkana (Year 1)
- Bachelor of Science (BS) in Health Sciences – West Texas A&M University

The projected enrollment at the TAMUSC-Bryan for the first five years are displayed in the chart below:

Year (Fall Term)	Headcount
Year 1	205
Year 2	470
Year 3	596
Year 4	686
Year 5	788

2. Duplication of the offerings of existing public institutions and higher education facilities within one hour's driving time of the proposed center:

All of the proposed programs to be offered at the TAMUSC-Bryan, except the Bachelor of Applied Arts and Sciences degree program, are offered at the TAMU College Station Campus.

3. Access for students who might otherwise not enroll in upper-division and graduate courses:

The proposed TAMUSC-Bryan would provide students who were denied admission by TAMU the opportunity to enroll in programs leading to a bachelor's or graduate degree by a TAMU System institution and remain in Bryan. This may result in the persistence of students who would have not otherwise pursued upper and graduate level degree programs in the Bryan area after attending Blinn College. Providing additional opportunities for students to attain a bachelor's or graduate degree from a TAMU System institution while remaining in the Bryan area directly aligns with and addresses the goals expressed by the respondents of the survey conducted by Hannover Research on behalf of the TAMU System.

4. Faculty resources:

Each of the member institutions will provide the faculty and respective program oversight of the instruction delivered at the TAMUSC-Bryan. The facility for the TAMUSC-Bryan has been approved for construction by the TAMU Board of Regents and will include faculty offices, general use classrooms, and allied health laboratories. Faculty will be funded by each TAMU System institution delivering the program at the center.

5. Prospects for provision of high quality teaching and learning:

Each of the member institutions are responsible for providing the faculty and programmatic oversight of the instruction delivered at the TAMUSC-Bryan. Following Southern Association of Colleges and Schools Commission on Colleges policy 3.4.10, the faculty at the institution awarding the specific academic credential, regardless of level, are responsible for the content of the degree program and the assessment of that program.

6. Adequacy of student support services:

TAMU System plans to minimize the costs of operation of the center by establishing a system of delivering student services that are shared and supported by all academic partners, instead of requiring each partnering institution to provide these independently. This system of delivery will provide student services to meet student needs, but eliminate the unnecessary duplication of effort. The TAMU System established a task committee to identify staffing needs in terms of enrollment management, student success, and student affairs. The task committee surveyed regional academic institutions with less than 15,000 students and, based on the results of the survey, recommended benchmark staffing levels for support services.

7. Financial Arrangements to Support the Center:

The financial model for the operation of the RELLIS campus is still being finalized. The TAMU System projects the primary cost drivers for RELLIS are student services, shared administration and operation, facility maintenance and upgrade, security, and utilities. Institutions will receive tuition and fee revenue when students enroll in their specific program. Additionally, all RELLIS students will be assessed a designated tuition and fee rate for the center. The institutions delivering the degree program and enrolling students will initially collect and receive all semester credit hour revenue. Revenue for the RELLIS campus will be from a RELLIS designated tuition, a university services fee, a RELLIS SCH tuition assessment, and a program differential tuition assessment.

A standardized RELLIS designated tuition rate is being considered for students studying at RELLIS. This RELLIS designated tuition rate would have to be approved by the TAMU System Board of Regents and is anticipated to place the total cost of tuition and fees paid by students completing a 120-hour degree program at RELLIS at about the median cost of the same degree program wholly completed on their home campuses. Since lower-division coursework will be offered at a lower tuition rate by Blinn College, the RELLIS designated tuition rate can be higher than the designated tuition rate at the home campus. This would still allow the total cost of the degree program to not exceed the median of the System institutions.

Each institution offering a degree at RELLIS would be assessed a portion of the semester credit hour tuition revenue it receives to pay for System provided services and costs incurred at RELLIS. A percentage of the participating institution's program differential tuition would also be assessed by RELLIS to pay for the costs of services provided by the System. The only direct costs each institution is expected to incur are the faculty salaries and benefits for delivering the degree programs.

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

AGENDA ITEM X-E

Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Construction Management Program of Study

RECOMMENDATION: Approval

Background Information:

The Architecture and Construction Program of Study Advisory Committee was charged with identifying the number of programs of study that needed to be developed within the Architecture and Construction Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study is the sequence of courses students need to complete to develop the foundational skills needed for an entry-level position in the occupation. The Architecture and Construction Program of Study Advisory Committee named several subcommittees to focus on each discipline-specific program of study. One of these is the Building and Construction Technology Program of Study Subcommittee which was created to identify the block of courses that should be included in the Construction Management Program of Study. A student enrolled in a Board-approved program of study at a community or technical college who transfers to another community or technical college must receive full academic 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 Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Construction Management Program of Study Curriculum.

Recommendations of the 2017 Architecture and Construction Program of Study Advisory Committee

Construction Management Program of Study

1. The Architecture and Construction Program of Study Advisory Committee recommends adoption of the Construction Management Program of Study curriculum. The Program of Study Curriculum of Construction Management shall consist of no more than 37 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. *Full credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued.*
2. Construction Management Program of Study description: A program that prepares individuals to supervise, manage, and inspect construction sites, buildings, and associated facilities. Includes instruction in site safety, personnel supervision, labor relations, diversity, training, construction documentation, scheduling, resource and cost control, bid strategies,

rework prevention, construction insurance and bonding, accident management and investigation, applicable law and regulations, and communication skills.

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

Table 1: Proposed Construction Management Program of Study Curriculum

CONSTRUCTION MANAGEMENT			
Discipline Courses		(MAX) SCH Subtotal:	37
<u>Course Title</u>	<u>Course#</u>	<u>Max SCH</u>	
Residential and Light Commercial Blueprint Reading	CNBT 1x00	4	
Construction Methods and Materials I	CNBT 1x11	4	
Mechanical, Plumbing & Electrical Systems in Construction I	CNBT 1x02	4	
Project Scheduling	CNBT 1x59	4	
OSHA Regulations - Construction Industry	OSHT 1x05	4	
Construction Estimating I	CNBT 1x46	4	
Building Codes and Inspections	CNBT 1x42	4	
Construction Management I	CNBT 2x42	4	
Construction Management II	CNBT 2344	3	
Practicum (or Field Experience)/Internship	CNBT 2266/2286	2	
TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)			37

- No specific General Education courses were recommended with the Construction Management Program of Study curriculum.

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

AGENDA ITEM X-F

Consideration of adopting the Committee's recommendation to the Board relating to the July 2017 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")

RECOMMENDATION: Approval

Background Information:

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

Institutions with names beginning with "A" through "O" were required to submit their reports by January 15, 2017. Institutions with names beginning with "P" through "Z" were required to submit their reports by July 15, 2017. An institution receiving its first Certificate of Authorization less than six months prior to the report due date was not asked to submit an annual report because the information was deemed up-to-date. Following is a summary of the status of all institutions that were required to report in the July 2017 reporting cycle.

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

**July 2017 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, 2017 reporting deadline:

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

Institutions with a physical campus in Texas:

- | | |
|---|--|
| • Park University - Austin | • The College of Health Care Professions - Houston Southwest |
| • Park University - El Paso | • The College of Health Care Professions - McAllen |
| • Parker University - Dallas | • The College of Health Care Professions - San Antonio |
| • Paul Quinn College - Dallas | • The King's College |
| • Pima Medical Institute - El Paso | • The King's University |
| • Pima Medical Institute - Houston | • Tulane University - Houston |
| • Relay Graduate School of Education - Houston | • University of Phoenix - Austin |
| • Saint Leo University - Corpus Christi | • University of Phoenix - Dallas |
| • Saybrook University | • University of Phoenix - East El Paso Campus 2 |
| • School of Automotive Machinists & Technology | • University of Phoenix - El Paso Campus 4 |
| • Southeastern Oklahoma State University at Grayson College | • University of Phoenix - Houston |

- Southwest University at El Paso
- Springfield College
- Strayer University - Cedar Hill
- Strayer University - Irving
- Strayer University - North Austin
- Strayer University - North Dallas
- Strayer University - Northwest Houston
- Strayer University - Plano
- Strayer University - San Antonio
- Strayer University - Stafford
- Strayer University - Verizon Wireless Call Center - El Paso
- SUAGM - Universidad Del Este
- SUAGM - Universidad Del Metropolitana
- SUAGM - Universidad Del Turabo
- 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 Northwest
- University of Phoenix - Killeen Learning Center
- University of Phoenix - Resource Center at Arlington Highland
- University of Phoenix - San Antonio
- University of Phoenix - Woodlands Learning Center
- Visible Music College
- Vista College - Amarillo
- Vista College - Beaumont
- Vista College - College Station
- Vista College - El Paso
- Vista College - Killeen
- Vista College - Longview
- Vista College - Lubbock
- Vista College - Richardson (Online)
- Wade College
- Webster University - San Antonio
- Webster University - St. Louis, MO
- West Coast University - Dallas
- Western Governors University - Texas

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

- Seward County Community College
- Southern Arkansas University
- University of Florida
- University of Massachusetts Amherst
- University of North Florida
- University of San Francisco
- University of Southern California
- University of the Sciences - Philadelphia College of Pharmacy
- University of Wisconsin - Platteville
- 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:

- Saint Louis University – Dallas
- Saint Louis University - Houston
- Sanford-Brown College - San Antonio: Teach-Out Expected End Date: Jan 2018

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

- Touro University Nevada
- University of Mississippi

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

Institutions with a physical campus in Texas:

- Universal Technical Institute of Northern Texas (delayed start of degree program)

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

- SUNY Upstate Medical University
- Wake Forest University
- University of Montevallo

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

- Queens University of Charlotte
- University of Pennsylvania
- Quinnipiac University
- University of Scranton
- Southwest Baptist University
- Villanova University
- University of Delaware
- Weber State University
- University of Maryland - Baltimore
- Webster University - St. Louis, Mo

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

Institutions with a physical campus in Texas:

<u>Institution</u>	<u>Comment</u>
• Remington College - Dallas Campus	HCM 1 status due to U.S. Department of Education concerns with financial responsibility.
• Remington College - Fort Worth Campus	HCM 1 status due to U.S. Department of Education concerns with financial responsibility.
• Remington College - Houston North	HCM 1 status due to U.S. Department of Education concerns with financial responsibility.
• Remington College - Houston Southeast	HCM 1 status due to U.S. Department of Education concerns with financial responsibility.
• Rio Grande Valley (RGV) College	HCM 1 status due to U.S. Department of Education concerns with financial responsibility.

- Seminary of the Southwest HCM 1 status due to U.S. Department of Education concerns with financial responsibility.
- South University - Austin Accreditor Probation Status and U.S. Department of Education Letter of Credit requirements due to failure to demonstrate financial resources and stability.
- The Art Institute of Austin Accreditor Probation Status and U.S. Department of Education Letter of Credit requirements due to failure to demonstrate financial resources and stability.
- The Art Institute of Dallas Accreditor Probation Status and U.S. Department of Education Letter of Credit requirements due to failure to demonstrate financial resources and stability.
- The Art Institute of Houston Accreditor Probation Status and U.S. Department of Education Letter of Credit requirements due to failure to demonstrate financial resources and stability.
- The Art Institute of Houston Accreditor Probation Status and U.S. Department of Education Letter of Credit requirements due to failure to demonstrate financial resources and stability.
- The Art Institute of Houston - North Accreditor Probation Status and U.S. Department of Education Letter of Credit requirements due to failure to demonstrate financial resources and stability.
- The Art Institute of San Antonio Accreditor Probation Status and U.S. Department of Education Letter of Credit requirements due to failure to demonstrate financial resources and stability.
- University of St. Augustine For Health Sciences - Austin Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.

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

<u>Institution</u>	<u>Comment</u>
• South University - Online	Accreditor Probation Status and U.S. Department of Education Letter of Credit requirements due to failure to demonstrate financial resources and stability.
• Walden University	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with the parent company financial responsibility

AGENDA ITEM X-G

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 Coordinating Board Rules, Chapter 7, Subchapter A, Section 7.7(5), Closure of an Institution, the Texas Higher Education Coordinating Board (THECB) must be notified in writing at least 90 days prior to a planned closure date or immediately if an institution closes unexpectedly. If an institution closes or intends to close before all currently enrolled students have completed all requirements for graduation, a teach-out plan is required. The teach-out plan is subject to Board approval. The Board has given the Assistant Commissioner of Academic Quality and Workforce the authority to oversee this approval process.

University of Phoenix Changes to Texas Locations

On September 20, 2017, the University of Phoenix's (UOP) Board of Trustees voted to make changes which reflect its student base shift toward a higher proportion of online students. Following is a summary of UOP's status with regard to Texas locations.

The following locations will remain in operation:

- Dallas Campus, 12400 Coit Road, Dallas, Texas 75251;
- Resource Center at Arlington Highlands, 3900 Arlington Highlands Boulevard, Suite 237, Arlington, Texas 76018;
- Houston Campus, 11451 Katy Freeway, Houston, Texas 77079;
- San Antonio Main Campus, 8200 IH-10 West, San Antonio, Texas 78230;
- Killeen Learning Center, 902 West Central Texas Expressway, Suite 300, Killeen, Texas 76541.

The following locations have entered into teach-outs:

- East El Paso Campus 4, 11820 Miriam Drive, El Paso, Texas 79936;
- Woodlands Learning Center, 24624 North Interstate 45, Spring, Texas 77386.

As of September 20, 2017, UOP had 137 students at the El Paso location and 32 students at the Woodlands location. Both locations will be taught out by February 2022. Other activities that occur at these locations, including job fairs, community events and outreach to alumni, business partners, and community colleges will continue during the teach-outs, but will be focused on UOP's online programs and services.

The following locations have completed teach-outs and have been closed:

- Austin Campus, 10801 N. Mopac, Austin, Texas 78759;
- East El Paso Main Campus 2, 1340 Adabel, El Paso, Texas 79936;
- McAllen Campus, 4201 South Shary Road, Mission, Texas 78572;
- Hilton Houston NASA Clear Lake, 3000 NASA Parkway, Houston, Texas 77058;
- Holiday Inn-Greenway Plaza, 2712 Southwest Freeway, Houston, Texas 77098;
- Renaissance Hotel Austin, 9721 Arboretum Boulevard, Austin, Texas 78759;
- Hurst Conference Center, 1601 Campus Drive, Hurst, Texas 76054;
- Holiday Inn-Killeen, 300 E. Central Texas Expressway, Killeen, Texas 76541;
- Omni Hotel-San Antonio Northwest, 9821 Colonnade Boulevard, San Antonio, Texas 78230;
- Westin Park Central Hotel, 12720 Merit Drive, Dallas, Texas 75251;
- West Loop Learning Center, 4888 Loop Central Drive, Houston, Texas 77081.

Certificate of Authorization for the closed locations have been ended. Student transcripts from closed locations are available through an online portal at www.phoenix.edu/students/transcripts.html.

Altierus Career College Changes to Texas Locations

On November 7, 2017, Zenith Education Group, which operates Altierus Career College locations (FKA Everest College), notified the THECB of its plans to teach out 21 of the 24 Altierus campuses across the United States. A plan, with timelines for teaching out programs and closing campuses is being developed. Following is a summary of Altierus Career College Texas locations.

The following location will remain in operation:

- Houston (Bissonnet), 9700 Bissonnet Street, Suite 1400, Houston, TX 77036.

The following locations will enter into teach-outs:

- Austin, 9100 US Hwy. 290 East, Suite 100, Austin, TX 78724;
- Arlington, 300 Six Flags Drive, Suite 100, Arlington, TX 76011;
- Fort Worth South, 4200 South Freeway, Suite 1940, Fort Worth, TX 76115;
- Houston (Hobby), 7151 Office City Drive, Suite 100, Houston, TX 77087; and
- San Antonio, 6550 First Park Ten, Suite 201, San Antonio, TX 78213.

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

AGENDA ITEM X-H

Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Applications for the Open Educational Resources Grant Program (*Senate Bill 810, 85th Texas Legislature, Regular Session*)

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests applications from Texas public institutions of higher education to award grants through the Open Educational Resources Grant Program (OERGP). This competitive grant program was established by Senate Bill (SB) 810, 85th Texas Legislature, Regular Session to encourage faculty at institutions of higher education to adopt, modify, redesign, or develop courses that use only open educational resources.

SB 810 defines an "Open Educational Resource" as a teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits the free use, adaptation, and redistribution of the resource by any person. The term may include full course curricula, course materials, modules, textbooks, media, assessments, software, and any other tools, materials, or techniques, whether digital or otherwise, used to support access to knowledge."

