

TEXAS HIGHER EDUCATION COORDINATING BOARD

COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

1200 EAST ANDERSON LANE, ROOM 1.170

AUSTIN, TEXAS

September 27, 2017

10:45 am

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

AGENDA

CHAIR

Janelle Shepard

VICE CHAIR

Fred Farias III, O.D.

Arcilia C. Acosta

Ricky A. Raven

John T. Steen, Jr.

**Andrias R. "Annie" Jones**

Ex-Officio

**Robert "Bobby" Jenkins, Jr.**

Ex-Officio

*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>*

- I. **Welcome and Committee Chair's meeting overview**
- II. Consideration of approval of the minutes for the June 28, 2017, Committee meeting
- III. Consideration of approval of the Consent Calendar
- IV. Public Testimony on Items Relating to the Committee on Academic and Workforce Success
- V. Matters relating to the Committee on Academic and Workforce Success
  - A. Report to the Committee on activities of the Graduate Education Advisory Committee
  - B. Report to the Committee on activities of the Certification Advisory Council
  - C. Consideration of adopting the Certification Advisory **Council's recommendation to the Committee** relating to a request from Southwest School of Art for a third Certificate of Authority to grant degrees in Texas
  - D. Consideration of adopting the staff recommendation to the Committee relating to a request for a new degree program from the University of Houston-Downtown for a Bachelor of Science in Nursing (BSN) degree with a major in Nursing
  - E. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)
  - F. Consideration of adopting the staff recommendation to the Committee relating to the request from Cisco College for a Branch Campus Maintenance Tax Election
  - G. Consideration of adopting the staff recommendation to the Committee relating to a request to establish a contract with The University of Texas at Austin for maintenance of the Apply Texas System

*Note: Highlighted items in gray are on the Consent Calendar*

*Committee on Academic and Workforce Success*

- H. Consideration of adopting the staff recommendation to the Committee relating to the approval of additional funding for Texas State University to continue providing professional development for institutions implementing corequisite models for underprepared students (*House Bill 2223, 85th Texas Legislature, Regular Session*)
- I. LUNCH
- J. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:
  - (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
- K. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for:
  - (1) Minority Health Research and Education Grant Program
  - (2) Autism Grant Program

L. Proposed Rules:

- (1) **Consideration of adopting the Commissioner's recommendation to the Committee** 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
- (2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter A, Section 4.11 of Board rules concerning the Common Admission Application Forms
- (3) **Consideration of adopting the Commissioner's recommendation to the Committee** relating to the proposed amendment 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 (*House Bill 29/Senate Bill 128, 85th Texas Legislature, Regular Session*)
- (4) **Consideration of adopting the Commissioner's recommendation to the Committee** 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 (*Senate Bill 22, 85th Texas Legislature, Regular Session*)
- (5) **Consideration of adopting the Commissioner's recommendation to the Committee** 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

- (6) **Consideration of adopting the Commissioner's recommendation to the Committee** 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
- (7) **Consideration of adopting the Commissioner's recommendation to the Committee** 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
- (8) **Consideration of adopting the Commissioner's recommendation to the Committee** 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
- (9) **Consideration of adopting the Commissioner's recommendation to the Committee** 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
- (10) **Consideration of adopting the Commissioner's recommendation to the Committee** 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
- (11) **Consideration of adopting the Commissioner's recommendation to the Committee** 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

- M. Consideration of adopting the staff recommendation to the Committee relating to a request for a new degree program from The University of Texas Permian Basin for a Bachelor of Science (BS) degree with a major in Electrical Engineering
- N. Consideration of adopting the staff recommendation to the Committee relating to a request for a new degree program from The University of Texas Permian Basin for a Bachelor of Science (BS) degree with a major in Chemical Engineering

## VI. Adjournment

*NOTE: The Board will not consider or act upon any item before the Committee on Academic and Workforce Success at this meeting. This meeting is not a regular meeting of the full Board. Because the Board members who attend the committee meeting may create a quorum of the full Board, the meeting of the Committee on Academic and Workforce Success is also being posted as a meeting of the full Board.*

***Texas Penal Code Section 46.035(c) states: "A license holder commits an offense if the license holder intentionally, knowingly, or recklessly carries a handgun under the authority of Subchapter H, Chapter 411, Government Code, regardless of whether the handgun is concealed or carried in a shoulder or belt holster, in the room or rooms where a meeting of a governmental entity is held and if the meeting is an open meeting subject to Chapter 551, Government Code, and the entity provided notice as required by that chapter." Thus, no person can carry a handgun and enter the room or rooms where a meeting of the THECB is held if the meeting is an open meeting subject to Chapter 551, Government Code.***

*Please Note that this governmental meeting is, in the opinion of counsel representing THECB, an open meeting subject to Chapter 551, Government Code and THECB is providing notice of this meeting as required by Chapter 551. In addition, please note that the written communication required by Texas Penal Code Sections 30.06 and 30.07, prohibiting both concealed and open carry of handguns by Government Code Chapter 411 licensees, will be posted at the entrances to this governmental meeting.*

**Note: Highlighted items in gray are on the Consent Calendar**

Committee on Academic and Workforce Success

AGENDA ITEM I

Welcome and Committee Chair's meeting overview

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

Committee on Academic and Workforce Success

AGENDA ITEM II

Consideration of approval of the minutes from the June 28, 2017, Committee meeting

RECOMMENDATION: Approval

**TEXAS HIGHER EDUCATION COORDINATING BOARD**  
**MINUTES**  
**Committee on Academic and Workforce Success**

**1200 East Anderson Lane, Room 1.170**

**Austin, Texas**

**June 28, 2017, 10:15 am**

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

**Minutes**

The Texas Higher Education Coordinating Board *Committee on Academic and Workforce Success (CAWS)* convened at 12:05 p.m. on June 28, 2017, with the following committee members present: Fred Farias, Vice Chair, presiding; Arcilia Acosta; and John Steen. Members absent: Janelle Shepard, Chair; and Ricky Raven.

Ex-Officio member present: Andrias (Annie) Jones; Other Board Member(s) present: Stuart Stedman. Other Board Member(s) absent: Ex-Officio member, Bobby Jenkins; Javaid Anwar.

<b>AGENDA ITEM</b>	<b>ACTION</b>
I. Welcome A. Committee Chair's meeting overview B. Lunch	Fred Farias, Vice Chair, called the meeting to order. Dr. Farias announced that the Chair, Mrs. Shepard, was unable to attend the meeting and that he would be presiding over the Committee on Academic and Workforce Success.  Dr. Farias also announced that item V. W, a report to the Committee on the results of the Validity Study for the Texas Success Initiative Assessment, would be heard after item V. U(2).  The Committee moved to item I. B and recessed for lunch.
II. Consideration of approval of the minutes from the March 29, 2017, Committee meeting	On motion by Arcilia Acosta, seconded by John Steen, the Committee approved this item.
III. Consideration of approval of the Consent Calendar	On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.
IV. Public Testimony on Agenda Items	There was no public testimony for the Committee.
V. Matters relating to the Committee on Academic and Workforce Success	

AGENDA ITEM	ACTION
A. Report to the Committee on activities of the Undergraduate Education Advisory Committee	Dr. Ann Kenimer, Co-Chair of the Undergraduate Education Advisory Committee, provided a brief summary of the committee activities.
B. Report to the Committee on activities of the Lower-Division Academic Course Guide Manual Advisory Committee	The chair of the Lower-Division Academic Course Guide Manual Advisory Committee was not able to attend the meeting. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, provided a brief summary of the committee activities.
C. Consideration of adopting the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee's recommendation to the Committee relating to changes in the ACGM	On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.
D. Report to the Committee on activities of the Family Practice Residency Advisory Committee	Dr. Roland Goertz, Chair of the Family Practice Residency Advisory Committee, gave a brief update on the activities of the committee.
E. Consideration of adopting the Family Practice Residency Advisory Committee's recommendation to the Committee relating to the distribution of funds trusteeed to the Coordinating Board to support family practice residency programs for Fiscal Year 2018 and the report on trusteeed funds distributed in Fiscal Year 2017	On motion by Arcilia Acosta, seconded by John Steen, the Committee approved this item.
F. Report to the Committee on activities of the Joint Admissions Medical Program and consideration of adopting the staff recommendation to the Committee relating to funding appropriated to the Joint Admissions Medical Program for Fiscal Years 2018 and 2019	<p>Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, provided a brief summary of the committee activities. Dr. James Scott Wright, Executive Director of the Joint Admissions Medical Program, also gave an overview of the program's activities.</p> <p>On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.</p>
G. Report to the Committee on activities of the Graduate Medical Education Expansion Program, the Primary Care Innovation Program, and the Statewide Preceptorship Program	Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, provided a brief update on the Graduate Medical Education Expansion Program, the Primary Care Innovation Program, and the Statewide Preceptorship Program.

<b>AGENDA ITEM</b>	<b>ACTION</b>
H. Consideration of adopting the staff recommendation to the Committee relating to the Report on the Autism Grant Program	On motion by Arcilia Acosta, seconded by John Steen, the Committee approved this item.
I. Report to the Committee on activities of the Field of Study Advisory Committees and the Program of Study Advisory Committees	Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, provided a brief summary of the committee activities.
J. Consideration of adopting the staff recommendation to the Committee relating to a request from Texas A&M University for a Bachelor of Science (BS) degree with a major in Materials Science and Engineering	This item was on the Consent Calendar.
K. Consideration of adopting the Certification Advisory Council's recommendation to the Committee relating to a request from Guidance College for an initial Certificate of Authority to grant degrees in Texas	On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.
L. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)	Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, provided an update on school closures.
M. Consideration of adopting the staff recommendation to the Committee relating to the January 2017 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")	On motion by Arcilia Acosta, seconded by John Steen, the Committee approved this item.
N. Consideration of adopting the staff recommendation to the Committee relating to the Report on the Fiscal Year 2017 Annual Report of Low-Producing Programs	On motion by Arcilia Acosta, seconded by John Steen, the Committee approved this item.
O. Consideration of adopting the Architecture Field of Study Advisory Committee's recommendation relating to courses required for the Board approved Architecture Field of Study, as required by Texas Education Code, Section 61.823	On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.