Stakeholder representatives from community colleges, state technical colleges, and universities across the state met with Coordinating Board staff on November 1, 2017, to discuss an allocation methodology and proposed rules for the OERGP in a negotiated rule-making (NRM) process. Consensus was reached in NRM, and proposed rules have been drafted. Proposed rules have been published in the *Texas Register* for a 30-day public comment period. Staff will submit the proposed rules, with any public comments, to the Board for action at the January Board Meeting, on January 25, 2018.

The OERGP will award grants to selected institutions to support faculty efforts to adopt, adapt, or develop courses that use only open educational resources, and will be consistent with the goals of *60x30TX*. The Texas Legislature appropriated \$200,000 to the OERGP for the biennium, \$100,000 in Fiscal Year (FY) 2018, and \$100,000 in FY 2019. The Request for Applications (RFA), expected to be released in spring 2018, will provide background information, definitions, instructions, award criteria, and forms for completing the applications. Applications will be evaluated by qualified reviewers based on a standard set of criteria, after which applications will be recommended for grant awards. The Board, through the Commissioner as its delegate, would award grants based upon the recommendations of qualified reviewers.

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

AGENDA ITEM X-I

Consideration of adopting the Committee's recommendation to the Board relating to issuance of 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 Coordinating Board administers Basic formula grants (Title I). Basic formula grants support the goals outlined in the Perkins Act. The Coordinating Board publishes the Request for Applications (RFA) for eligible Texas colleges to apply to receive Perkins Basic grants. The timeframe for authorization of the new Perkins Act (Perkins V) is unknown and could occur before September 2018. The RFA will be based on Perkins IV; however, if a new law is passed for implementation of Perkins V without a phase-in timeframe, the RFA would be changed to reflect any new focus and requirements. During the last reauthorization period, Perkins III was continued for one additional year after Perkins IV was passed and an additional optional phase-in year was allowed.

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

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

The funding must:

- 1) strengthen the academic and career and technical skills of students participating in career and technical education programs;
- 2) link career and technical education at the secondary level and career and technical education at the postsecondary level;
- 3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

- 4) develop, improve, or expand the use of technology in career and technical education;
- 5) provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs;
- 6) develop and implement evaluations of the career and technical education programs carried out with funds, including an assessment of how the needs of special populations are being met;
- 7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- 8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- 9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

Additionally, the Basic grants funding must address the goals included in the Texas State Plan for 2008-2013, under the Carl D. Perkins Career and Technical Education Improvement Act of 2006; and the requirements of Public Law 109-270, Title I, Career and Technical Education Assistance to the States.

Anticipated funding for the FY 2018-2019 Basic Grants is estimated to be \$23 million. However, the level of funding could be decreased due to federal funding cuts.

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

AGENDA ITEM X-J

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

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

Background Information:

The Coordinating Board invites eligible Texas public postsecondary institutions to submit Request for Applications (RFA) to receive a State Leadership grant supported with federal funding through the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270 (Perkins IV). State Leadership grants are awarded to support the advancement of career and technical education in Texas. In order to receive a State Leadership grant, institutions must submit an application that addresses the goals and objectives of the Perkins IV Texas State Plan 2008-2013, and at least one of the priority topics included in the RFA. The timeframe for authorization of Perkins V is unknown and may happen before September 2018. During the last reauthorization period, Perkins III was continued for one additional year after Perkins IV was passed and the states had an additional optional phase-in year. If a new law is passed for implementation of Perkins V without a phase-in timeframe, the RFA would be changed to reflect any new focus and mandates.

In FY 18-19, State Leadership grants must address the following:

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

The Perkins State Leadership grants provide funding support to improve career and technical education programs. Anticipated funding for the Leadership Grants is estimated to be \$2.3 million for FY 18-19.

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

AGENDA ITEM X-K

Consideration of adopting the staff recommendation to the Board relating to the 2017 report on the National Research University Fund

RECOMMENDATION: Approve the submission of the final 2017 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 Coordinating Board to certify to the Texas Legislature that verified information relating to the criteria used to determine eligibility for distributions of money from the National Research University Fund (NRUF) has been completed. The statute requires the certification report be submitted to the Comptroller 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 institution 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. Two institutions, Texas Tech University and the University of Houston, achieved eligibility for NRUF funding in 2012.

In August 2017, the Commissioner reported to the Comptroller of Public Accounts that The University of Texas at Dallas reported meeting the eligibility criteria for Fiscal Year (FY) 2016. If the institution again meets those criteria in FY 2017, the institution will be eligible for fund distribution in FY 2018, pending the outcome of a statutorily mandated audit conducted by the State Auditor's Office.

The finalized NRUF certification report will be completed as soon as all institutions submit certified data to the Coordinating Board for this purpose, using the regular Coordinating Board Management (CBM) reporting mechanism. The Commissioner will forward the final report to the Comptroller and Legislature in February 2018.

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

AGENDA ITEM X-L

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 for funding by public community, state, and technical colleges in Texas. The ACGM Advisory Committee's tasks are 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>).

At the fall ACGM Advisory Committee meeting, the committee approved changes in course descriptions and the addition of learning outcomes for courses in the Mexican American Field of Study Curriculum in the following disciplines: Literature (ENGL), Political Science (GOVT), and History (HIST). These changes are recommended by faculty workgroups as part of the Learning Outcomes Project and approved by the ACGM Advisory Committee.

COURSES REVISED AS PART OF THE LEARNING OUTCOMES PROJECT

COURSE	TITLE	REVISIONS EFFECTIVE
ENGL 2351	Mexican American Literature	9-1-2018
GOVT 2311	Mexican American Politics	9-1-2018
HIST 2327	Mexican American History I	9-1-2018
HIST 2328	Mexican American History II	9-1-2018

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

AGENDA ITEM X-M (1)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of members to the Apply Texas Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff is requesting the appointment of four members to the Apply Texas Advisory Committee (ATAC). In accordance with Texas Education Code, Section 51.762, the THECB, with the assistance of an advisory committee, is required to adopt a common admission application form for use by a person seeking admission as a freshman student to a general academic teaching institution.

The ATAC consists of individuals representing two-year, four-year, and private institutions. The committee discusses and votes on changes that may be needed to the common admission application for the upcoming academic year. The committee also focuses on additional initiatives to strengthen student participation and access into higher education.

Four ATAC members with one to two years of service left on the appointment term have resigned their positions on the committee. The nominees will replace these members. The nominees are from the same institutions as the former committee members. All members of the ATAC have admission and/or enrollment experience.

Kerri Mikulik, Assistant Director of Admissions, Angelo State University
Master of Education, Wayland Baptist University

Jennifer Beal, North Central Texas College
Bachelor of Science, Texas Woman's University

Jennifer Waits, Assistant Director of Admissions, Tarrant County College
Master of Science in Management and Leadership, Tarleton State University

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

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

AGENDA ITEM X-M (2)

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

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting member appointments for the Learning Technology Advisory Committee to replace Dr. Wendi Prater, Dr. Kelvin Bentley, and Mrs. Charlene Worsham, who are no longer employed, or serve in the same capacity, at the institutions which originally submitted their nominations to serve on the committee. Board staff will seek confirmation of the appointments to complete the vacant members' terms at the January 2018 Board meeting.

Coordinating Board Rules, Chapter 1, Subchapter O, Section 1.185 establishes the Learning Technology Advisory Committee to provide advice and recommendations to the Board regarding the role that learning technology plays in Texas higher education. The committee consists of 24 administrators, faculty, and other persons closely involved in the oversight of distance education and computer assisted instruction at Texas institutions of higher education. The members are appointed for three-year staggered terms. The committee meets four to six times per year. Dr. Wendi Prater's term would have ended in 2020 and will be completed by Mr. George Ashmore, Dr. Kelvin Bentley's term would have ended in 2020 and will be completed by Dr. Carlos Morales, and Mrs. Charlene Worsham's term would have ended in 2019 and will be completed by Dr. William Stowe.

Nominees' current position and highest degree awarded:

George Ashmore, Director of Online Technologies, Lone Star College System
MED in Learning and Technology, Western Governors University

Carlos Morales, President, TCC Connect, Tarrant County College
PhD in Education, Capella University

William Stowe, Biology Faculty, Kilgore College
PhD in Learning Technologies, University of North Texas

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

AGENDA ITEM X-M (3)

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

RECOMMENDATION: Approval

Background Information:

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

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each university system or institution of higher education which offers an undergraduate Finance degree program was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

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

Nominees' current position and highest degree awarded:

Ibrahim Abou-Saad, Associate Professor, LoneStar College-North Harris
PhD in Agricultural Economics, University of Connecticut Storrs

Pablo Calafiore, Associate Professor, Texas A&M University at San Antonio
PhD in Business Administration, Finance, The University of Texas-Pan American

Valica Calvert, Chair, Business and Entrepreneurship, Alamo Community College-San Antonio College
PhD in Education and Organizational Leadership, University of Incarnate Word

Ruby Campuzano, Assistant Department Chair, South Texas College
MS in Accounting, The University of Texas-Pan American

Chun-Da Chen, Associate Professor, Lamar University
PhD in Finance, Tamkang University, Taiwan

John Lopez, Clinical Assistant Professor, University of Houston
MBA, Finance, Texas A&M University

Casey Martin, Faculty, Richland College
MS in Finance, Texas A&M University

Tim Michael, Associate Professor, University of Houston-Clear Lake
PhD in Finance, The University of South Carolina

Paula Miller, Professor, Collin College
MA in Accounting, University of Iowa

Vivek Pandey, Professor, The University of Texas at Tyler
DBA in Business Administration, Finance, Mississippi State University

Janet Parr, Program Coordinator, Houston Community College
MS in Management and Leadership, Western Governors University

Ramesh Rao, Professor, The University of Texas at Austin
DBA in Finance, Indiana University

Alfredo Salas, Professor, El Paso Community College
MA in Systems Accounting, The University of Texas at El Paso

Salil Sarkar, Associate Professor, The University of Texas at Arlington
PhD in Finance, Louisiana State University

Magdalena Solis, Instructor, Texas Southmost College
MBA in Business, The University of Texas at Brownsville

Sorin Sorescu, Department Chair of Finance, Texas A&M University
PhD in Finance, University of Florida

Shane Stibora, Professor, Blinn College
JD in Law, Baylor University

Glenn Tanner, Associate Professor, Texas State University
PhD in Finance, University of Washington

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

AGENDA ITEM X-M (4)

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

RECOMMENDATION: Approval

Background Information:

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

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each university system or institution of higher education which offers an undergraduate Marketing degree program was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

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

Nominees' current position and highest degree awarded:

Soumava Bandyopadhyay, Professor, Lamar University
PhD in Marketing, University of Alabama

Don Blaine, Professor, Tyler College
BBA in Marketing, Stephen F. Austin State University

Kimberly Cade, Program Coordinator, Houston Community College
MBA in Marketing, University of Michigan

John Cater, Professor, The University of Texas at Tyler
PhD in Management, Louisiana State University

Shih Yung Chou, Chair, Department of Management and Marketing, Midwestern State University
PhD in Business Administration, Southern Illinois University-Carbondale

Sarah Felmet, Faculty, Richland College
PhD, Walden University

Stephen McDaniel, Professor, Texas A&M University
PhD in Business Administration, University of Arkansas

Michael Minor, Chair, Marketing Department, The University of Texas Rio Grande Valley
PhD in Political Science, Vanderbilt University

Rosemond Moore, Instructor, South Texas College
PhD in Business Administration, The University of Texas Rio Grande Valley

Becky Parker, Professor, McLennan College
MBA in Business, Baylor University

Pushkala Raman, Professor, Texas Woman's University
PhD in Marketing, Texas A&M University

Marshall Rich, Assistant Dean, Blinn College
MS in Management, Texas A&M University

Jeneen Sims, Associate Professor, Tarrant County College
MS in Business and Human Relations, Amber University

Katherine Smith, Assistant Professor, Texas A&M University-Corpus Christi
DBA, Louisiana Tech University

William Zahn, Assistant Professor, University of Houston
PhD in Marketing, University of Houston

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

AGENDA ITEM X-M (5)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the English Language & Literature Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

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

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each university system or institution of higher education which offers an undergraduate English Language & Literature degree program was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the English Language & Literature Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

Nominees' current position and highest degree awarded:

Ann Beebe, Associate Professor, The University of Texas at Tyler
PhD in English, University of Kentucky

Jason Berger, Associate Professor, University of Houston
PhD in English, University of Connecticut

Glenn Blalock, Associate Professor, Texas A&M University-Corpus Christi
PhD, University of North Carolina at Chapel Hill

Gretchen Busl, Assistant Professor, Texas Woman's University
PhD in Literature, University of Notre Dame

Karen Campbell, Professor, Grayson College
PhD in English, Texas Tech University

Everett Chesnut, Instructor, Ranger College
PhD, University of Oklahoma

Howard Cox, Instructor, Angelina College
M.A. in English, Abilene Christian University

Charles Hatfield, Associate Professor, The University of Texas at Dallas
PhD in Romance Languages and Literatures, Johns Hopkins University

Sally Henschel, Assistant Professor, Midwestern State University
PhD in Technical Communication and Rhetoric, Texas Tech University

Cliff Hudder, Professor, Lone Star College-Montgomery
PhD Candidate in English, Texas A&M University

April Julier, Director, Writing Center, Brazosport College
PhD, Composition and TESOL, Indiana University of Pennsylvania

Anna Kantor, Chair, English Department, Navarro College
EdD in Education, Texas Tech University/Texas A&M University

Iris Lancaster, Assistant Professor, Texas Southern University
PhD, Texas A&M University–Commerce

Zebulon Lowe, Instructor, Lamar State College–Port Arthur
MA in English Literature, Lamar University

Joe Noe, Associate Professor, The University of Texas Rio Grande Valley
PhD in Rhetoric and Composition, Texas Christian University

Jen Osborne, Instructor, Alamo Community College-St. Philip's College
PhD in Technical Communication and Rhetoric, Texas Tech University

Kevin Porter, Associate Professor, The University of Texas at Arlington
PhD in English, University of Wisconsin

Kelli Reed, Associate Professor, Texarkana College
MA in English, Texas A&M University-Texarkana

Elizabeth Scala, Professor, The University of Texas at Austin
PhD in English and American Literature and Language, Harvard University

William Smith, Professor, Weatherford College
PhD in English, University of North Carolina at Chapel Hill

Kandi Tayebi, Professor, Sam Houston State University
PhD in English, University of Denver

Kimberly Torres, Professor, Cisco College
MA in English Literature, Hardin-Simmons University

Apostolos Vasilakis, Associate Professor, Texas A&M University
PhD in Comparative Literature, Emory University

Shane Wallace, Associate Professor, Galveston College
PhD in English, Louisiana State University

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

AGENDA ITEM X-M (6)

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

RECOMMENDATION: Approval

Background Information:

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

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each university system or institution of higher education which offers an undergraduate History degree program was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

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

Nominees' current position and highest degree awarded:

Kimberlee Ball, Assistant Professor, Lone Star College-North Harris
MS in History, University of North Texas

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

Melissa Esmacher, History Faculty Coordinator, El Paso Community College
PhD in History, University of Hawaii

Jason Fabianke, Instructor, Alamo Community College-St. Philip's College
MA in German Language and Literature, Texas Tech University

Michael Faubion, Associate Professor, The University of Texas Rio Grande Valley
PhD in History, Texas Tech University

Thomas Greene, Assistant Professor, Texas A&M University –San Antonio
PhD in History, Loyola University

Kenneth Grubb, Department Head, History and Geography, Wharton County Community College
MA in History, University of Houston-Clear Lake

Barbara Hahn, Associate Professor, Texas Tech University
PhD, University of North Carolina – Chapel Hill

Kenneth Howell, Professor, Blinn College
PhD in History, Texas A&M University

Andrew Milson, Professor, The University of Texas at Arlington
PhD, Social Science Education and Geography, University of Georgia

Peter Moore, Professor, Texas A&M University-Corpus Christi
PhD, University of Georgia

Patricia Ovesny, Professor, College of the Mainland
MA in History, University of Houston-Clear Lake

Ryan Pettengill, Professor, Mountain View College
PhD in History, Michigan State University

Lisa Ramos, Assistant Professor, Alamo Community College-San Antonio College
PhD in History, Columbia University

Beverly Rowe, Professor, Texarkana College
PhD in American History, University of North Texas

Matthew Stith, Associate Professor, The University of Texas at Tyler
PhD in History, University of Arkansas

Leland Turner, Associate Professor, Midwestern State University
PhD in History, Texas Tech University