AGENDA ITEM	ACTION
<p>P. Consideration of adopting the Engineering Field of Study Advisory Committee's recommendations relating to courses required for the Board approved Engineering Field of Study, as required by Texas Education Code, Section 61.823</p>	<p>On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.</p>
<p>Q. Consideration of adopting the Music Field of Study Advisory Committee's recommendation relating to courses required for the Board approved Music Field of Study, as required by Texas Education Code, Section 61.823</p>	<p>On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.</p>
<p>R. Consideration of adopting the Nursing Field of Study Advisory Committee's recommendation relating to courses required for the Board approved Nursing Field of Study, as required by Texas Education Code, Section 61.823</p>	<p>On motion by Arcilia Acosta, seconded by John Steen, the Committee approved this item.</p>
<p>S. Consideration of adopting the staff recommendation to the Committee relating to the issuance of Request for Applications for:</p> <ol style="list-style-type: none"> <li>(1) Emergency and Trauma Care Education Partnership Program</li> <li>(2) Graduate Medical Education Expansion Program</li> <li>(3) Graduate Medical Education Planning and Partnership Program</li> <li>(4) Statewide Preceptorship Program</li> <li>(5) Developmental Education Program (<i>House Bill 2223, 85th Texas Legislature, Regular Session</i>)</li> </ol>	<p>This item was on the Consent Calendar.</p>
<p>T. Consideration of adopting the staff recommendation to the Committee relating to the allocation of funds for the:</p> <ol style="list-style-type: none"> <li>(1) Advise TX College Advising Program</li> <li>(2) Work-Study Mentorship Program</li> </ol>	<p>This item was on the Consent Calendar.</p>
<p>U. Proposed Rules:</p> <ol style="list-style-type: none"> <li>(1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 1, Subchapter G, Section 1.131; Subchapter H, Section 1.138; Subchapter I, Section 1.145; Subchapter N, Section 1.181; Subchapter O, Section 1.188; Subchapter P, Section 1.195;</li> </ol>	<p>This item was on the Consent Calendar.</p>

<b>AGENDA ITEM</b>	<b>ACTION</b>
and Subchapter R, Section 1.209 of Board rules concerning the advisory committees and their abolishment date	
(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 1, Subchapter Q, Sections 1.201, 1.202, 1.204, and 1.205 of Board rules concerning the Community and Technical College Leadership Council	On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.
(3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter C, Section 4.57 of Board rules concerning the Texas Success Initiative	The Committee moved to item V-W.  On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.
(4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter L, Sections 27.321 – 27.327 of Board rules concerning the establishment of the Multi and Interdisciplinary Studies Field of Study Advisory Committee	This item was on the Consent Calendar.
(5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter M, Sections 27.341 – 27.347 of Board rules concerning the establishment of the General Psychology Field of Study Advisory Committee	This item was on the Consent Calendar.
(6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter N, Sections 27.361 – 27.367 of Board rules concerning the establishment of the Biology Field of Study Advisory Committee	This item was on the Consent Calendar.

AGENDA ITEM	ACTION
<p>(7) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter O, Sections 27.381 – 27.387 of Board rules concerning the establishment of the Accounting Field of Study Advisory Committee</p>	<p>This item was on the Consent Calendar.</p>
<p>(8) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter P, Sections 27.401 – 27.407 of Board rules concerning the establishment of the Kinesiology and Exercise Science Field of Study Advisory Committee</p>	<p>This item was on the Consent Calendar.</p>
<p>(9) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter Q, Sections 27.421 – 27.427 of Board rules concerning the establishment of the Dance Field of Study Advisory Committee</p>	<p>This item was on the Consent Calendar.</p>
<p>V. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:</p> <ul style="list-style-type: none"> <li>(1) ApplyTexas Advisory Committee</li> <li>(2) Academic Course Guide Manual Advisory Committee</li> <li>(3) Certification Advisory Council</li> <li>(4) Community and Technical College Leadership Council</li> <li>(5) Graduate Education Advisory Committee</li> <li>(6) Learning Technology Advisory Committee</li> <li>(7) Undergraduate Education Advisory Committee</li> </ul>	<p>This item was on the Consent Calendar.</p>
<p>W. Report to the Committee on the results of the Validity Study for the Texas Success Initiative Assessment</p>	<p>This item was discussed after V-U (2). Dr. Luz Bay and Ms. Kathie Montognese from the College Board provided a brief summary of the Validity Study. The Committee returned to V-U (3).</p>
<p>VI. Adjournment</p>	<p>On motion by John Steen, seconded by Arcilia Acosta, the Committee adjourned at 2:35 pm.</p>

Committee on Academic and Workforce Success

AGENDA ITEM III

Consideration of approval of the Consent Calendar

RECOMMENDATION: Approval

Background Information:

In order to save institutions time and travel costs to attend the Committee on Academic and Workforce Success meetings in Austin, the Committee has a Consent Calendar for items that are noncontroversial. Any item can be removed from the Consent Calendar by a Board member.

## Consent Calendar

## V. Matters relating to the Committee on Academic and Workforce Success

## L. Proposed Rules:

- (1) **Consideration of adopting the Commissioner's recommendation to the Committee** 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
- (2) Consideration of adopting the Commissioner's **recommendation to the Committee** relating to the proposed amendments to Chapter 4, Subchapter A, Section 4.11 of Board rules concerning the Common Admission Application Forms
- (3) Consideration of adopting **the Commissioner's recommendation to the Committee** relating to the proposed amendment 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** (*House Bill 29/Senate Bill 128, 85th Texas Legislature, Regular Session*)
- (4) **Consideration of adopting the Commissioner's recommendation to the Committee** 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 (*Senate Bill 22, 85th Texas Legislature, Regular Session*)
- (5) **Consideration of adopting the Commissioner's recommendation to the Committee** 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
- (6) **Consideration of adopting the Commissioner's recommendation to the Committee** 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
- (7) **Consideration of adopting the Commissioner's recommendation to the Committee** 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
- (8) **Consideration of adopting the Commissioner's recommendation to the Committee** 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
- (9) **Consideration of adopting the Commissioner's recommendation to the Committee** 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

- (10) **Consideration of adopting the Commissioner's recommendation to the Committee** 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
- (11) Consideration of adopting the **Commissioner's recommendation to the Committee** 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

Committee on Academic and Workforce Success

AGENDA ITEM IV

Public Testimony on Items Relating to the Committee on Academic and Workforce Success

RECOMMENDATION: No action required

Background Information:

PUBLIC TESTIMONY: The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Committee, after staff has presented the item, or any other time as determined by the presiding chair.