Christina Wilbur, Instructor, Lamar State College-Port Arthur
Med in Secondary Education-History, Lamar University

Ben Wright, Assistant Professor, The University of Texas at Dallas
PhD in History, Rice University

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

AGENDA ITEM X-M (7)

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

RECOMMENDATION: Approval

Background Information:

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

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each university system or institution of higher education which offers an undergraduate Political Science degree program was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

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

Nominees' current position and highest degree awarded:

Alana Aleman, Associate Professor, Lone Star College North Harris
PhD in European History, ABD, University of Houston

Andra Aleman, Lecturer, The University of Texas at San Antonio
MA in Political Science, The University of Texas at San Antonio

Bethany Blackstone, Associate Professor, University of North Texas
PhD in Political Science, Emory University

Clare Brock, Assistant Professor, Texas Woman's University
PhD in American Politics and Public Policy, The University of Texas at Austin

Rachel Bzostek, Professor, Collin College
PhD in International Relations, Louisiana State University

Tina Capeles, Instructor, Lamar State College-Port Arthur
EdD in Educational Leadership, Lamar University

Adrian Clark, Associate Professor, Del Mar College
PhD in Political Science, Rice University

Jennifer Epley, Associate Professor, Texas A&M University-Corpus Christi
PhD, University of Michigan

Craig Goodman, Assistant Professor, University of Houston-Victoria
PhD in Political Science, University of Houston

Jennifer Holmes, Professor, The University of Texas at Dallas
PhD in Political Science, University of Minnesota

Debra Jenke, Lead Instructor, Angelina College
MA in Political Science, Sam Houston State University

Paul Jorgensen, Assistant Professor, The University of Texas Rio Grande Valle
PhD in Political Science, University of Oklahoma

David Leal, Professor, The University of Texas at Austin
PhD, Harvard University

Gary LeBlanc, Program Coordinator, Houston Community College
MPA, Lamar University

Thomas Marshall, Professor, The University of Texas at Arlington
PhD in Political Science, The University of Minnesota

Timothy Nokken, Associate Professor, Texas Tech University
PhD in Political Science, University of Illinois at Urbana-Champaign

Mark Owens, Assistant Professor, The University of Texas at Tyler
PhD in Political Science, University of Georgia

John Presnall, Assistant Professor, College of the Mainland
MA in Politics, University of Dallas

Andria Ramon, Professor, McLennan College
MPA, Baylor University

Andrew Sanders, Assistant Professor, Texas A&M University-San Antonio
PhD in Politics and International Studies, Queen's University Belfast, UK

Candy Smith, Professor, Texarkana College
EdD in Educational Administration, Texas A&M University

Jason Smith, Professor, Blinn College
PhD in Political Science, Texas A&M University

Geoffrey Willbanks, Department Chair, Tyler College
BA in History/Political Science, The University of Texas at Tyler

Kathryn Yates, Professor, Richland College
MA in Government, Midwestern State University

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

AGENDA ITEM X-M (8)

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

RECOMMENDATION: Approval

Background Information:

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

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each university system or institution of higher education which offers an undergraduate Social Work degree program was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

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

Nominees' current position and highest degree awarded:

Daniel Argo, Program Coordinator, Houston Community College
MS in Sociology, Sam Houston State University

Satyanarayana Ayinagadda, Assistant Professor, Midwestern State University
PhD in Social Work, Andhra University, India

Lisa Black, Associate Professor, Alamo Community College-San Antonio College
MA in Social Work, Our Lady of the Lake University

Needha Boutte-Queen, Chair-Department of Social Work, Texas Southern University
PhD in Social Work, University of Houston

Rowena Fong, Professor, The University of Texas at Austin
EdD in Human Development and Psychology, Harvard University

Ginger Gummelt, Assistant Professor, Lamar University
PhD in Social Work, University of Houston

Rebecca Judd, Department Head-Social Work, Texas A&M University-Commerce
PhD in Social Work, The University of Texas at Arlington

JoAnn Jumper, Professor, McLennan Community College
MS in Education, Baylor University

Stephanie Lassanske, Professor, Tyler Junior College
MS in Social Work, The University of Texas at Arlington

Sudershan Pasupuleti, Chair, Department of Social Work, The University of Texas Rio Grande Valley
PhD in Social Work, Osmania University, India

Olivia Lopez, Instructor, Del Mar College
PhD in Social Work, The University of Texas at Arlington

Laura Lowe, Associate Professor, Texas Tech University
PhD, University of Georgia

Melody Loya, Associate Professor, Tarleton State University
PhD, Capella University

Charles Overstreet, Professor, Tarrant County College
PhD, The University of Texas at Arlington

Kelly Rae, Associate Professor, Coastal Bend College
PhD in Counselor Education, Texas A&M University Corpus Christi

Nila Ricks, Assistant Professor, Texas Woman's University
PhD in Social Work, The University of Texas at Arlington

Martha Warburton, Instructor, Texas Southmost College
MS in Social Work, University of Michigan

Debra Woody, Associate Dean, The University of Texas at Arlington
PhD in Social Work, Virginia Commonwealth University

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

AGENDA ITEM X-N (1)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter C, Sections 4.53 – 4.59, and 4.62 and proposed new Section 4.63 of Board rules concerning the Texas Success Initiative (House Bill 2223, 85th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

House Bill (HB) 2223, 85th Texas Legislature, Regular Session, requires that institutions develop and implement developmental education corequisite models for a percentage of underprepared students. Such models allow students to concurrently enroll in a freshman-level college course and a developmental education course or intervention designed to support students' success in the college-level course. The bill also adjusts funding for developmental education and relocates the Texas Success Initiative (TSI) statute in the Texas Education Code.

The proposed amendments and addition to Board rules provide clarification for institutions, specifically related to definitions, applicability, exemptions, timeline, and other factors to help ensure consistency and effectiveness of implementation of HB 2223.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 6, 2017

Date published in the *Texas Register*: October 20, 2017

The 30-day comment period with the *Texas Register* ended on: November 20, 2017

Ten comments were received regarding these proposed rules. After review of the comments, additional changes are recommended to the proposed rules.

- Section 4.53(13) – replace "COSC 1401" with "COSC 1301"
- Section 4.58(a)(2) – add "at minimum" to the statement requiring institutions to follow the criteria set forth in the ACGM
- Section 4.59(c)(2) – add "CLEP" in addition to "AP and IB" as another example of scores that can be used as successfully completed college-level coursework in a related field, as determined by the receiving institution

The changes are in bold and italicized in the rule text. A summary of each comment and the related response from Coordinating Board staff are listed below.

COMMENT 1

Peter Blaskiewicz, McLennan Community College

This commenter is concerned that the rules may constrain or “make illegal” the college’s ability to offer its intensive developmental education models and require it to provide corequisite models during summer and “mini-mester” sessions (typically three-week sessions just before, after, or between long sessions).

STAFF RESPONSE

HB 2223 and the proposed amendments to the Texas Administrative Code (TAC) do not curtail or make “illegal” options for underprepared students, including those for “mini-mester” sessions, which may or may not be implemented as corequisite models. While the bill outlines minimum percentages of students who must be enrolled in corequisite models, institutions may continue to serve those outside the percentages with non-corequisite options. With regard to summer sessions, since the requirements of HB 2223 related to corequisite models do not become effective until fall 2018, these sessions do not need to be addressed by institutions until summer 2019. Coordinating Board staff will continue to seek feedback in the upcoming months with regard to various options to meeting HB 2223 and serving underprepared students during shortened sessions such as summer. **No change is made to the proposed amendments based on this comment.**

COMMENT 2

Don A. Perry, Dallas County Community College District

Dallas County Community College District (DCCCD) is concerned about changing the responsibility from the institution to a test administrator to provide the pre-assessment (PAA), in that the language seems to imply that the PAA is now that staff person’s responsibility instead of the institution’s. The commenter proposes changes to rule language to make clear the institution, not the test administrator, is responsible for the PAA.

The commenter also requested the inclusion of CLEP into the list of examples, which include AP and IB scores, that institutions may use for determining readiness for underprepared students.

STAFF RESPONSE

As more school districts seek to administer independently the Texas Success Initiative Assessment (TSIA) rather than relying on public institutions of higher education, it is important that the rules related to the TSI recognize test administrations by both institutions and school districts. The proposed change from “institution” to “test administrator” does not shift the burden of responsibility and is made simply to ensure all test administrators, regardless of testing entity, understand the requirement for administering the Pre-Assessment Activity. Institutions and school districts approved by the College Board to administer the TSIA may continue to determine which local policies governing practice and personnel are in place in meeting this requirement. **No change is made to the proposed amendments based on this comment.**

The proposed amendment to TAC, Section 4.59 adds AP and IB scores as examples for institutions in determining readiness for underprepared students through successfully completed non-developmental coursework, as determined by the receiving institution. **It was not**

intentional to omit CLEP; therefore, the proposed amendment has been changed to include CLEP in the examples.

COMMENT 3

Thomas Awtry, Ph.D., Tarrant County College

Not commenting on behalf of his college, this individual made a comment related to developmental and college credit coursework the college uses for particular math pathways. He recommends adding specific readiness benchmarks on the TSIA for non-algebraic pathways.

STAFF RESPONSE

The comment covers material outside the scope of the rules currently under consideration, which are proposed specifically to implement HB 2223. However, it should be noted that the current TSIA cannot accommodate multiple college readiness benchmarks for the purposes of placing students in particular pathways, nor can it do so without development of an entirely new test. Diagnostic results, along with other factors, can be helpful to institutions and students for considering placement into appropriate pathways. **No change is made to the proposed amendments based on this comment.**

COMMENT 4

Jeremy Martin, The Charles A. Dana Center at The University of Texas at Austin and Bruce Vandal, Complete College America

Comment 4(a). These commenters are requesting a change to the definition of "corequisite" to be more specific and require that Intermediate Algebra not be used as a corequisite for non-algebra intensive entry-level courses, such as Math 1332 Contemporary Mathematics and Math 1342 Statistics.

STAFF RESPONSE

Not allowing institutions to use certain developmental education courses outlined in the Lower Division Academic Course Guide Manual (ACGM) conflicts with TSI statute (Texas Education Code, Section 51.331 et seq.), which requires that "the institution of higher education work with the student to develop an individualized plan to assist the student in becoming college ready." Institutions have the authority to determine which courses/interventions, including Intermediate Algebra, are appropriate for individual students. Best practice recommendations will be addressed in FAQ documents and upcoming professional development and technical assistance trainings. **No change is made to the proposed amendments based on this comment.**

Comment 4(b). The commenters are requesting that the definition of "entry-level course" include an exclusive list of courses, rather than the currently permissive language regarding which courses should be so considered. The commenters are concerned that institutions determine what are considered "entry-level courses" and that the amendment permits institutions to define Math 1314/1414 College Algebra as the only "entry-level" course and use it as a pre-requisite for Math 1342 Statistics.

STAFF RESPONSE:

Texas Administrative Code, Section 4.53 includes in the definition for “entry-level course” as one requiring no prerequisites and provides as part of the definition examples of such courses reported most commonly to THECB by institutions of higher education. The ACGM and each university’s approved undergraduate course inventory outline which courses at the institution are defined as entry-level. **No change is made to the proposed amendments based on this comment.**

Comment 4(c). The commenters are requesting that the definition of “mathematics pathways models” be changed and are proposing new rule language. They maintain that pathways models should cohere to particular design principles.

STAFF RESPONSE

The comment covers material outside the scope of the rules currently under consideration, which are proposed specifically to implement HB 2223. However, it should be noted that the current definition is purposefully broad in order to encompass multiple pathway models that may be implemented by an institution of higher education. **No change is made to the proposed amendments based on this comment.**

Comment 4(d). The commenters are concerned that the proposed amendment to TAC, Section 4.58 in requiring adherence to the learning outcomes outlined in the ACGM might artificially limit institutions’ ability to design co-requisite models. The second concern is raised with regard to students who fail the college-level course that the proposed amendment would require students to continue with developmental education even in cases in which the student had demonstrated readiness to enroll in a college-level course.

STAFF RESPONSE

Current student learning outcomes outlined in the ACGM were determined by faculty from Texas public institutions of higher education and are considered minimum criteria. In order to address the commenter’s concern, the proposed amendment will be modified to add the phrase “at minimum” to clarify that institutions may add learning outcomes to reflect underprepared students’ needs but should address, at minimum, those criteria set forth in the ACGM.

Proposed language in TAC, Section 4.58(f)(2) mirrors statute and is applicable only to students enrolled in corequisite models who have not successfully completed the freshman-level course *and* are not ready to perform freshman-level coursework. TSI statute (Texas Education Code, Section 51.331 et seq.) explicitly forbids institutions to require that college-ready students enroll in development education. **No change is made to the proposed amendments based on this comment.**

Comment 4(e). The commenters expressed concern that the proposed amendments do not support institutions in developing their own placement policies to meet students’ goals and strongly encourage revision to Section 4.59(b) to allow institutions to use additional measures to help determine college readiness. Reasons for their recommendations include misalignment with College Board recommendations for appropriate use of their tests; weakening of student success efforts, especially for underserved students; contradiction to other parts of TSI code; and limitations for institutions to place students into courses. Commenters also cited multiple research studies.

STAFF RESPONSE

The comment covers material outside the scope of the rules currently under consideration, which are proposed specifically to implement HB 2223. However, it should be noted that current rules require that institutions use multiple factors to help determine the best placement for underprepared students, as well as allow minimal required interventions through non-course competency-based options (NCBOs). **No change is made to the proposed amendments based on this comment.**

COMMENT 5

Dr. Cesar Maldonado, Houston Community College (HCC)

The commenter notes findings from the Community College Research Center (CCRC), which reports that about 60% of entering students require remediation, but they are less likely to graduate with a postsecondary degree than those not needing remediation. HCC contends that Section 4.58(f) would trigger a positive reconnection between institutions of higher education and affected students and equip the latter with the necessary tools for academic success.

The commenter is concerned that the timeline for implementation of HB 2223, in regard to scaling both corequisite and competency-based models, may be too ambitious for some institutions to meet. HCC generally supports the legislative intent of HB 2223, relating to developmental course work offered by public institutions of higher education. HCC supports especially the inclusion of the proposed amendment TAC, Section 4.58(f), which requires the review existing student advisement plans, if necessary; and, offer a range of competency-based programs to assist students in becoming ready to perform freshman-level academic coursework.

STAFF RESPONSE

The timeline for institutions to implement the requirements of HB 2223 is clearly outlined in the statute, which does not grant THECB the authority to modify. **No change is made to the proposed amendments based on this comment.**

COMMENT 6

Jonda Halcomb, Ph.D., Del Mar College

Comment 6(a) Introduction. *"There are no anticipated economic costs to persons who are required to comply with the sections as proposed."*

The commenter is concerned about the "inaccurate" and "unrealistic" generalization made and notes a number of costs that will need to be addressed to implement HB 2223. Questions are raised with regard to funding challenges.

STAFF RESPONSE

This comment does not reference a specific proposed amendment to TAC rules. However, the commenter should be aware that non-course competency-based options (NCBOs), if reported, draw funding for institutions. Students also save money because they can be assessed reduced fees rather than full tuition for developmental education coursework/interventions. NCBOs enable institutions to require fewer hours for higher-skilled underprepared students and incur

fewer faculty and institutional costs. **No change is made to the proposed amendments based on this comment.**

Comment 6(b) 4.58. The commenter raises questions with regard to course failures, competency-based program options, and timing of interventions.

STAFF RESPONSE

Issues of clarification related to instructional methodologies and program implementation will be addressed in an FAQ document and upcoming professional development and technical assistance trainings. **No change is made to the proposed amendments based on this comment.**

6(c). 4.59: The commenter raises concerns about Section 4.59, which implies there is no accountability in the developmental education course and removes incentives for students to attend or pass the developmental education course, suggesting some incentive be included to encourage success in both developmental and college-level courses.

STAFF RESPONSE

TAC Section 4.59(b) states the following: "Successful completion of the entry-level freshman course is demonstration of the student's college readiness, independent of his/her performance in co-enrolled developmental education." The rule clarifies that a student who successfully completes the college-level course but not the developmental component must be considered college ready and cannot be forced to re-enroll in the developmental component. The comment that there is no accountability in the developmental education course is not reflective of the language found in current or proposed rule. **No change is made to the proposed amendments based on this comment.**

COMMENT 7

Wendy Wilson, Ph.D., Lone Star College

The commenter notes that rules proposed in conjunction with the implementation of HB 2223 were shared with faculty and administration at Lone Star College.