Committee on Academic Workforce and Success

AGENDA ITEM V-A

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

RECOMMENDATION: No action required

Background Information:

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

The committee held three meetings in Fiscal Year 2017 with the following major agenda items:

- Feedback to Dr. Charles A. Goldman on the RAND Corporation's study on graduate education in Texas;
- Discussion of content for the forthcoming Strategic Plan for Graduate Education;
- Discussion of changing the 18 Characteristics of Doctoral Programs to a revised and updated Characteristics of Doctoral Programs to include medical and professional programs;
- Discussion of reviews of doctoral programs and faculty for National Research University Fund Eligibility; and
- Discussion of quality metrics for online master's degree programs.

Dr. Meharvan "Sonny" Singh, Chair of GEAC, will provide a brief update of activities and be available to answer questions.

# GRADUATE EDUCATION ADVISORY COMMITTEE

## ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: 10/31/2021

### Committee Purpose:

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

**Report Period:** September 29, 2016-September 25, 2017

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

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

### Committee Members:

- Meharvan "Sonny" Singh, PhD, Dean of the Graduate School of Biomedical Sciences, University of North Texas (Chair)
- Karen L. Butler-Purry, PhD, Associate Provost for Graduate Studies, Texas A&M University (Vice Chair)
- DeBrenna Agbenyiga, PhD, Vice Provost and Dean of the Graduate School, The University of Texas at San Antonio
- Blanca Bauer, PhD, Assistant Vice President of Academic Assessment and Effectiveness, The University of Texas Health Science Center at San Antonio
- Richard Berry, PhD, Dean of the Graduate School, Stephen F. Austin State University
- JoAnn Canales, PhD, Dean of the College of Graduate Studies, Texas A&M University-Corpus Christi
- Andrea Golato, PhD, Dean of the Graduate College, Texas State University
- William Harn, PhD, Dean of Graduate Studies, Lamar University
- Carolyn Kapinus, PhD, Dean of the Graduate School, Texas Woman's University (pending Board approval)
- Kenneth E. Hendrickson, PhD, Dean of Graduate Studies and Associate Vice President for Academic Affairs, Sam Houston State University
- Sharon Hileman, PhD, Dean of the College of Graduate Studies, Sul Ross State University
- Bruce Jones, PhD, Vice Provost for Academic Programs and Interim Dean of the Graduate School, University of Houston
- William A. Kritsonis, PhD, Professor of Educational Leadership, The University of Texas of the Permian Basin
- Thomas Krueger, DBA, Professor of Accounting and Finance, Texas A&M University-Kingsville
- James R. Lumpkin, PhD, Dean of the College of Business and Technology, The University of Texas at Tyler
- Kathryn Matthew, EdD, Interim Associate Vice President for Academic Affairs, University of Houston-Clear Lake
- Bonnie E. Melhart, PhD, Associate Provost for Research and Dean of Graduate Studies and University Programs, Texas Christian University
- Dean P. Neikirk, PhD, Associate Dean for Graduate Studies, The University of Texas at Austin
- Joseph Oppong, PhD, Associate Vice Provost for Graduate Education and Academic Associate Dean, University of North Texas
- Les D. Riding-In, PhD, Assistant Dean and Director of Graduate Programs for the College of Liberal Arts, The University of Texas at Arlington
- Rial Rolfe, PhD, Executive Vice President for Academic Affairs, Texas Tech University Health Sciences Center
- Cynthia Rutledge, EdD, Associate Vice President for Academic Affairs for Curriculum and Faculty Development, McMurry University
- Mark A. Sheridan, PhD, Vice Provost and Dean of the Graduate School, Texas Tech University
- Arabhi Nagasunder, Graduate Student, University of North Texas Health Science Center (Student Representative)

**Committee Meeting Dates:**

September 30, 2016

February 27, 2017 (summary minutes not yet approved)

**Annual Costs Expended**

Travel: \$7,370

Other: \$100

**Time Commitments:**

1,127 hours

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

The September 30, 2016 meeting featured a presentation from Dr. Charles Goldman from the RAND Corporation on the forthcoming *Managing the Expansion of Graduate Education in Texas* report. A detailed discussion followed on the research and provisional findings. GEAC members also advised Coordinating Board staff on revising the 18 Characteristics of Doctoral Programs.

The minutes for the February 27, 2017 meeting have not yet been approved. The agenda included a discussion of the resources available on the Coordinating Board's new Accountability System website, a discussion of program reviews for National Research University Fund eligibility, and an update on the transition from the 18 Characteristics of Doctoral Programs to the revised Characteristics of Doctoral Programs that will include medical and professional programs. A subcommittee was appointed to work closely with Coordinating Board staff on the upcoming Strategic Plan for Graduate Education.