Comment 7(a). The commenter suggests that a definition for "academic year" be added to clarify whether or not summer enrollment is counted in the requirements for HB 2223.

STAFF RESPONSE

Summer is included in the academic year, per TAC, Chapter 4, Subchapter A, Section 4.5(d). As described in the Glossary of Terms for the Coordinating Board Manual (CBM), the academic year is "The 12-month period of time generally extending from September to August." The requirements of HB 2223 related to corequisite models do not become effective until fall 2018, so summer sessions do not need to be addressed by institutions until summer 2019. THECB staff will continue to seek feedback in the upcoming months with regard to various options to meeting HB 2223 and serving underprepared students during shortened timeframes inherent in summer. **No change is made to the proposed amendments based on this comment.**

Comment 7(b). The commenter requests that guidelines be added to rules to help support institutions as they implement appropriate corequisite models.

STAFF RESPONSE

Issues of guidance related to instructional methodologies and program implementation will be addressed in an FAQ document and upcoming professional development and technical assistance trainings. **No change is made to the proposed amendments based on this comment.**

COMMENT 8

Brady Franks, The University of Texas at Austin

Comment 8(a). The commenter is concerned that language in Section 4.59 may be misinterpreted, resulting in students underprepared in math being required to enroll in developmental reading/writing coursework. A request is made to clarify that corequisite requirements are subject-specific.

STAFF RESPONSE

HB 2223 requires implementation of a "corequisite model under which a student concurrently enrolls in a developmental education course and a freshman-level course in the same subject area for each subject area for which the student is referred to developmental coursework." Furthermore, TAC, Section 4.53(7) clearly defines corequisite models as the "concurrent enrollment of a developmental education course or NCBO[7] as defined in paragraph (18) of this section[7] and the entry-level freshman course of the same subject matter within the same semester." THECB believes both references provide adequate guidance and clarity for students and institutions. **No change is made to the proposed amendments based on this comment.**

Comment 8(b). The commenter is concerned that the use of the word "readiness" is ambiguous in Section 4.59 and should be clarified.

STAFF RESPONSE

Texas Education Code, Chapter 51, Subchapter F-1, Texas Success Initiative, Section 51.333(a), mandates that "An institution of higher education shall ... assess the academic skills of each entering undergraduate student to determine the student's readiness to enroll in freshman-level academic coursework." Furthermore, the title of TAC, Section 4.59 reads "Determination of Readiness to Perform Entry-Level Freshman Coursework." It is clear *readiness* explicitly refers to the ability to perform entry-level freshman coursework. THECB believes both references provide adequate guidance and clarity for students and institutions. **No change is made to the proposed amendments based on this comment.**

Comment 8(c). The commenter is concerned that there have been no discussions to use IB scores to exempt students from TSI and suggests providing clarification or removing it from this section.

STAFF RESPONSE

Including reference to IB scores as an example of successful completion of college-level coursework in a related field, as determined by the receiving institution, is not referring to a TSI exemption. TAC, Section 4.59 allows institutions to use both developmental and non-developmental education coursework to help determine the college readiness of entering undergraduate students. An institution's decision to award college-level course credit based on

certain test scores is allowable and meets TSI statute. **No change is made to the proposed amendments based on this comment.**

COMMENT 9

Oscar Hernandez, Texas Southmost College

The commenter suggests a possible correction to Section 4.53(13) since COSC 1401 is no longer funded and is scheduled for deletion and suggests replacing it with COSC 1301.

STAFF RESPONSE

Staff agrees. The proposed amendment to TAC, Section 4.53(13) has been changed to remove COSC 1401 and replace it with COSC 1301.

COMMENT 10

Terra Alvarado, Texas State Technical College

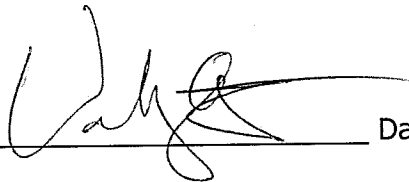
The commenter notes an exemption from HB 2223 corequisite models for students who are enrolled in a program not requiring a freshman-level math course and asks if a similar exemption is under consideration for students enrolled in a program not requiring a freshman-level English course.

STAFF RESPONSE

Because there are courses required by institutions of higher education in addition to freshman-level English that are TSI-liable in writing and/or reading, there is currently no proposal to exempt from the requirements of HB 2223 students who are enrolled in a program that does not require a freshman-level English course. **No change is made to the proposed amendments based on this comment.**

Legal Review:

Approved by Office of General Counsel



Date 12/22/17

CHAPTER 4.
RULES APPLYING TO ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN TEXAS

SUBCHAPTER C.
TEXAS SUCCESS INITIATIVE

Section

- 4.51 Purpose
- 4.52 Authority
- 4.53 Definitions
- 4.54 Exemptions, Exceptions, and Waivers
- 4.55 Assessment and Placement
- 4.56 Assessment Instrument
- 4.57 College Ready Standards
- 4.58 Advisement and Plan for Academic Success
- 4.59 Determination of Readiness to Perform Entry-Level Freshman Coursework
- 4.60 Evaluation and Reporting
- 4.61 Limited Waiver of Rules
- 4.62 Required Components of Developmental Education Programs
- 4.63 Privacy of Student Information

4.51 No changes.

4.52 Authority

Under Texas Education Code, §51.344~~§51.307~~, the Board is authorized to adopt rules to implement the provisions of Texas Education Code, Chapter 51, Subchapter F-1, Texas Success Initiative~~§51.3062~~. Texas Education Code, §51.403(e), authorizes the Board to establish guidelines and reporting requirements.

4.53 Definitions

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

(1) – (6) No changes.

- (7) Co-requisite (also known as corequisite or mainstreaming)--An instructional strategy whereby undergraduate students as defined in paragraph (24) of this section are co-enrolled or concurrently enrolled in a developmental education course or NCBO~~;~~ as defined in paragraph (18) of this section~~;~~ and the entry-level freshman course of the same subject matter within the same semester. The developmental component provides support aligned directly with the learning outcomes, instruction, and assessment of the entry-level freshman course, and makes necessary adjustments as needed in order to advance students' success in the entry-level freshman course. Participation in the entry-level freshman course is not contingent upon performance in the developmental education component of the corequisite.

(8) – (12) No changes.

(13) Entry-level course (sometimes referred to as entry-level freshman coursework ~~or freshman-level academic coursework~~)--Any course for academic credit in which a freshman student typically enrolls and comprises college-level content: the course shall not have prerequisites and is open to any student meeting TSI standards as defined in §4.57 of this title (relating to College Ready and Adult Basic Education (ABE) Standards) and/or meeting at least one of the exemptions or waivers as defined in §4.54 of this title (relating to Exemptions, Exceptions, and Waivers). These courses (or their local equivalent in Texas Common Core Numbering System) may include, but are not limited to, ENGL 1301, HIST 1301, PSYC 2301, GOVT 2305/2306, MATH 1314/1414/1324/1332/1342, SOCI 1301, PHIL 1301, SPCH 1311/1315, COSC **1301** ~~[1401]~~, HUMA 1301, ARTS 1301, and BIOL 1306/1406.

(14) – (16) No changes.

(17) Minimum Passing Standards--The minimum scores which must be attained by a student in reading, writing, and mathematics in the TSI Assessment Instrument that indicates the student's readiness to enroll in entry-level freshman courses as defined in paragraph ~~(13)~~ ~~[(12)]~~ of this section. These scores are set forth in §4.57 of this title (relating to Definitions).

(18) – (23) No changes.

(24) Undergraduate student—a student, other than a high school student enrolled in college-level coursework for dual credit, who enrolls at a Texas public institution of higher education in a field or program of study.

4.54 Exemptions, Exceptions, and Waivers

(a) The following students shall be exempt from the requirements of this title, whereby exempt students shall not be required to provide any additional demonstration of college readiness and shall be allowed to enroll in any entry-level freshman course as defined in §4.53 ~~(13)~~ ~~[(12)]~~ of this title (relating to Definitions):

(a) (1) – (4) No changes.

(5) A student who transfers to an institution from a public, private, or independent institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed college-level coursework as determined by the receiving institution.

(6) A student who has previously attended any institution and has been determined to have met readiness standards by that institution. For students meeting non-Algebra intensive readiness standards in mathematics as defined in §4.59~~[(d)(1)(B)]~~ of this title (relating to Determination of Readiness to Perform Entry-Level Freshman Coursework), institutions may choose to require additional preparatory coursework/interventions for Algebra intensive courses, including

MATH 1314/1324/1414 (or their local equivalent). It is the institution's responsibility to ensure that students are clearly informed of the consequences of successful completion of a mathematics pathways model which results in meeting the mathematics college readiness standard only for specific entry-level freshman mathematics courses.

- (a) (7) – (10) No changes.
- (b) No changes.
- (c) ESOL Waiver--An institution may grant a temporary waiver from the assessment required under this title for students with demonstrated limited English proficiency in order to provide appropriate ESOL/ESL coursework and interventions. The waiver must be removed after the student attempts 15 credit hours of developmental ESOL coursework at a public junior college, public technical institute, or public state college; 9 credit hours of developmental ESOL coursework at a general academic teaching institution; or prior to enrolling in entry-level freshman coursework, whichever comes first, at which time the student would be administered the TSI Assessment. Funding limits as defined in Texas Education Code, §51.340 [~~§51.3062(1)(1) and (2)~~] for developmental education still apply. Developmental Education is not available for high school students.
- (d) No changes.

4.55 Assessment and Placement

- (a) An institution shall assess, by an instrument approved in §4.56 of this title (relating to Assessment Instruments), the academic skills of each entering, non-exempt undergraduate student as defined in §4.53(24) of this title (relating to Definitions) prior to enrollment of the student. Under exceptional circumstances, an institution may permit a student to enroll in freshman-level academic coursework without assessment but shall require the student to be assessed not later than the end of the first semester of enrollment in entry-level freshman [~~freshman-level academic~~] coursework.
- (b) Prior to the administration of an approved instrument in §4.56 of this title (relating to Assessment Instrument), a test administrator [~~an institution~~] shall provide to the student a pre-assessment activity(ies) that addresses at a minimum the following components in an effective and efficient manner, such as through workshops, orientations, and/or online modules:
 - (1) Importance of assessment in students' academic career;
 - (2) Assessment process and components, including practice with feedback of sample test questions in all disciplinary areas;
 - (3) Developmental education options including corequisite course-pairing, non-course-based, modular, and other non-conventional interventions;

- (4) Institutional and/or community student resources (e.g., supplemental instruction, tutoring, transportation, childcare, financial aid).
- (c) For holistic placement of non-exempt undergraduate students not meeting standards as defined in §4.57(a) [~~and (b)~~] of this title (relating to College Ready [~~and Adult Basic Education (ABE)~~] Standards), institutions shall use for determination of appropriate courses and/or interventions the TSI Assessment results and accompanying Diagnostic Profile, along with consideration of one or more of the following:
 - (1) High school Grade Point Average/class ranking;
 - (2) Prior academic coursework and/or workplace experiences;
 - (3) Non-cognitive factors (e.g., motivation, self-efficacy); and
 - (4) Family-life issues (e.g., job, childcare, transportation, finances).
- (d) – (e) No changes.

4.56 Assessment Instrument

Beginning with the institution's first class day of Academic Year (fall) 2013, an institution of higher education shall use the TSI Assessment offered by the College Board as the only Board-approved assessment instrument under this title. Any previously-employed assessments (ACCUPLACER, Compass, THEA, Asset, Compass ESL, ACCUPLACER ESL) can no longer be used under this title for entering students who initially enroll in any course on or after the institution's first class day in fall 2013 or for any students retesting for TSI purposes. Test administrators of [~~Institutions administering~~] the TSI Assessment must follow the requirements and processes for test administration as set forth by the THECB and the test vendor.

4.57 College Ready Standards

- (a) No changes.
- (b) Institutions must use the TSI Assessment diagnostic results, along with other holistic factors, in their consideration of courses and/or interventions addressing the educational and training needs of undergraduate students not meeting the college readiness standards as defined in subsection (a) of this section.

4.58 Advisement and Plan for Academic Success

- (a) For each undergraduate student as defined in §4.53(24) of this title (relating to Definitions) who fails to meet the minimum passing standards described in §4.57 of this title (relating to College Ready [~~Minimum Passing~~] Standards), an institution shall:

- (1) Establish a program to advise the student regarding developmental education necessary to ensure the readiness of that student in performing freshman-level academic coursework.
- (2) Determine a plan, working with the student, for academic success, which shall include developmental education and may include provisions for enrollment in appropriate non-developmental coursework. Institutions must ensure developmental education courses and interventions meet **at minimum** the criteria set forth in the *Lower Division Academic Course Guide Manual (ACGM)*.

(b) – (e) No changes.

(f) For undergraduate students enrolled in a corequisite model as defined in §4.53(7) of this title (relating to Definitions) who fail to satisfactorily complete the freshman-level course, the institution of higher education must:

- (1) review the plan developed for the student under this section and, if necessary, work with the student to revise the plan; and
- (2) offer to the student a range of competency-based education programs to assist the student in becoming ready to perform freshman-level academic coursework in the applicable subject area(s).

4.59 Determination of Readiness to Perform Entry-Level Freshman Coursework

- (a) No changes.
- (b) An institution may enroll a non-exempt, undergraduate student who has not met the college readiness standard on the TSI Assessment [~~and is not otherwise exempt~~] in an entry-level freshman course if the student is co-enrolled in developmental education, as defined in §4.53(7) [~~or §4.53(8)~~] of this title (relating to Definitions). Successful completion of the entry-level freshman course is demonstration of the student's college readiness, independent of his/her performance in co-enrolled developmental education.
- (c) As indicators of readiness, institutions shall consider, as appropriate:
 - (1) Performance in developmental education.
 - (2) Performance in appropriate non-developmental coursework, including successfully completed college-level coursework in a related field using AP scores, IB scores, **CLEP scores**, and/or grades earned through dual credit, as determined by the receiving institution.

(d) – (e) No changes.

4.60 - 4.61 No changes.

4.62 Required Components of Developmental Education Programs

(a)(1) – (7) No changes.

- (8) Each institution of higher education shall develop and implement corequisite model(s) as defined in §4.53(7) of this title (relating to Definitions) for developmental mathematics and integrated reading/writing (IRW) courses and interventions, and each institution must ensure that a minimum percentage of its undergraduate students other than those exempt as outlined in subparagraph (B) of this paragraph must be enrolled in such corequisite model(s). [course-pairing-of developmental education courses/interventions with entry-level freshman courses, also known as mainstreaming or co-enrollment of developmental education and entry-level freshman courses as defined in §4.53(12) of this title (relating to Definitions).]

(A) Each public institution of higher education must ensure that the institution's developmental courses and interventions comply with the requirements of this section according to the following schedule:

- (i) for the 2018-2019 academic year, at least 25 percent of the institution's non-exempt students enrolled by subject area in developmental education must be enrolled in corequisite model(s);
- (ii) for the 2019-2020 academic year, at least 50 percent of the institution's non-exempt students enrolled by subject area in developmental education must be enrolled in corequisite model(s);
- (iii) for the 2020-2021 academic year, at least 75 percent of the institution's non-exempt students enrolled by subject area in developmental education must be enrolled in corequisite model(s);

B) The following students are exempt by subject area(s) from this requirement:

- (i) students assessed at ABE Diagnostic levels 1-4 on the TSI Assessment;
- (ii) students who are college ready;
- (iii) students enrolled in adult education;
- (iv) students enrolled in degree plans not requiring a freshman-level academic mathematics course;
- (v) students who meet one or more of the exemptions as outlined in §4.54 (relating to Exemptions, Exceptions, and Waivers);

C) Institutions of higher education must adhere to developmental education funding limitations per TAC §13.107 (relating to Limitation on Formula Funding for Remedial and Developmental Courses and Interventions).

(b) – (c) No changes.

4.63 Privacy of Student Information

Institutions of higher education must ensure that the Texas Success Initiative is administered in a manner that complies with federal law regarding confidentiality of student medical or educational information, including the Health Insurance Portability and Accountability Act of 1996 (42 U.S.C. Section 1320d et seq.), the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g), and any state law relating to the privacy of student information.

AGENDA ITEM X-N (2)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 6, Subchapter K, Section 6.213 of Board rules concerning eligibility requirements for the Autism Grant Program (General Appropriations Act, Senate Bill 1, 85th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

The amendment to Section 6.213 revises existing rules to align with the General Appropriations Act, Senate Bill 1, passed by the 85th Texas Legislature, Regular Session. The Texas Legislature added language that extends grant eligibility to private and independent institutions of higher education that operate autism research centers.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 6, 2017.

Date Published in the *Texas Register*: October 20, 2017.

The 30-day comment period with the *Texas Register* ended on: November 20, 2017.

No comments were received.

Legal Review:

Approved by the Office of General Counsel  Date: 1/5/18

Chapter 6 – Health Education, Training, and Research Funds

Subchapter K – Autism Grant Program

- 6.210 Purpose
- 6.211 Authority
- 6.212 Definitions
- 6.213 Eligibility
- 6.214 Grant Application Procedures
- 6.215 Award Amounts
- 6.216 Review Criteria
- 6.217 General Information
- 6.218 Reporting

6.210 – 6.212 No Changes.

6.213 Eligibility

The following are eligible to apply for a grant under the program:

- (1) A Texas public, private or independent institution of higher education that operates an autism research center as of September 1, 2015; or
- (2) A partnership among Texas public, private or independent institutions of higher education that operate one or more autism research centers as of September 1, 2015.

6.214 – 6.218 No Changes.

AGENDA ITEM X-N (3)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 7, Subchapter A, Sections 7.3 - 7.5, 7.7, 7.8, and 7.11 and proposed new Section 7.15 of Board rules concerning oversight of degree-granting colleges and universities other than Texas public institutions, and academic records maintenance, protection, and repository of last resort (Senate Bill 1781, 85th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

The intent of the amendments and new section is to meet the requirements of Senate Bill 1781, 85th Texas Legislature, Regular Session. The amendments clarify and streamline rules regarding oversight of degree-granting colleges and universities other than Texas public institutions. The new section adds requirements regarding maintaining an academic repository for closed schools.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 6, 2017.

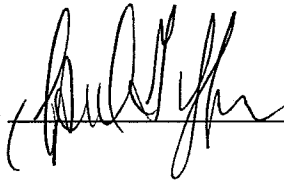
Date Published in the *Texas Register*: October 20, 2017.

The 30-day comment period with the *Texas Register* ended on: November 20, 2017.

No comments were received.

Legal Review:

Approved by the Office of General Counsel



Date:

1/8/18

CHAPTER 7

Degree Granting Colleges and Universities Other Than Texas Public Institutions
Subchapter A. General Provisions

- 7.1 Purpose
- 7.2 Authority
- 7.3 Definitions
- 7.4 Standards for Operation of Institutions
- 7.5 Administrative ~~Injunctions, Limitations, and Penalties~~ [Penalties and Injunctions]
- 7.6 Recognition of Accrediting Agencies
- 7.7 Institutions Accredited by Board-Recognized Accreditors
- 7.8 Institutions Not Accredited by a Board-Recognized Accreditor
- 7.9 Religious Institutions Offering Degrees in Religious Disciplines
- 7.10 Registration of Agents
- 7.11 Changes of Ownership and Other Substantive Changes
- 7.12 Review and Use of Degrees from Institutions Not Eligible for Certificate of Authority
- 7.13 Student Data Reporting
- 7.14 Distance Education Approval Processes for Degree Granting Colleges and Universities Other Than Texas Public Institutions
- 7.15 Academic Records Maintenance, Protection, and Repository of Last Resort

7.1 – 7.2 NO CHANGES.

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) Academic Record—Any information that is:

(A) directly related to a student's educational efforts;

(B) intended to support the student's progress toward completing a degree program;

(C) regardless of the format or manner in which or the location where the information is held, maintained by an institution for the purpose of sharing among academic officials; and

(D) for purposes of this chapter, an academic record includes a student's educational history, but does not include medical records, alumni records other than educational history, human resources records, or criminal history record information or other law enforcement records.

(2) [(1)] Accreditation--The status of public recognition that an accrediting agency grants to an educational institution.

(3) [(2)] Accrediting Agency--A legal entity recognized by the Secretary of Education of the United States Department of Education as an accrediting agency that conducts accreditation activities through voluntary peer review and makes decisions concerning the accreditation

status of institutions, including ensuring academic, financial, and operational quality. A Board-recognized Accrediting Agency is any accrediting agency authorized by the Secretary of Education of the United States Department of Education to accredit educational institutions that offer the associate degree or higher, the standards of accreditation or membership for which have been found by the Board to be sufficiently comprehensive and rigorous to qualify its institutional members for an exemption from certain provisions of this chapter.

(4) ~~[(3)]~~ Agent--A person employed by or representing a postsecondary educational institution that does not have a Certificate of Authorization or Certificate of Authority, within or without Texas who:

(A) solicits any Texas student for enrollment in the institution (excluding the occasional participation in a college/career fair involving multiple institutions or other event similarly limited in scope in the state of Texas);

(B) solicits or accepts payment from any Texas student for any service offered by the institution; or

(C) while having a physical presence in Texas, solicits students or accepts payment from students who do not reside in Texas.

(5) ~~[(4)]~~ Associate Degree Program--A grouping of courses designed to lead the individual directly to employment in a specific career or to transfer to an upper-level baccalaureate program. This specifically refers to the associate of arts (AA), the associate of science (AS), the associate of applied arts (AAA), the associate of applied science (AAS), and the associate of occupational studies (AOS) degrees.

(A) Academic Associate Degree Program--A grouping of courses designed to transfer to an upper-level baccalaureate program and that includes sixty (60) semester credit hours and not more than sixty-six (66) semester credit hours or ninety (90) quarter credit hours and not more than ninety-nine (99) quarter credit hours. An academic associate degree must include at least twenty (20) semester credit hours or thirty (30) quarter credit hours of general education courses. This specifically refers to the associate of arts (AA) and the associate of science degrees (AS).

(B) Applied Associate Degree Program--A grouping of courses designed to lead the individual directly to employment in a specific career and that includes at least sixty (60) semester credit hours and not more than seventy-two (72) semester credit hours or ninety (90) quarter credit hours and not more than one hundred eight (108) quarter hours. An applied associate degree must include at least fifteen (15) semester credit hours or twenty-three (23) quarter credit hours of general education courses. This specifically refers to the associate of applied arts (AAA) and the associate of applied science (AAS) degrees. Associate of Occupational Studies (AOS) degrees are only allowed under §7.5~~(4)~~ of this chapter.

(6) ~~[(5)]~~ Board--The Texas Higher Education Coordinating Board.

(7) ~~[(6)]~~ Board Staff--The staff of the Texas Higher Education Coordinating Board including the Commissioner of Higher Education and all employees who report to the Commissioner.

(8) ~~[(7)]~~ Career School or College--Any business enterprise operated for a profit, or on a nonprofit basis, that maintains a place of business in the state of Texas or solicits business within the state of Texas, and that is not specifically exempted by Texas Education Code, §132.002 or §7.4 of this chapter (relating to Standards for Operations of Institutions), and:

(A) that offers or maintains a course or courses of instruction or study; or

(B) at which place of business such a course or courses of instruction or study is available through classroom instruction, by electronic media, by correspondence, or by some or all, to a person for the purpose of training or preparing the person for a field of endeavor in a business, trade, technical, or industrial occupation, or for career or personal improvement.

(9) ~~[(8)]~~ Certificate of Approval--The Texas Workforce Commission's approval of career schools or colleges with operations in Texas to maintain, advertise, solicit for, or conduct any program of instruction in this state.

(10) ~~[(9)]~~ Certificate of Authority--The Board's approval of postsecondary institutions (other than exempt institutions), with operations in the state of Texas, to confer degrees or courses applicable to degrees, or to solicit students for enrollment in institutions that confer degrees or courses applicable to degrees, while seeking Board-recognized accreditation. Additional conditions, restrictions, or requirements ~~may~~ **will** be placed on a Certificate of Authority pursuant to §7.8. ~~[, including, but not limited to, application and review requirements for the initial application and supplementary reporting requirements during the first two years of operation, if an institution does not meet one of the three previous operational history conditions described by §7.8(1)(A)(ii)(I) (III) of this chapter. Additional conditions, restrictions, or requirements may be placed on any Certificate of Authority if recommended to and approved by the Board.]~~

(11) ~~[(10)]~~ Certificate of Authorization--The Board's acknowledgment that an institution is qualified for an exemption, unless specifically provided otherwise, from certain identified regulations in this subchapter.

(A) A Certificate of Authorization for an institution offering degrees or courses leading to degrees at a physical location in Texas will be issued for the period of time in the institution's current grant of accreditation by its Board-recognized accreditor.

(B) A Certificate of Authorization may be issued as provisional for a 15-month temporary exemption from certain identified regulations in this subchapter based on its main campus' accreditation while seeking final approval for the new Texas-based campus from its Board-recognized accreditor and the Texas Workforce Commission.

(C) An out-of-state institution may be issued a renewable one-year Certificate of Authorization in order to allow students to complete experiential learning experiences in Texas.

(12) ~~[(11)]~~ Certificate of Registration--The Board's approval of an agent to solicit students on behalf of a private postsecondary educational institution in the state of Texas.

(13) ~~[(12)]~~ Certification Advisory Council--The Council as established by Board rules Chapter 1, Subchapter H, §§1.135 - 1.141 of this title (relating to Certification Advisory Council).

(14) ~~[(13)]~~ Change of Ownership or Control--Any change in ownership or control of a career school or college, or a postsecondary educational institution, or an agreement to transfer control of such institution.

(A) The ownership or control of a career school or college or postsecondary educational institution is considered to have changed:

(i) in the case of ownership by an individual, when more than fifty (50) percent of the institution has been sold or transferred;

(ii) in the case of ownership by a partnership or a corporation, when more than fifty (50) percent of the institution or of the owning partnership or corporation has been sold or transferred; or

(iii) when the board of directors, officers, shareholders, or similar governing body has been changed to such an extent as to significantly alter the management and control of the institution.

(B) A change of ownership or control does not include a transfer that occurs as a result of the retirement or death of the owner if transfer is to a member of the owner's family who has been directly and constantly involved in the management of the institution for a minimum of two years preceding the transfer. For the purposes of this section, a member of the owner's family is a parent, sibling, spouse, or child; spouse's parent or sibling; or sibling's or child's spouse.

(15) ~~[(14)]~~ Cited--Any reference to an institution in a negative finding or action by an accrediting agency.

(16) ~~[(15)]~~ Classification of Instructional Programs (CIP) Code--The four (4) or six (6)-digit code assigned to an approved degree program in accordance with the CIP manual published by the U.S. Department of Education, National Center for Education Statistics. CIP codes define the authorized teaching field of the specified degree program, based upon the occupation(s) for which the program is designed to prepare its graduates.

(17) ~~[(16)]~~ Commissioner--The Commissioner of Higher Education.

(18) ~~[(17)]~~ Degree--Any title or designation, mark, abbreviation, appellation, or series of letters or words, including "associate," "bachelor's," "master's," "doctor's" and their equivalents and foreign cognates, which signify, purport to signify, or are generally taken to signify satisfactory completion of the requirements of all or part of a program of study which is generally regarded and accepted as an academic degree-level program by accrediting agencies recognized by the Board.

(19) ~~[(18)]~~ Educational or Training Establishment--An enterprise offering a course of instruction, education, or training that is not represented as being applicable to a degree.

(20) ~~[(19)]~~ Exempt Institution--A postsecondary educational institution that is fully accredited by and not operating under sanctions imposed by an agency recognized by the Board under §7.6 of this chapter (relating to Recognition of Accrediting Agencies), is defined as a "private or independent institution of higher education" under Texas Education Code,

§61.003(15), a career school or college that applies for and is declared exempt under this chapter, an institution that has received approval by a state agency authorizing the institution's graduates to take a professional or vocational state licensing examination administered by that agency as described in Texas Education Code, §61.303(a), or an institution exempted by the Texas Workforce Commission under Texas Education Code, §132.002. Exempt institutions must comply with certain Board rules.

(21) ~~[(20)]~~ Experiential Learning--Process through which students develop knowledge, skills, and values from direct experiences outside an institution's classrooms. Experiential learning encompasses a variety of activities including, but not limited to, internships, externships, practicums, clinicals, field experience, or other professional work experiences. References to clinicals within this chapter encompasses all site-specific health professions experiential learning. Clinicals include site experiences for medical, nursing, allied health, and other health professions degree programs.

(22) ~~[(21)]~~ Fictitious Degree--A counterfeit or forged degree or a degree that has been revoked.

(23) ~~[(22)]~~ Fraudulent or Substandard Degree--A degree conferred by a person who, at the time the degree was conferred, was:

(A) operating in this state in violation of this subchapter;

(B) not eligible to receive a Certificate of Authority under this subchapter and was operating in another state in violation of a law regulating the conferral of degrees in that state or in the state in which the degree recipient was residing or without accreditation by a recognized accrediting agency, if the degree is not approved through the review process described by §7.12 of this chapter (relating to Review and Use of Degrees from Institutions Not Eligible for Certificates of Authority); or

(C) not eligible to receive a Certificate of Authority under this subchapter and was operating outside the United States, and whose degree the Board, through the review process described by §7.12 of this chapter, determines is not the equivalent of an accredited or authorized degree.

(24) ~~[(23)]~~ Out-of-State Public Postsecondary Institution--Any senior college, university, technical institute, junior or community college, or the equivalent which is controlled by a public body organized outside the boundaries of the state of Texas. For purposes of this chapter, out-of-state public institutions of higher education are considered postsecondary educational institutions.

(25) ~~[(24)]~~ Person--Any individual, firm, partnership, association, corporation, enterprise, postsecondary educational institution, other private entity, or any combination thereof.

(26) Personally Identifiable Information—information of a potential, current or former student, including name, address, telephone number, social security number, email address, date of birth, education records, or any other identifying number or information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual.

(27) [~~(25)~~] Physical Presence--

(A) While in Texas, a representative of the school or a person being paid by the school, who conducts an activity related to postsecondary education, including for the purposes of recruiting students (excluding the occasional participation in a college/career fair involving multiple institutions or other event similarly limited in scope in the state of Texas), teaching or proctoring courses including internships, clinicals, externships, practicums, and other similarly constructed educational activities (excluding those individuals that are involved in teaching courses in which there is no physical contact with Texas students or in which visiting students are enrolled), or grants certificates or degrees; and/or

(B) The institution has any location within the state of Texas which would include any address, physical site, telephone number, or facsimile number within or originating from within the boundaries of the state of Texas. Advertising to Texas students, whether through print, billboard, internet, radio, television, or other medium alone does not constitute a physical presence.

(28) [~~(26)~~] Postsecondary Educational Institution--An educational institution which:

(A) is not a public community college, public technical college, public senior college or university, medical or dental unit or other agency as defined in Texas Education Code, §61.003;

(B) is incorporated under the laws of this state, or maintains a place of business in this state, or has an agent or representative present in this state, or solicits business in this state; and

(C) furnishes or offers to furnish courses of instruction in person, by electronic media, by correspondence, or by some means or all leading to a degree; provides or offers to provide credits alleged to be applicable to a degree; or represents that credits earned or granted are collegiate in nature, including describing them as "college-level," or at the level of any protected academic term.

(29) [~~(27)~~] Private Postsecondary Educational Institution--An institution which:

(A) is not an institution of higher education as defined by Texas Education Code, §61.003;

(B) is incorporated under the laws of this state, maintains a place of business in this state, has an agent or representative presence in this state, or solicits business in this state; and

(C) furnishes or offers to furnish courses of instruction in person, by electronic media, or by correspondence leading to a degree or providing credits alleged to be applied to a degree.

(30) [~~(28)~~] Professional Degree--A degree that is awarded for a Doctor of Medicine (M.D.), Doctor of Osteopathy (D.O.), Doctor of Dental Surgery (D.D.S.), Doctor of Veterinary Medicine (D.V.M.), Juris Doctor (J.D.), and Bachelor of Laws (LL.B.) and their equivalents and foreign cognates.

(31) [~~(29)~~] Program or Program of Study--Any course or grouping of courses which are represented as entitling a student to a degree or to credits applicable to a degree.

(32) [~~(30)~~] Protected Term--The terms "college," "university," "school of medicine," "medical school," "health science center," "school of law," "law school," or "law center," its abbreviation, foreign cognate or equivalents.

(33) [(31)] 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 or private institutions of higher education as defined in Texas Education Code, §61.003 would be exempted from that state's oversight for the purposes of distance education.

(34) [(32)] Representative--A person who acts on behalf of an institution regulated under this subchapter. The term includes, without limitation, recruiters, agents, tutors, counselors, business agents, instructors, and any other instructional or support personnel.

(35) [(33)] Required State or National Licensure--The requirement for graduates of certain professional programs to obtain a license from state or national entities for entry-level practice.