Agenda items for the September 25, 2017 meeting are not approved at the time of this writing, but Dr. Singh will update CAWS Committee members on the results of the meeting during his presentation.

TEXAS HIGHER EDUCATION COORDINATING BOARD  
Division of Academic Quality and Workforce  
1200 E. Anderson Lane, Austin, Texas

**Graduate Education Advisory Committee**

September 30, 2016  
10:00 AM – 2:00 PM  
Board Room

The webcast of this meeting is available at the following link:  
<http://www.theccb.state.tx.us/apps/events/>

**Committee members present:**

Blance Abuer	Holly Hansen-Thomas	Arabhi Nagasunder	Meharvan Singh
DeBrenna Agbenyiga	Douglas Hermond	Dean Neikirk	Angela Spaulding
Karen Butler-Purry	Dmitri Litvinov	Les Riding-In	Kandi Tayebi
JoAnn Canales	James Lumpkin	Cynthia Rutledge	
Andrea Golato	Gregory Maddox	Mark Sheridan	

**Committee members absent:**

Blanca Bauer  
Richard Berry  
Sharon Hileman  
William Kritsonis  
Bonnie Melhart  
Rial Rolfe  
Lisa Thompson

**Coordinating Board staff:**

James Goeman  
Allen Michie  
Rex Peebles  
Stacey Silverman

**Others in attendance:**

Charles Goldman

**1. Welcome and call to order – Dr. Meharvan “Sonny” Singh**

**2. Consideration of summary notes from the April 1, 2016 meeting – Dr. Meharvan “Sonny” Singh**

A motion to approve the summary notes was approved.

**3. Presentation on the upcoming RAND Corporation study on graduate education in Texas – Dr. Charles A. Goldman, RAND**

Dr. Goldman presented research and summary findings from the upcoming RAND report, *Managing the Expansion of Graduate Education in Texas*. He said that the final document would be published in February. He invited comments and discussion.

**4. Discussion and questions about the RAND study – Dr. Allen Michie**

In response to a question about job demands from Dr. Sheridan, Dr. Goldman responded that corporations and organizations hire different proportions of candidates with graduate degrees. Education and Engineering are areas of growing projected demand.

Dr. Singh followed up on Dr. Goldman's statement that Texas institutions of higher education will need to increase their capacity by around 80 percent in order to reach *60x30TX* goals, asking how institutions can gauge capacity. Dr. Goldman replied that the study does not address that, but stated that institutions may have untapped potential or unused capacity. Dr. Singh responded that it is difficult to know how to grow graduate programs when extramural, non-state funding is necessary.

Dr. Tayebi suggested that online programs be separated out for formula funding. Dr. Goldman responded that RAND's recommendation is for online programs to access a separate line of funding. Dr. Golato added that there would be an incentive for institutions to go with third-party providers if the formula funding for online programs is reduced. Dr. Maddox and Dr. Lumpkin agreed that online programs are more expensive than face-to-face programs, and there needs to be a sophisticated funding model to account for different types of degree programs.

Dr. Tayebi asked how exactly proposals for new graduate degree programs would be linked to an institution's strategic plan. Dr. Goldman replied that RAND does not recommend new doctoral programs for institutions where that is not part of their mission and where there is not already a strong infrastructure for research. There would need to be a commitment to doctoral education from the entire institution, not just from the department proposing the new program. Sample commitments would include a policy on the teaching loads of research-active faculty and institutional funding for graduate student stipends.

Dr. Sheridan pointed out that the institutions would be restricting themselves if they limited program growth to only those areas where there is immediate workforce demand. The National Institute of Health and other funding sources request interdisciplinary programs where it is difficult to measure job demand. Dr. Goldman replied that interdisciplinary research is essential, but whole interdisciplinary degree programs are less so. Some employers contacted by RAND said that they do not have confidence in multidisciplinary degree programs that are not anchored in any one degree area. Dr. Butler-Purry responded that her feedback from employers is that students are sometimes over-specialized and the emphasis needs to be on transferrable skills for jobs that do not yet exist.

Dr. Neikirk pointed out that Texas produces graduates for about half the cost as California does, when measured by federal grant funds. Texas is already being highly economical, and it would be impossible to expand degree production without a substantial increase in funding. Dr. Canales asked about increases in the attainment rates for graduate degrees. Dr. Goldman replied that attainment has increased in Texas, but slower than in some other states. Increases in degree attainment will be an ongoing challenge for Texas, because the population segments that are growing are the populations that tend to participate less in secondary education. The result of this may be that Texas imports more skilled workers from other states. Dr. Agbenyiga said that increasing the population of underrepresented students will be a matter of funding, because students who are forced to work are taking longer to complete degrees. It is difficult for Texas to compete with other states for the best students without increased levels of student support. Dr. Tayebi agreed and said that many other states waive tuition for graduate students, making it difficult for Texas to compete.

Dr. Golato said that while the report recommends tracking the job placement of graduate students and providing additional funding for domestic students in STEM programs, the report does not state strongly enough that extra funding is absolutely essential to meet these targets.

In answer to a question from Dr. Spaulding about the expansion of master's degree programs, Dr. Peebles stated that the *60x30TX* plan has two goals for graduation and completion, including students with master's degrees. The completion goal includes people who were educated in other states.