(36) Sanction--An action taken by an accrediting agency indicating that an institution is out of compliance with its accrediting agency's standards or criteria and may lose such accreditation if the institution does not take action to comply within a certain period of time. Sanctions include, but are not limited to, warnings, notations, probation, or loss of accreditation and equate to a violation of this chapter.

(37) [(34)] Single Point of Contact--An individual who is designated by an institution as the person responsible for receiving and conveying information between an institution and the Board or Board staff. The Board will direct all communications regarding an institution to the Single Point of Contact. Institutions must inform the Board of changes in the designated Single Point of Contact within 30 days of change.

(38) [(35)] Substantive Change--Any change in principal location, ownership, or governance of an institution, change in accrediting agency or final action by an accrediting agency changing such institution's status with such accrediting agency, including negative actions taken by the accrediting agency against an institution, change in degree- or credential-level for an approved program, addition of new programs, degrees or credentials offered, change of institution name, or change in United States Department of Education requirements for receipt of federal financial aid based on financial or accreditation status.

(39) [(36)] Visiting Student--A student pursuing a degree at an out-of-state institution (i.e., home institution) with no physical presence in Texas who has permission from the home institution and a Texas institution, which is either exempt from Board rules or currently in compliance with Board rules, to take specific courses at the Texas institution. The two institutions have an agreement that courses taken at the Texas institution will transfer back to the home institution.

7.4 Standards for Operation of Institutions

(a) All 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. 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) – (4) NO CHANGES.

(5) Financial Resources and Stability. The institution shall have adequate financial resources and financial stability to provide education of good quality and to be able to fulfill its commitments to students. The institution shall have sufficient reserves, line of credit, or surety instrument so that, together with tuition and fees, it would be able to complete its educational obligations for the current term to currently enrolled students if it were unable to admit any new students.

(6) – (18) NO CHANGES.

(19) Academic Records. Adequate records of each student's academic performance shall be securely and permanently maintained by the institution.

(A) The records for each student shall contain:

(i) student contact and identification information, including address and telephone number;

(ii) records of admission documents, such as high school diploma or GED (if undergraduate) or undergraduate degree (if graduate);

(iii) records of all courses attempted, including grade; completion status of the student, including the diploma, degree or award conferred to the student, designation of the major course of study; and

(iv) any other information typically contained in academic records.

(B) Two copies of said records shall be maintained in separate secure places. Records of students who are no longer enrolled at the institution for any reason, including graduation, must be maintained in accordance with Section 7.15 of this chapter (Academic Records Maintenance, Protection, and Repository of Last Resort).

(C) Students in good standing will be provided transcripts [~~Transcripts shall be provided~~] upon request [~~by a student~~], subject to the institution's obligation, if any, to cooperate with the rules and regulations governing state and federally guaranteed student loans.

(20) Accurate and Fair Representation in Publications, Advertising, and Promotion.

(A) – (E) NO CHANGES.

(F) Upon satisfactory completion of the program of study, the student in good standing shall be given appropriate educational credentials indicating the degree level, degree

designation, and the designation of the major course of study, and a transcript accurately listing the information typically found on such a document, subject to the institution's obligation, if any, to enforce with the rules and regulations governing state, and federally guaranteed student loans by temporarily withholding such credentials.

(21) – (23) NO CHANGES.

(24) Learning Outcomes.

(A) An institution must have an objective system of assessing learning outcomes in place for each part of the curriculum and the institution can demonstrate that appropriate learning outcomes are being achieved.

(B) ~~[(b)]~~ An institution may deviate, for a compelling academic reason, from Standard (12) relating to Faculty Size and Standard (16) relating to Credit for Work Completed Outside a Collegiate Setting, as long as academic objectives are fully met.

7.5 Administrative Injunctions, Limitations, and Penalties ~~[Penalties and Injunctions]~~

(a) - (b) NO CHANGES.

(c) Associate of Occupational Studies (AOS) Degree- Texas has three career schools or colleges awarding the AOS degree: Universal Technical Institute, 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, business and golf complex operations and management. Each of the 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) ~~[(e)]~~ Offenses--A violation of this subsection may constitute a violation of the Texas Penal Code, §32.52, or Texas Education Code §§61.312, 61.313. An offense under subsection (a)(1) - (5) of this section may be a Class A misdemeanor and an offense under subsection (a)(6) of this section may be a Class B misdemeanor.

~~[(d) Transfer of Records In the event any institution now or hereafter operating in this state proposes to discontinue its operation, the chief administrative officer, by whatever title designated, of said institution shall cause to be filed with the Board the original or legible true copies of all such academic records of said institution as may be specified by the Commissioner. Such records shall include, without limitation:~~

~~—(1) such academic information as is customarily required by colleges when considering students for transfer or advanced study; and~~

~~—(2) the academic records of each former student.]~~

~~[(e) Record Protection—In the event it appears to the Commissioner that any records of an institution that is discontinuing its operations are in danger of being destroyed, secreted, mislaid, or otherwise made unavailable to the Board, the Commissioner may seek, on the Board's behalf, court authority to take possession of such records.]~~

~~[(f) Maintenance of Records—The Board shall maintain or cause to be maintained a permanent file of such records coming into its possession.]~~

~~(e) [(g)]~~ Administrative Penalties--If a person or institution violates a provision of this subchapter, the Commissioner may assess an administrative penalty against the person or institution as provided in this section.

~~(f) [(h)]~~ Notice of Violation--The Commissioner shall send written notice by certified mail to the person or institution charged with the violation. The notice shall state the facts on which the penalty is based, the amount of the penalty assessed, and the right of the person or institution to request a hearing.

~~(g) [(i)]~~ Appeal of Assessment--The Commissioner's assessment shall become final and binding unless, within forty-five (45) days of receipt of the notice of assessment, the person or institution invokes the administrative remedies contained in Chapter 1, Subchapter B of this title (relating to Dispute Resolution).

~~(h) [(j)]~~ Collection of Assessment--If the person or institution does not pay the amount of the penalty within thirty (30) days of the date on which the assessment becomes final, the Commissioner may refer the matter to the attorney general for collection of the penalty, plus court costs and attorney fees.

~~(i) [(k)]~~ Specific Administrative Penalty--Any person or institution that is neither exempt nor the holder of a Certificate of Authority to grant degrees, shall be assessed an administrative penalty of not less than \$1,000 or more than \$5,000 for, either individually or through an agent or representative:

(1) conferring or offering to confer a degree;

(2) awarding or offering to award credits purported to be applicable toward a degree to be awarded by another person or institution (except under conditions and in a manner specified and approved by the Board);

(3) representing that any credits offered are collegiate in nature subject to the provisions of this subchapter; and

(4) with regard to assessment of such specific administrative penalties, each degree conferred without authority, and each person enrolled in a course or courses at the institution whose decision to enroll was influenced by the misrepresentations, constitutes a separate offense.

~~(j) [(l)]~~ Other Administrative Penalties—

~~(1)~~ Any person or institution that violates subsection (a)(4) of this section shall be assessed an administrative penalty of not less than \$1,000 or more than \$3,000.

(2) Any person or institution that fails to maintain in a manner specified by the Board in §7.15 the academic records of enrolled or former students, including records of credits and degrees awarded, or that fails to protect the personally identifiable information of enrolled or former students shall be assessed an administrative penalty of not less than \$100 or more than \$500 for each student whose academic record was not maintained or whose personally identifiable information was not protected.

~~(k)~~ [(m)] Specific Administrative Penalties for Agents--Any agent who solicits students for enrollment in an institution subject to the provisions of this subchapter without a Certificate of Registration shall be assessed an administrative penalty of not less than \$500 or more than \$1,000. Each student solicited without authority constitutes a separate offense.

~~(l)~~ [(n)] Termination of Operation--Any operations which are found to be in violation of the law shall be terminated.

~~(m)~~ [(o)] Report to Attorney General--The Commissioner may report possible violations of this subchapter to the attorney general. The attorney general, after investigation and consultation with the Board, shall bring suit to enjoin further violations.

~~(n)~~ [(p)] Venue--An action for an injunction under this section shall be brought in a district court in Travis County.

~~(o)~~ [(q)] Civil Penalties--A person who violates this subchapter or a rule adopted under this subchapter is liable for a civil penalty in addition to any injunctive relief or any other remedy allowed by law. A civil penalty may not exceed \$1,000 a day for each violation.

~~(p)~~ [(r)] Civil Litigation--The attorney general, at the request of the Board, shall bring a civil action to collect a civil penalty under this section.

~~(q)~~ [(s)] Deceptive Trade Practice Act--A person who violates this subchapter commits a false, misleading, or deceptive act or practice within the meaning of the Texas Business and Commerce Code, §17.46.

~~(r)~~ [(t)] Applicability of Other Law--A public or private right or remedy under the Texas Business and Commerce Code, Chapter 17, may be used to enforce this section.

~~[(u) Associate of Occupational Studies (AOS) Degree--Texas has three career schools or colleges awarding the AOS degree: Universal Technical Institute, and Western Technical College. The AOS degree shall be awarded in only the following fields: automotive mechanics, diesel mechanics, refrigeration, electronics, and business. Each of the two 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.]~~

7.6 NO CHANGES.

7.7 Institutions Accredited by Board-Recognized Accreditors

An institution which does not meet the definition of institution of higher education contained in Texas Education Code §61.003, is accredited by a Board-recognized accreditor, 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 accreditor;

(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 ~~[its current status]~~ 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) ~~[(H)]~~ 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.

(I) A surety instrument includes, but are 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 paragraph.

(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) [(II)] 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) [(III)] 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) [(IV)] 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)~~ ~~{(V)}~~ 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)~~ ~~{(VI)}~~ 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, ~~[and]~~ 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) [(2)] Grounds for Revocation of any Certificate of Authorization.

(A) – (F) NO CHANGES.

(4) [(3)] Process for Removal of Authorization.

(A) – (G) NO CHANGES.

(5) [(4)] Closure of an Institution.

(A) – (F) NO CHANGES.

(G) The institution shall transfer all academic records pursuant to § 7.15 [7.5(d)] of this chapter (relating to Academic Records Maintenance, Protection, and Repository of Last Resort) [Administrative Penalties and Injunctions].

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) - (8) NO CHANGES.

(9) Closure of an Institution.

(A) – (D) NO CHANGES.

(E) 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).

7.9 – 7.10 NO CHANGES.

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)~~ ~~[(3)]~~ 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.

(c) – (e) NO CHANGES.

(f) All notifications regarding changes of ownership or other substantive changes, as defined in Section 7.3 of this chapter (relating to definitions), should be provided to the Board via the institution's designated Single Point of Contact.

7.12 – 7.14 NO CHANGES.

7.15 Academic Records Maintenance, Protection, and Repository of Last Resort

(a) Maintenance of Records at the Institution

(1) Authorized institutions are required to maintain academic records securely and permanently as required in Section 7.4 of this chapter (Standards for Operation of Institutions) and must protect the personally identifiable information of enrolled or former students.

(2) At the end of each institution's academic year, an institution shall consolidate copies of all academic records for all former students who have graduated, withdrawn, or otherwise ceased to attend during the previous academic year. These academic records, for each academic year, shall be stored separately in an identifiable and printable electronic record for each student in a format specified by the Board. The files or records are subject to inspection and shall be made available to the Board for inspection upon request.

(b) Transfer and Maintenance of Records Upon School Closure

(1) In the event any authorized institution operating in this state proposes to discontinue its operation, the chief administrative officer, by whatever title designated, of said institution shall notify the Board of its plan to secure and store all students records.

(2) If the institution is part of an educational system which is continuing to operate in other U.S. locations, the academic records shall be maintained at the main campus or corporate location. Contact information so that a student may request an academic transcript or academic records must be provided to the Board and updated as information changes.

(3) If the institution enters into an agreement with another institution to teach out or continue students' degree programs, the institution responsible for accepting the transferring students shall maintain academic records for the transferring students.

(4) If the institution is closing all locations, the academic records shall be transferred to the Board. Such records shall include, without limitation:

(A) academic information as is customarily required by colleges when considering students for transfer or advanced study; and

(B) in the format specified by the Board to ensure a separate identifiable and printable file is provided for each student.

(c) Record Protection--In the event it appears to the Commissioner that any records of an institution that is discontinuing its operations are in danger of being destroyed, secreted, mislaid, or otherwise made unavailable to the Board, the Commissioner may seek, on the Board's behalf, court authority to take possession of such records.

(d) Closed School Repository

(1) The Board shall maintain or cause to be maintained a permanent file of such records coming into its possession from an institution previously authorized under a Certificate of Authority or a Certificate of Authorization in a closed school academic record repository. The Board may specify the required format for records coming into its possession.

(2) Upon request and verification of identity, the Board will provide to a student either a copy of the student's academic record as received from the closed institution or the information contained in the academic record in a standard transcript format utilized by the Board.

(A) The Board will charge a nominal fee to cover the average expense of retrieval, reproduction and mailing of the student academic record.

(B) A statement will accompany the academic record providing information regarding the date of closure, verification the information contained in the academic record is as received from the institution, and no alterations to the information contained in the academic record can be made.

(3) The academic records repository is considered to be a repository of last resort.

(4) The Board may discontinue its maintenance of the repository if adequate funding is not provided for that maintenance.

AGENDA ITEM X-N (4)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 9, Subchapter N, Sections 9.670 – 9.678 of Board rules concerning certain Baccalaureate Degree Programs (Senate Bill 2118, 85th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

The intent of this new Subchapter is to address Senate Bill 2118, 85th Texas Legislature, Regular Session which allows public junior colleges to offer certain baccalaureate degree programs.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 16, 2017.

Date Published in the *Texas Register*: October 27, 2017.

The 30-day comment period with the *Texas Register* ended on: November 27, 2017.

Staff made one change to the proposed rules. Under Section 9.678, the word "junior" was deleted and replaced with "baccalaureate".

Comments were received. After review of the comments additional changes are recommended to the proposed rules. The changes are in bold and italicized.

Comment: A comment was received from the Texas Board of Nursing (BON). BON staff suggested the rules should state that the BON shall approve the proposal for a baccalaureate nursing degree program from a public junior college. We believe this is consistent with the statutory language requiring that the Texas BON standards and criteria be used in the approval process.

Staff Response: Staff agrees with the suggestion and recommend adding Section 9.676(6) that states "the institution must receive program approval from the Texas Board of Nursing".

Comment: Comments were received from Tyler Junior College and Brazosport College expressing concern that since they had previously participated in a pilot project to offer Baccalaureate degree programs the additional approval requirements in SB 2118 did not apply.

Staff Response: Staff disagrees with the comment based on consultation with the Office of General Counsel and clarification from the bill's sponsor regarding legislative intent that the additional approval requirements did apply. **No change to the rule was made.**

Comment: A comment was received from Collin College. It was suggested that the phrase "will be entitled" should be changed to "will entitle that student" in Section 9.672(1).

Staff Response: Staff agrees with the suggestion and therefore the phrase "will be entitled" has been changed to "will entitle that student" in Section 9.672(1).

Comment: Comments were received from Brazosport College, Collin College, Galveston College, Austin Community College, and Grayson College suggesting that inclusion of the Carl D. Perkins core performance indicators of success as a requirement that must be met before a baccalaureate can be offered at a public junior college lacked clarity and were not the best measure of a successful associate degree program. They suggested other measures of program success should be considered such as licensure success rates, placement rates and follow-on success in more advanced education, and student success and completion. Additionally, Collin College suggested each institution should be allowed to provide the support that best demonstrates the success of its affiliated program.

Staff Response: Staff agrees with the suggestion and therefore the phrase "Carl D. Perkins performance indicators of success" has been changed to "documentation of program success for the underlying associate degree, such as; licensure pass rates, employment placement rates, and completion rates in Section 9.674(3).

Comment: A comment was received from Austin Community College and Collin College stating the statute directs the THECB not to authorize a baccalaureate if articulation agreements are sufficient to meet the workforce need. It does not require two-year institutions to explain why the four-year institution's "existing facilities and resources cannot be expanded to meet the workforce need," as is required in the rule.

Staff Response: Staff disagrees with the comment. Education Code, Section 130.307(c)(4)(A) as added by SB 2118, states "the reason why no articulation agreements have been established". The proposed rule is intended to clarify the current capacity of existing programs and the reason why a new program should be approved. Additionally, a review of existing programs and their ability to meet workforce demand is part of the existing baccalaureate program approval process. Evaluation of the capacity of existing programs to meet workforce demand is foundational to the review process for the approval of new programs. **No change was made to the proposed rule.**

Comment: A comment was received from Austin Community College and Collin College. The comment stated that no pilot program institution currently offers a BSN, but nursing is listed as something for which the pilot program institutions would get general academic teaching institution (GATI) level support. Does this mean the pilot schools get the same level of support as GATI for the junior-level and senior-level courses in any baccalaureate program going forward, while other institutions do not?

Staff Response: The submission asks a question as opposed to a making a comment about the draft rules. The answer to the question is yes. The four public junior colleges previously authorized to offer baccalaureate degrees will receive funding similar to the general academic teaching institutions for junior-level and senior-level courses. All other public junior colleges approved to offer baccalaureate degree programs will receive the same level of funding for junior-level and senior-level courses as they receive for lower level courses. **No change was made to the proposed rule.**

Comment: A comment was received from Collin College suggesting in Section 9.678, as written, toward the end of the first sentence, it appears that the word "college" is missing. As written, the community college degrees are designated "junior degrees."

Staff Response: Staff agrees. The word "junior" was deleted and replaced with "baccalaureate".

Comment: A comment was received from the Texas Tech University System. It was suggested the references to Texas Education Code (TEC), Section 130.0012 in Sections 9.673(c) and 9.677(c), (d) and (f) should be changed because the section was transferred to TEC, 130.303(a). The suggested revision was to reference the definition in Section 9.672(10).

Staff Response: Staff agrees with the comment and recommend the phrase "Texas Education Code Section 130.0012(a)" in Sections 9.673(c) and 9.677(c), (d) and (f) should be changed to "Section 9.672(10) of this Subchapter".

Comment: A comment received from the Texas Tech University System suggested "Local Funds" should be defined in Section 9.672 and that the definition should be consistent with Texas Education Code, Section 51.009(a).

Staff Response: Staff disagrees with the comment. The term "Local Funds" is well understood as one of the primary revenue sources for community colleges. **No change was made to the proposed rule.**

Comment: A comment was received from the Texas Tech University System asking if Texas Administrative Code, Section 5.56 will be repealed after the adoption of these proposed rules.

Staff Response: Staff plan to propose the repeal of these rules to the Board at a future date.

Public Testimony: Dr. Dani Day, Vice President of Academic Services, Collin College, discussed its institution's concerns that the proposed rules imposed a non-statutory requirement for new program proposals to provide evidence of the capacity of existing programs and their ability to expand to meet workforce demand.

Dr. Rex Peebles explained that the capacity of existing programs and their ability to expand to meet regional or statewide workforce need is always considered as part of the new program review process. He explained this is a key factor to ensure unnecessary duplication of programs in a given area.

Mr. Mike Midgley, Vice President of Instruction, Austin Community College requested Board staff consider program delivery modality as a factor when considering if a workforce need exists.

Dr. Rex Peebles explained that program modality is always considered as a factor of the program approval process.

The Committee on Academic and Workforce Success took no action on the public testimony.

Legal Review:

Approved by the Office of General Counsel  Date: 1-4-18

Chapter 9, Program Development in Public Two-Year Colleges
Subchapter N, Baccalaureate Degree Programs

- 9.670 Purpose
- 9.671 Authority
- 9.672 Definitions
- 9.673 General Provisions
- 9.674 Program Requirements
- 9.675 Required Articulation Agreements
- 9.676 Special Requirements for Nursing Degree Programs
- 9.677 Funding
- 9.678 Reporting

9.670 Purpose

The purpose of this subchapter is to establish the Coordinating Board's oversight for public junior colleges regarding offering certain baccalaureate degree programs.

9.671 Authority

Authority for this subchapter is provided by Texas Education Code, Section 130.302 and 130.312, which provides the board with the authority to adopt rules to administer and approve certain baccalaureate degree programs at public junior colleges.

9.672 Definitions

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

(1) Baccalaureate degree programs--any grouping of subject matter courses consisting of at least 120 semester credit hours which, when satisfactorily completed by a student, will **entitle that student** ~~[be entitled]~~ to a degree from a public junior college, public senior college or university or a medical or dental unit.

(2) Bachelor of Applied Arts and Science (BAAS)--builds on an Associate of Applied Science (AAS) degree, as defined in Section 9.1 of this chapter, relating to definitions, combined with enough additional core curriculum courses and upper level college courses to meet the minimum semester credit hour requirements for a bachelor's degree. The degree program is designed to grow professional management skills of the learner and meet the demand for leadership of highly technical professionals in the workplace. May also be called a Bachelor of Applied Technology (BAT) or Bachelor of Applied Science (BAS).

(3) Carl D. Perkins Career and Technical Act of 2006 (Public Law 109-270, and any successor(s) thereto). The Act requires core indicators of performance for career and technical education students to be developed by each eligible agency in its State plan.

(4) Coordinating Board--the Texas Higher Education Coordinating Board.

(5) External financial governing bodies--The Government Accounting Standards Board, Texas Comptroller of Public Accounts, or similar bodies that direct the structure and process of annual financial reporting. This does not include Boards of Regents or other bodies not having the ability to compel financial reporting changes at all institutions of higher education.

(6) General academic teaching institution--means any college or university as defined in Texas Education Code Section 61.003(3).

(7) Governing board--the body charged with policy direction of any public junior college, including but not limited to boards of directors, boards of regents, boards of trustees, and independent school district boards insofar as they are charged with policy direction of a public junior college.

(8) Institutions of higher education--any college or university as defined in Texas Education Code Section 61.003(8).

(9) Medical and dental unit-- any college or university as defined in Texas Education Code Section 61.003(5).

(10) Pilot project--refers to a public junior college authorized by the Coordinating Board to offer a baccalaureate degree before January 1, 2017.

(11) Positive Assessment of the overall financial health of a district--A score of 2.0 or higher on the composite financial index as produced by the THECB in the annual Community College Financial Condition Report. (As required by the General Appropriations Act, 85th Texas Legislature, Article III Education, Public Community/Junior Colleges, Rider 12 and any successor(s) thereto).

(12) Public Junior College--any junior college as defined in Texas Education Code, Section 61.003(2).

9.673 General Provisions

(a) All baccalaureate degree programs offered at public junior colleges must comply with the provisions of this subchapter.

(b) A public junior college offering a baccalaureate degree program under this subchapter must meet all applicable accreditation requirements of the Southern Association of Colleges and Schools Commission on Colleges of a Level II institution.

(c) A public junior college district offering a baccalaureate degree program may not offer more than three baccalaureate degree programs at any time unless the institution previously participated in a pilot project to offer baccalaureate degree as defined in **Section 9.672(10) of this Subchapter** [~~Texas Education Code Section 130.0012(a)~~] notwithstanding if accredited as a single institution or as separate institutions within a district.

(d) A public junior college may be approved to offer a baccalaureate degree program under this subchapter only if its junior college district:

(1) has a taxable property valuation of not less than \$6 billion based on the preceding year's calculations as determined by the county's appraisal district. This valuation shall include the valuation of the taxing district as well as any branch campus maintenance tax valuations; and

(2) has received a positive assessment of the overall financial health, as defined in Section 9.672 of this Subchapter, on the most recent Community College Financial Condition Report. If changes to financial reporting, mandated by external financial governing bodies as defined in Section 9.672 of this Subchapter directing financial reporting processes, or other extraordinary factors have a short-term impact to the assessment of the financial health of the institution, the Coordinating Board may, at the Commissioner's discretion:

(A) Use the most recent report not impacted by the mandated changes; or

(B) Calculate the financial health correcting for the mandated changes or extraordinary factors.

(e) Offering a baccalaureate degree program under this subchapter does not otherwise alter the role and mission of a public junior college.

(f) Degree programs offered under this subchapter are subject to the continuing approval of the coordinating board.

9.674 Program Requirements

(a) Must meet the same criteria and standards the coordinating board uses to approve baccalaureate degree programs at general academic teaching institutions and medical and dental units.

(b) Before a baccalaureate degree program can be offered at a public junior college these additional requirements must be met:

(1) workforce need for the degree program must be documented in the region served by the junior college; and

(2) how the degree program would complement the other programs and course offerings of the junior college; and

(3) **documentation of program success for the underlying associate degree, such as licensure pass rates, employment placement rates, and completion rates** [*Carl D. Perkins Core performance indicators of success*].

(c) Before a public junior college may be authorized to offer a baccalaureate degree program under this subchapter, the public junior college must submit a report to the coordinating board that includes:

(1) a long-term financial plan for receiving accreditation from the Southern Association of Colleges and Schools, Commission on Colleges;

(2) a long-term plan for faculty recruitment that;

(A) indicates recruitment strategies and the ability to pay the increased salaries of doctoral faculty; and

(B) ensures the program would not draw faculty employed by a neighboring institution offering a similar program; and

- (3) detailed information on the manner of program and course delivery.

9.675 Required Articulation Agreements

(a) Before a public junior college may offer a baccalaureate degree program, the institution must provide at least three articulation agreements with general academic teaching institutions or medical and dental units that:

- (1) provide detailed information regarding existing course transfer and dual enrollment pathways, detailing the maximum number of students that can be served by the agreements, and
 - (2) explain why existing facilities and resources cannot be expanded to meet workforce need, and
 - (3) documentation that the established articulation agreements are at capacity,
- or
- (4) the reasons why no articulation agreements have been established.

(b) The Coordinating Board may not authorize a public junior college to offer a baccalaureate degree in a field if articulation agreements with general academic teaching institutions or medical and dental units are sufficient to meet the needs of that field.

(c) Each public junior college that offers a baccalaureate degree program under this subchapter must enter into a teach out agreement for the first five years of the program with one or more general academic teaching institutions or medical and dental units to ensure that students enrolled in the degree program have an opportunity to complete the degree if the public junior college ceases to offer the degree program.

(d) The coordinating board may require a general academic teaching institution or medical and dental unit that offers a comparable baccalaureate degree program to enter into an articulation agreement with the public junior college as provided by this subsection.

(e) Each public junior college that offers a program under this subchapter must inform all students who enroll in the program covered by the articulation agreement about the opportunity to complete the degree at a general academic teaching institution or medical and dental unit.

9.676 Special Requirements for Nursing Degree Programs

Before a public junior college may offer a baccalaureate degree program in nursing, the institution must:

- (1) provide evidence to the coordinating board and the Texas Board of Nursing that the public junior college has secured adequate long-term clinical space and documentation from each clinical site provider indicating that the clinical site has not refused a similar request from a general academic teaching institution or medical and dental unit; and
- (2) establish that the corresponding associate degree nursing program offered by the public junior college has been successful as indicated by job placement rates and licensing exam scores for the previous three years; and
- (3) be a bachelor of science degree program that meets the standards and criteria the Texas Board of Nursing uses to approve pre-licensure degree programs at general academic

teaching institutions and medical and dental units regardless of whether the program is a pre-licensure or post-licensure program; and

(4) be accredited or seeking accreditation by a national nursing accrediting body recognized by the United States Department of Education; and

(5) A public junior college offering a baccalaureate degree program in the field of nursing under this subchapter must demonstrate to the coordinating board that it will maintain or exceed the 2016-2017 academic year enrollment level of the institution's associate degree nursing program each academic year until the 2021-2022 academic year; ~~and [-]~~

(6) the institution must receive program approval from the Texas Board of Nursing.

9.677 Funding

(a) Except as provided by Subsection (b) of this section, a degree program created under this subchapter may be funded solely by a public junior college's proportionate share of state appropriations under Section 130.003, local funds, and private sources.

(b) This subchapter does not require the legislature to appropriate state funds to support a degree program created under this subchapter. Nor does this subsection prohibit the legislature from directly appropriating state funds to support junior-level and senior-level courses to which this subsection applies.

(c) The coordinating board shall weigh contact hours attributable to students enrolled in a junior-level or senior-level course offered under this subchapter used to determine a public junior college's proportionate share of state appropriations under Section 130.003 in the same manner as a lower division course in a corresponding field unless the college participated in a pilot project to offer baccalaureate degree programs as defined in **Section 9.672(10) of this Subchapter** ~~**Texas Education Code Section 130.0012(a)**~~.

(d) Notwithstanding Subsection (c) of this section, in its recommendations to the legislature relating to state funding for public junior colleges, the coordinating board shall recommend that a public junior college that participated in a pilot project to offer baccalaureate degree programs as defined in **Section 9.672(10) of this Subchapter** ~~**Texas Education Code Section 130.0012(a)**~~ receive substantially the same state support for junior-level and senior-level courses in the fields of applied science, applied technology, dental hygiene, and nursing offered under this subchapter as that provided to a general academic teaching institution for substantially similar courses.

(e) In determining the contact hours attributable to students enrolled in a junior-level or senior-level course in the field of applied science, applied technology, dental hygiene, or nursing offered under this section used to determine a public junior college's proportionate share of state appropriations under Section 130.003, the coordinating board shall weigh those contact hours as necessary to provide the junior college the appropriate level of state support to the extent state funds for those courses are included in the appropriations.

(f) A public junior college may not charge a student enrolled in a baccalaureate degree program offered under this subchapter tuition and fees in an amount that exceeds the amount of tuition and fees charged by the junior college to a similarly situated student who is enrolled

in an associate degree program in a corresponding field. This subsection does not apply to tuition and fees charged for a baccalaureate degree program in the field of applied science or applied technology previously offered as part of a pilot project to offer baccalaureate degree programs as defined in **Section 9.672(10) of this Subchapter** [~~Texas Education Code Section 130.0012(a)~~].

9.678 Reporting

Each public junior college offering a baccalaureate degree program under this subchapter shall conduct a review of each baccalaureate degree program offered and prepare a biennial report on the operation, quality, and effectiveness of the **baccalaureate** [~~junior~~] degree programs in a format specified by the board. A copy of the report shall be delivered to the coordinating board by January 1 of each odd numbered year.

AGENDA ITEM X-N (5)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter X, Sections 27.561 – 27.567 of Board rules concerning the establishment of the Sociology Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Sociology Field of Study Advisory Committee. The Sociology Field of Study Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Sociology degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Sociology degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Sociology Field of Study Curriculum as determined by the Board.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 9, 2017.

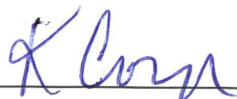
Date Published in the *Texas Register*: October 20, 2017.

The 30-day comment period with the *Texas Register* ended on: November 20, 2017.

No comments were received.

Legal Review:

Approved by the Office of General Counsel



Date: 12/27/17

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER X. SOCIOLOGY FIELD OF STUDY ADVISORY COMMITTEE

27.561 Authority and Specific Purposes of the Sociology Field of Study Advisory Committee
27.562 Definitions
27.5643 Committee Membership and Officers
27.564 Duration
27.565 Meetings
27.566 Tasks Assigned to the Committee
27.567 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.561 Authority and Specific Purposes of the Sociology Field of Study Advisory Committee.

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, 61.823(a).

(b) Purpose. The Sociology Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Sociology field of study curricula.

27.562 Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.563 Committee Membership and Officers.

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

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

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall

consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

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

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

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

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

27.564 Duration.

The Committee shall be abolished no later than January 31, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.565 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

27.566 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Sociology Field of Study Curricula;

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

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

27.567 Report to the Board; Evaluation of Committee Costs and Effectiveness.

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

AGENDA ITEM X-N (6)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter Y, Sections 27.581 – 27.587 of Board rules concerning the establishment of the Economics Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Economics Field of Study Advisory Committee. The Economics Field of Study Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Economics degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Economics degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Economics Field of Study Curriculum as determined by the Board.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 9, 2017.

Date Published in the *Texas Register*: October 20, 2017.

The 30-day comment period with the *Texas Register* ended on: November 20, 2017.

No comments were received.

Legal Review:

Approved by the Office of General Counsel K Corn Date: 12/27/17

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER Y. ECONOMICS FIELD OF STUDY ADVISORY COMMITTEE

27.581 Authority and Specific Purposes of the Economics Field of Study Advisory Committee
27.582 Definitions
27.583 Committee Membership and Officers
27.584 Duration
27.585 Meetings
27.586 Tasks Assigned to the Committee
27.587 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.581 Authority and Specific Purposes of the Economics Field of Study Advisory Committee.

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, 61.823(a).

(b) Purpose. The Economics Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Economics field of study curricula.

27.582 Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.583 Committee Membership and Officers.