#### **5. Update on Coordinating Board procedures and requirements relating to graduate education – Dr. James Goeman**

Dr. Goeman reported that the Board is considering approval of a change to rules on planning notification. Institutions would need to notify the Coordinating Board if they plan to take "any action in preparation for a new program," including hiring, purchasing real estate, building, or designing a new curriculum. Professional programs would need to submit planning notification one year prior to submitting a proposal. The intention is to give the Coordinating Board advance notice before large amounts of money is spent on new initiatives, not afterwards. Institutions may be requested to present to the Board directly. Dr. Goeman said that notifications will not be approved or disapproved, that it is only notification. Institutions will hear back from Coordinating Board staff, or in rare circumstances from the Board, so that planning can proceed.

Dr. Riding-In asked if the new rule applies to existing programs considering major changes. Dr. Goeman replied that it is a judgment call when a major change to an existing program counts as a new program. Indicators would include a change in title, CIP code, curriculum, or workforce goals for students. In response to a question from Dr. Canales, Dr. Goeman added that existing programs going online are not considered to be new programs.

Dr. Goeman reminded GEAC members to always use the most recent available application files from the Coordinating Board website because changes have been made to some of the content and wording. For example, the certification form for new degree programs costing less than \$2 million has changed. CAOs will get a memo when new forms are uploaded and active.

#### **6. Lunch**

#### **7. Discussion of the Characteristics of Doctoral Programs – Dr. Allen Michie**

Dr. Michie reported that changes have been made to the 18 Characteristics of Doctoral Programs, which from this point would be called simply the Characteristics of Doctoral Programs. If approved by the Commissioner of Higher Education, the Characteristics would require the participation of professional doctoral degree programs.

Dr. Goeman gave a brief history of the Characteristics, stating that it is time to update them since they have not changed since 2010.

The revised Characteristics are split into three groups: all doctoral programs, research programs only, and professional programs only. Coordinating Board staff made use of GEAC input when writing the definitions.

GEAC members had questions and comments about how publications are counted, since some publications have multiple authors and could be counted twice. Dr. Maddox and Dr. Singh stated that it does not matter if co-authored publications are listed for both faculty and students, as those are two different sets of information with two different purposes. Dr. Goeman replied that it would be best to have one consistent definition that applies to both faculty and student productivity. Dr. Michie added that unusual or complex situations can be detailed in explanatory notes. Institutions can indicate in a footnote if their publications are unique or duplicative.

Dr. Hermond and Dr. Litvinov asked if the number of faculty are measured by headcount or full-time equivalency. Dr. Goeman responded that "core faculty" is the headcount, which can include "other individuals integral to the program." That includes people supervising dissertations and serving on committees. GEAC members recommended against language that specifies core faculty as at least "50 percent" assigned to the program, and Dr. Maddox suggested the language "appropriately credentialed individuals integral to the doctoral program." GEAC members agreed by consensus.

Dr. Butler-Purry recommended not using the word "equivalent" to define full-time student enrollment (FTSE), since the "full-time" standard can vary by program. Dr. Goeman suggested that the definition of FTSE be the same as that used in the reporting manuals for consistency. GEAC members agreed by consensus.

Dr. Sheridan asked how to determine if a program is a "research doctorate" or a "professional program." Dr. Goeman replied that Coordinating Board staff decided to let institutions make that determination.

After some discussion about variation among types of medical and academic programs, GEAC members agreed by consensus to remove the "teaching load" characteristic.

## **8. Update on Strategic Plan for Graduate Education – Dr. Allen Michie**

Dr. Michie said that Coordinating Board will review the final recommendations from the RAND report and incorporate them into an outline for future GEAC comment. Dr. Singh made a motion to create a GEAC subcommittee, including members from different types of institutions, to work closely with Coordinating Board staff on the development of the Strategic Plan. The motion carried.

## **9. Open discussion of issues affecting graduate education – Dr. Sonny Singh**

Dr. Singh announced that there was good discussion at the recent Association of Texas Graduate Schools meeting, including enthusiasm for the organization taking a more active role in shaping state policy on higher education.

The meeting was adjourned.

Committee on Academic Workforce and Success

AGENDA ITEM V-B

Report to the Committee on activities of the Certification Advisory Council

RECOMMENDATION: No action required

Background Information:

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

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

The committee held four meetings in Academic Year 2016-2017 and considered the following Certificate of Authority applications for recommendation of approval:

- Guidance College (FKA Al-Huda University) – twice considered;
- Medisend College of Biomedical Engineering Equipment Technology (FKA Medisend Biomedical Equipment Technology School); and
- Southwest School of Art.

Dr. Donna Jurick, Chair of the CAC, is out-of-state and no other CAC member was available to attend. Dr. Rex Peebles will provide a brief update of activities and be available to answer questions.