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

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

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall

consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

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

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

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

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

27.584 Duration.

The Committee shall be abolished no later than January 31, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.585 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

27.586 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

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

27.587 Report to the Board; Evaluation of Committee Costs and Effectiveness.

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

AGENDA ITEM X-N (7)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter Z, Sections 27.601 – 27.607 of Board rules concerning the establishment of the Mathematics Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Mathematics Field of Study Advisory Committee. The Mathematics Field of Study Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Mathematics degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Mathematics degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Mathematics Field of Study Curriculum as determined by the Board.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 9, 2017.

Date Published in the *Texas Register*: October 20, 2017.

The 30-day comment period with the *Texas Register* ended on: November 20, 2017.

No comments were received.

Legal Review:

Approved by the Office of General Counsel



Date: 12/27/17

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER Z. MATHEMATICS FIELD OF STUDY ADVISORY COMMITTEE

27.601 Authority and Specific Purposes of the Mathematics Field of Study Advisory Committee
27.602 Definitions
27.603 Committee Membership and Officers
27.604 Duration
27.605 Meetings
27.606 Tasks Assigned to the Committee
27.607 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.601 Authority and Specific Purposes of the Mathematics Field of Study Advisory Committee.

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, 61.823(a).

(b) Purpose. The Mathematics Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Mathematics field of study curricula.

27.602 Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.603 Committee Membership and Officers.

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

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

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

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

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

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

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

27.604 Duration.

The Committee shall be abolished no later than January 31, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.605 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

27.606 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Mathematics Field of Study Curricula;

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

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

27.607 Report to the Board; Evaluation of Committee Costs and Effectiveness.

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

AGENDA ITEM X-N (8)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter AA, Sections 27.621 – 27.627 of Board rules concerning the establishment of the Radio & TV Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Radio & TV Field of Study Advisory Committee. The Radio & TV Field of Study Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Radio & TV degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Radio & TV degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Radio & TV Field of Study Curriculum as determined by the Board.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 9, 2017.

Date Published in the *Texas Register*: October 20, 2017.

The 30-day comment period with the *Texas Register* ended on: November 20, 2017.

No comments were received.

Legal Review:

Approved by the Office of General Counsel  Date: 12/27/17

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER AA. RADIO AND TV FIELD OF STUDY ADVISORY COMMITTEE

27.621 Authority and Specific Purposes of the Radio and TV Field of Study Advisory Committee
27.622 Definitions
27.623 Committee Membership and Officers
27.624 Duration
27.625 Meetings
27.626 Tasks Assigned to the Committee
27.627 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.621 Authority and Specific Purposes of the Radio and TV Field of Study Advisory Committee.

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, 61.823(a).

(b) Purpose. The Radio and TV Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Radio and TV field of study curricula.

27.622 Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.623 Committee Membership and Officers.

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

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

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

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

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

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

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

27.624 Duration.

The Committee shall be abolished no later than January 31, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.625 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

27.626 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

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

27.627 Report to the Board; Evaluation of Committee Costs and Effectiveness.

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

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AGENDA ITEM X-N (9)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter BB, Sections 27.641 – 27.647 of Board rules concerning the establishment of the Management Information Systems Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Management Information Systems Field of Study Advisory Committee. The Management Information Systems Field of Study Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Management Information Systems degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Management Information Systems degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Management Information Systems Field of Study Curriculum as determined by the Board.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 9, 2017.

Date Published in the *Texas Register*: October 20, 2017.

The 30-day comment period with the *Texas Register* ended on: November 20, 2017.

No comments were received.

Legal Review:

Approved by the Office of General Counsel K Cme Date: 12/22/17

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER BB. MANAGEMENT INFORMATION SYSTEMS FIELD OF STUDY ADVISORY
COMMITTEE

27.641 Authority and Specific Purposes of the Management Information Systems Field of Study Advisory Committee
27.642 Definitions
27.643 Committee Membership and Officers
27.644 Duration
27.645 Meetings
27.646 Tasks Assigned to the Committee
27.647 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.641 Authority and Specific Purposes of the Management Information Systems Field of Study Advisory Committee.

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, 61.823(a).

(b) Purpose. The Management Information Systems Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Management Information Systems field of study curricula.

27.642 Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.643 Committee Membership and Officers.

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

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

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

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

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

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

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

27.644 Duration.

The Committee shall be abolished no later than January 31, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.645 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

27.646 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Management Information Systems Field of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Management Information Systems Field of Study Curricula; and

(3) Any other issues related to the Management Information Systems Field of Study Curricula as determined by the Board.

27.647 Report to the Board; Evaluation of Committee Costs and Effectiveness.

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

AGENDA ITEM X-O

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 Coordinating Board, the Assistant Commissioner approved 23 new degree and certificate programs; approved 28 institutional requests to phase programs out; issued 7 Certificates of Authorization (new, renewed, revised, or cancelled); and received 14 planning notifications. Detailed information is provided in the tables on the following pages.

Dr. Rex C. Peebles, 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**

October 2, 2017 –December 15, 2017

NEW DEGREE AND CERTIFICATE PROGRAMS

Institution	Degree	Program	Date Approved
Community & Technical Colleges			
Central Texas College	AAS	Fire Service Administration	11/03/17
Coastal Bend College	AAS/Level I Certificate	Business Management	12/7/2017
Galveston College	AAS/Level 1 & 2 Certificate	Computer and Network Administration	12/13/2017
Lone Star College – CyFair	AAS/Level 2 Certificate	Visual Communication – Web Design and Visual Communication-3D Animation	12/11/17
Lone Star College – University Park	Advanced Technical Certificate	Professional Accounting	12/11/17
Lone Star College – University Park	AAS/Level 2	Visual Communication – Web Design	12/11/17
Tarrant County College – South Campus	Continuing Education Certificate Program	Veterinary Clinical Assistant	12/11/17
Tarrant County College District – TRC	AAS	Anesthesia Technology	10/19/17
Temple College	AAS	Accounting	10/31/17
Temple College	AAS	Surgical Technology	11/03/17
Tyler Junior College	AAS	Industrial Maintenance Technology	12/7/2017
Tyler Junior College	AAS/Level I Certificate	Culinary Arts	12/7/2017
Universities & Health-Related			
Stephen F. Austin State University	MA	Publishing	12/8/2017
Stephen F. Austin State University	BS	Human Sciences	12/8/2017
Tarleton State University	BS/BAAS	Child and Family Studies	10/6/2017
Texas A&M University-Central Texas	BS	Exercise Physiology and Human Performance	10/23/2017
Texas A&M University-Central Texas	MA	Teaching	10/25/2017
Texas A&M University – Corpus Christi	MS	Athletic Training	10/16/2017
Texas A&M University	MS	Quantitative Finance	11/29/2017
Texas State University	MSN	Leadership and Administration in Nursing	11/14/2017
Texas State University	BA	Dance	11/16/2017
University of Texas at Dallas	MS	Leadership and Organizational Development	11/8/2017
University of Texas at El Paso	BAAS	Applied Arts and Sciences	11/14/2017

PHASE-OUT OF PROGRAMS

Institution	Degree	Program	Phase out Date
Universities & Health-Related			
Stephen F. Austin State University	BS	Interior Merchandising	5/31/2022
Stephen F. Austin State University	BS	Fashion Merchandising	5/31/2022
Texas A&M International University	MS	Reading	10/20/2017
Texas Tech University Health Sciences Center	PhD	Communication Sciences and Disorders	10/24/2017
University of Houston	BA	English-Linguistics	10/2/2017
University of Houston	MA	Geology	10/2/2017
University of Houston	MA	Biology	10/2/2017
University of Houston	MA	English-Creative Writing and Literature	10/2/2017
University of Houston	MA	Biochemistry	10/2/2017
University of Houston	MA	Chemistry	10/2/2017
University of Houston	MA	Computer Science	10/2/2017
University of Houston	MA	English-Applied English Linguistics	10/2/2017
University of Houston	MA	Physics	10/2/2017
University of Houston	MCE	Civil Engineering	10/2/2017
University of Houston	MED	Allied Health Education and Administration	10/2/2017
University of Houston	MED	Physical Education	10/2/2017
University of Houston	MED	Health Education	10/2/2017
University of Houston	MED	Educational Psychology	10/2/2017
University of Houston	MS	Human Space Exploration Sciences	10/2/2017
University of Houston	MS	Petroleum Well Completion and Intervention	10/2/2017
University of Houston	MS	Petroleum Well Design Engineering	10/2/2017
University of Houston	EDD	Curriculum and Instruction	8/15/2023
University of North Texas	MA	Long Term Care, Senior Housing and Aging	1/1/2018
University of North Texas	BSET	Nuclear Engineering Technology	1/1/2018
University of Texas at El Paso	MA	Curriculum and Instruction	11/29/2017
University of Texas at El Paso	MED	Education	11/29/2017
University of Texas at El Paso	MED	Curriculum Specialist	11/29/2017
University of Texas Health Science Center at Houston	DRPH	Epidemiology	5/31/2018

PLANNING NOTIFICATIONS

Institution	Authority Level	Program	Date Notified
Universities & Health-Related			
Angelo State University	Bachelor	Mechanical Engineering	11/7/2017
Tarleton State University	Master	Computer Engineering	11/7/2017
Texas Tech University	Doctorate	Museology/Museum Studies	10/2/2017
Texas Tech University	Master	Library and Information Science	12/11/2017
Texas Tech University Health Sciences Center	Doctorate	Occupational Therapy	11/21/2017
University of North Texas	Doctorate	Customer Service Management	10/6/2017
University of Texas Rio Grande Valley	Doctorate	Mathematics and Statistics	11/28/2017
Community & Technical Colleges			
Austin Community College	Bachelor	Registered Nursing	11/28/2017
Lone Star College System District	Bachelor	Computer and Information Sciences, General	10/2/2017
Lone Star College System District	Bachelor	Registered Nursing	10/2/2017
Lone Star College System District	Bachelor	Operations Management and Supervision	10/2/2017
Odessa College	Bachelor	Mechatronics, Robotics, and Automation	11/14/2017
Odessa College	Bachelor	Organizational Leadership	11/14/2017
San Jacinto Community College	Bachelor	Registered Nursing	12/13/2017

CERTIFICATES OF AUTHORIZATION

Non-Public and Out-of-State Institution	Authorization Type	Certificate of Authorization Issue Date
Altierus Career College – Arlington	Authorized to grant associate degrees, grant credits toward degrees and use certain protected academic terms	10/9/17
Baptist Hospitals of Southeast Texas School of Radiologic Technology	Authorized to grant associate degrees, grant credits toward degrees and use certain protected academic terms	10/31/17
National American University – Killeen	Authorized to grant associate and bachelor's degrees, grant credits toward degrees and use certain protected academic terms	10/10/17
Samuel Merritt University (Oakland, CA)	Authorized to place students in clinical, internship and field-based education training experiences during the specified time frame	10/10/17

Non-Public and Out-of-State Institution	Authorization Type	Certificate of Authorization Issue Date
Southern Careers Institute – Austin	Authorized to grant associate degrees, grant credits toward degrees and use certain protected academic terms	11/10/17
The Chicago School of Professional Psychology – Dallas	Authorized to grant master’s degrees, grant credits toward degrees and use certain protected academic terms	11/30/17
Universal Technical Institute of Northern Texas	Authorized to grant associate degrees, grant credits toward degrees and use certain protected academic terms	10/18/17

AGENDA ITEM X-P

Consideration of approving the staff recommendation to the Board relating to the appointment of student representatives to the Apply Texas Advisory Committee, the Learning Technology Advisory Committee, the Graduate Education Advisory Committee, and the Undergraduate Education Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.071 directs the Coordinating Board to appoint student representatives to various advisory committees each year. This agenda item relates to the appointment of a student representative to the following committees:

1. ApplyTexas Advisory Committee
2. Graduate Education Advisory Committee
3. Learning Technology Advisory Committee
4. Undergraduate Education Advisory Committee

In August 2017, the Commissioner notified Texas institutions of higher education of these opportunities and provided the information required to solicit nominees. The nominations process began on September 1, 2017 and ended January 5, 2018.

Coordinating Board staff received applications from two-year and four-year public institutions of higher education. Applicants were reviewed to ensure they first met the minimum criteria, and then were further evaluated based on the following criteria:

- academic achievement
- community and school service
- work or internship experience
- general commitment to higher education issues

A review committee, composed of staff who directly support each advisory committee, identified the finalists.

Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, and Jerel Booker, Assistant Commissioner for College Readiness and Success, are available to answer questions.

The **Apply Texas Advisory Committee** consists of representatives of two-year, four-year, and private institutions. The Committee meets at the Coordinating Board approximately four times a year between September and May. The Committee discusses and votes on changes that may be needed to the common application for the upcoming academic year.

Finalist: Sarah Haque

Ms. Haque is pursuing a Bachelor of Arts degree in International Relations and Global Studies at The University of Texas at Austin.

The **Graduate Education Advisory Committee** (GEAC) is a 24-member committee comprised of faculty and administrators from the state's public and private universities and health-related institutions. GEAC collects and analyzes data, using it to advise agency staff and the Board on procedures, issues, and long-range planning relating to graduate education. GEAC is currently working with Coordinating Board staff on a strategic plan which will emphasize the contributions that graduate education can make towards the goals of *60x30TX*.

Finalist: Saralyn McKinnon-Crowley

Ms. McKinnon-Crowley is a doctoral student in the Higher Education Leadership program at The University of Texas at Austin.

The **Learning Technology Advisory Committee** (LTAC) engages in substantive policy research and discussion dealing with the increasingly important role that learning technology plays in Texas higher education. The Coordinating Board recognizes the important role that distance education and computer assisted instruction, including e-learning tools such as electronic textbooks and open course materials, play in helping the state reach the goals of *60x30TX*.

Finalist: Jose Aguilar, Jr.

Mr. Aguilar, Jr. is pursuing a Bachelor of Science degree in Computer Science at The University of Texas at Austin.

The **Undergraduate Education Advisory Committee** (UEAC) serves as a forum for problem solving and the generation of good ideas to improve undergraduate education that reflect the goals of Texas' higher education plan, *60x30TX*. The UEAC provides recommendations to the Board regarding directions the Board and institutions should take to enhance undergraduate education in Texas.

Finalist: Hope Cory

Ms. Cory is a student at San Jacinto College and plans to pursue her bachelor's degree at the University of Houston Clear Lake.

AGENDA ITEM XI-A

Welcome and Committee Chair's Opening Remarks

Mr. John Steen, Chair of the Committee on Agency Operations, will provide the Committee an overview of the items on the agenda.

AGENDA ITEM XI-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 XI-C

Consideration of adopting the Committee's recommendation to the Board relating to the updated Internal Audit Charter

RECOMMENDATION: Approval

BACKGROUND INFORMATION:

The International Standards for the Professional Practice of Internal Auditing are the standards that govern Coordinating Board Internal Audit, and the Texas Internal Auditing Act requires that we comply with these professional standards. The Internal Audit Charter is required by the standards and requires periodic revision to reflect changes in the standards and re-affirmation by the Board. The Internal Audit Charter is a formal document that defines the Coordinating Board Internal Audit's purpose, authority, and responsibility. The Internal Audit Charter establishes the Internal Audit's position within the organization; authorizes access to records, personnel, and physical properties relevant to the performance of engagements; and defines the scope of internal audit activities.

Compared to the current IA Charter, the proposed 2018 IA Charter is reorganized, and includes expanded text for some existing elements as well as additional elements. Although, the proposed IA Charter includes many of the same elements as the current IA Charter, many elements are stated in a different way. In some cases, the phrases and words are the same, in other cases they are completely different, but cover the same concept.

Key enhancements to the proposed 2018 Internal Audit Charter include:

- The proposed 2018 IA Charter uses a model published by the Institute of Internal Auditors.
- The proposed charter incorporates any changes to auditing standards since 2013.
- New elements added to the proposed Charter are highlighted in yellow.
- Other key differences include:
 - The proposed Charter adds requirements to report conformance to the Code of Ethics and Standards to management and the board.
 - The proposed Charter adds specific authority from the Board for the audit department to fulfill its duties, as well as a duty to receive communications from the Director, Internal Audit and Compliance, and a duty to make inquiries regarding inappropriate scope or resource limitations.
 - The proposed Charter gives precedence of the IA Charter over THECB policies and procedures, with conflicts either resolved or communicated to management and the board.
 - The proposed Charter adds additional details on independence and objectivity determination and reporting.

- The proposed Charter adds a requirement that the Director, Internal Audit and Compliance periodically report any response to risk by management that may be unacceptable to the THECB.
- The proposed Charter details various typical Director, Internal audit and Compliance responsibilities.
- The proposed Charter adds a specific requirement for the IA department to maintain a quality assurance and improvement program.

Mark Poehl, Director of Internal Audit and Compliance will be available for questions.