# CERTIFICATION ADVISORY COUNCIL ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: 10/31/2021

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

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

**Report Period:** September 1, 2016 – August 31, 2017

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

**Vice Chair:** N/A

**Committee Members:**

- Donna M. Jurick, SND, PhD, Executive Vice President, St. Edward's University (acting Chair)
- Carolyn Wilson Green, PhD, Director of Information Technology Center Development, Texas A&M University-San Antonio (former Chair; resigned in January 2017)
- Melissa Armentor, MSRS, RT(R), Vice President for Student and Academic Success, Lamar Institute of Technology (replaced Daniel Wright, Lamar Institute of Technology)
- Robert L. Rhodes, PhD, Provost, Abilene Christian University
- Jennifer Ramm, CPA, Vice President for Business and Finance & Chief Financial Officer, University of Mary Hardin-Baylor
- Dianna L. Miller, EdD, MSN, RN, Nursing Program Director, Laredo Community College

**Committee Meeting Dates:**

- November 4, 2016
- January 31, 2017
- April 25, 2017
- July 25, 2017 (summary minutes not yet approved)

**Annual Costs Expended**

**Travel:** \$2,185.90

**Other:** NA

Note: one meeting was conducted by WebEx with no expenses to members

**Time Commitments:** 170 hours for CAC members (10 hours prep, meeting and travel time estimated for each member)

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

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

- November 4, 2016: requested more information from Al-Huda University; postponed recommendation until such time as additional information was provided by applicant.
- January 31, 2017: recommended approval of the Medisend Biomedical Equipment Technology School application for a Certificate of Authority. Upon approval, the school changed its name to Medisend College of Biomedical Engineering Technology.
- April 25, 2017 (AHU): recommended approval of the Al-Huda University application for a Certificate of Authority. Upon request by THECB, the applicant changed its name to Guidance College. The application is pending approval at a quarterly Coordinating Board meeting.
- July 25, 2017 (SSA): recommended approval of the Southwest School of Art application for a Certificate of Authority. The application is pending approval at a quarterly Coordinating Board meeting. Upon approval, the institution will receive its third Certificate of Authority.

## Certification Advisory Council (CAC)

Friday, November 4, 2016

### Summary Notes

Members Present: Carolyn Wilson Green (chair); Dianna Miller; Donna Jurick; Jennifer Ramm

Staff Present: Cathie Maeyaert; Rex Peebles; Garry Tomerlin; Paul Shuler

Others Present: Beth Wuest, Texas State University (site team chair); Hamed Ghazali and Main Alqudah, Al-Huda University (applicant)

The webcast of this meeting is available at the following link:

<http://www.thecb.state.tx.us/apps/Events/>

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#### **1. Welcome and introduction of CAC members**

Cathie Maeyaert opened the meeting and asked for self-introductions by Certification Advisory Council (CAC) members, Jennifer Ramm, Donna Jurick, Dianna Miller and Carolyn Wilson Green. A quorum was met.

THECB staff, Cathie Maeyaert, Rex Peebles, Paul Shuler, and Garry Tomerlin, introduced themselves.

Beth Wuest, site team chair, Hamed Ghazali and Main Alqudah, representing Applicant Al-Huda University, introduced themselves.

#### **2. Consideration of Summary Notes from the August 12, 2016 meeting**

Carolyn Wilson Green, chair, asked for review and motion to approve the August 12, 2016 meeting summary notes. Motion to accept by Donna Jurick; second by Jennifer Ramm. Motion carried to accept notes as written.

#### **3. Consideration of the application for Certificate of Authority from Al-Huda University**

Dr. Wilson Green asked representatives from Al-Huda University to give a short background of the school and the applied-for programs. Dr. Ghazali explained that Al-Huda University was born out of need to combine Islamic and American culture in the academic community. Identified areas of need, including Islamic teacher education and Islamic finance. The school also looked into counseling, but limited its programs to Islamic studies (religious degree), and Master's degrees in Islamic Education and Islamic Finance. Dr. Hamed stated the school has learned a lot from the application process.

Dr. Main stated there are many unaccredited Islamic institutions in the US, but Al-Huda University wants to integrate Islamic civilization, history, knowledge into educational

system so that general public gets the correct information. Therefore, the school will seek accreditation.

Dr. Wilson Green asked Beth Wuest, site team chair, to give a summary of the site evaluation visit. Dr. Wuest stated the visit took place at the end of July 2016. The team had many questions and concerns, not in terms of what they are teaching, in terms of the peripheral structure of what it takes to run an institution of higher education. In the two months since the visit, Dr. Wuest said the school had done a phenomenal job in taking the team's advice and getting systems in place; however, since it had only been two months, only so much can be accomplished to-date. Dr. Wuest said the team met with faculty, administration and students. All meetings were very positive.

Ms. Maeyaert clarified that Al-Huda University started as an exempt religious institution for two years, with its Islamic Studies degree, which is considered religious education. At the point that Al-Huda wanted to expand to Islamic Education and Islamic Finance, degrees that allow a student to work outside of a religious institution, they were required to apply for a Certificate of Authority.

Dr. Wilson Green asked for questions from the CAC members and THECB staff. Dr. Jurick clarified that the religious exemption is still valid for the undergraduate Islamic Studies degree and the application is only for the two master's degrees.

Dr. Shuler asked Dr. Hamed how the need for the degrees was determined. Dr. Hamed stated he works as a consultant for K-12 Islamic schools throughout the US. He is very familiar with other schools and what areas are needed. There is a great need for Islamic students to get a degree and be part of American culture. Specifically for Islamic Education, the school goes beyond the language and religious courses to help students have classroom management skills and have professional teaching skills.

Ms. Ramm asked about the number of undergraduate students. Dr. Main estimated that approximately 350 people had applied. 150 students have taken at least one course. 65-70 students are currently taking a class. Approximately 65% are undergraduate students and 35% are graduate students.

Ms. Ramm requested the annual operating budget. Dr. Main stated the annual operating budget was \$450,000 to 500,000 per year.

Dr. Miller inquired as to the completion rate and any sequence for improvement. Dr. Main stated two students have completed their studies, one in Islamic Education and one completed one component in Islamic Studies teaching methodology.

Dr. Wuest noted that many of the students already have master's degrees and are coming back to get a second degree. Dr. Main said that if someone already has a teacher certification, the school accepts that certification as 20 credit hours. Dr. Hamed explained the credit transfer policy allows a certain number of credits to transfer.

Dr. Jurick congratulated the applicant on the policies and procedures that they have already put into place. Dr. Jurick expressed concern that some items which will be needed for accreditation were still missing. These items include an audit and being able to get appropriate faculty credentials documented. Outlines of plans are in place, but Dr. Jurick questioned when results would be available. Dr. Main estimated that within a month the

2015 financial audit would be completed. The 2016 audit would be started as soon as that fiscal year is complete.

Regarding educational credentials, Dr. Main explained a new policy was adopted. Persons holding degrees from unaccredited universities will not be allowed to teach. The Board of Trustees did consider Dr. Main as a special case based on his teaching background and qualified him to be Director of the Islamic Studies department. Dr. Hamed stated that in terms of the Islamic Education and Islamic Finance degrees, he assumed responsibility based on his degrees and experience. Added four other persons with sufficient advanced educational qualifications.

Dr. Hamed, based on the site report, looked at the assessment piece, both qualitatively and quantitatively. Both assessments are necessary, with input from stakeholders. Have received data from staff to see areas for improvement and areas of strength. Dr. Hamed estimated by the end of January 2017, they will see more results. The committee also added requirements for teachers to pass certain TEA-required tests, such as for teaching foreign languages. Dr. Hamed referenced a chart showing input from all stakeholders which is data-driven.

Ms. Ramm asked about the three positions added. Dr. Hamed confirmed two are adjunct positions and one is a full-time position. Dr. Main clarified there are currently three full-time instructors. Others are adjunct.

Dr. Wilson Green asked about the most urgent item to address next. Dr. Main responded that addressing the curriculum and obtaining more involvement from professors was necessary. The difficulty is that there are no national standards for Islamic studies with which to evaluate the curriculum in these areas. Overall, Dr. Hamed said there needs to be more surveys and data collection.

Dr. Peebles asked for what the Islamic Education master's degree prepares students. Dr. Hamed identified five areas – disciplinary knowledge, academic and critical thinking, personal and social skills, community engagement, moral and ethical commitment. Al-Huda University blends Islamic and American culture to ensure students work ethically. When assessed, each course is reviewed in each area.

Dr. Peebles asked what type of jobs Islamic Education graduates would be able to hold. Dr. Hamed said the graduates would be qualified to teach in Islamic schools. The graduates would have enhanced teaching skills. Graduates could also teach Arabic as a second language in a public school or other institution. Dr. Main stated there are about 500 Islamic schools, but most teachers don't have any credentials. Al-Huda University wants to fill that credential gap.

For Islamic Finance, Dr. Main said the industry is growing in the US, with Islamic finance, mutual funds, and Islamic mortgage companies. The goal of this program is to help Muslims minority find an alternative that complies with their religious restrictions. The institutions must be in compliance with both Islamic and American law. Dr. Hamed gave an example of a bank that makes loans based on Islamic finance. Graduates are needed who understand both financial systems.

Dr. Peebles asked about the physical infrastructure and financial capabilities of the school. Dr. Peebles expressed concern about the financial sustainability of the institution in the

future. Dr. Hamed stated that based on his experience with other schools, sustainability will be there. Dr. Hamed said that need drives financial resources.

Dr. Main explained 10-15% of budget is covered by tuition. They can't raise fees until the school is accredited. The Board of Trustees won't allow the school to accept international students as they don't know with what organizations these international students might be affiliated. If this policy changes, international students can be charged a tuition amount that is double the current tuition.

Dr. Main described the financial resources, including an endowment fund, investment property, and a brokerage account with Fidelity. Hopefully, more investments will be obtained. Dr. Main estimated the school would be financially self-sufficient within seven years. Dr. Main's experience is that the Muslim community is very generous and supportive. They community believes in the education and trusts the leaders of Al-Huda University, so he does not believe they will have financial difficulties. The school has never experienced a financial deficit since its establishment. The community provides a lot of funds in support of the school. Dr. Hamed also believes that obtaining a Certificate of Authority would assist in raising additional funds.

Dr. Shuler asked if the Katy school Dr. Hamed referenced and was affiliated with was a K-12 school. Dr. Hamed said it is an accredited K-12 school which is one of the top schools in the nation. Dr. Main said that some of the graduates of the K-12 academy are joining Al-Huda University as students.

Dr. Wilson Green asked for a motion regarding the application for a Certificate of Authority. Dr. Jurick stated that Al-Huda University has done incredible planning, including first-rate strategic planning, but the follow-through documentation is not available yet. Dr. Hamed offered to share some data that has now been collected.

Dr. Peebles explained the options available to the CAC members. A recommendation goes to staff and the Coordinating Board, which has the final determination of approval or disapproval. The CAC members can recommend approval as is, denial, or tabling the application to allow for more information to be brought before the committee. Dr. Miller asked about the timeline if they tabled the application. Dr. Peebles said tabling the application would table it to the next meeting in January 2017.

Ms. Ramm made a motion: With 16 of the 24 Standards not being met at the time of the site visit, the application is tabled until the next meeting. Dr. Jurick seconded the motion. The CAC members were polled and the motion passed unanimously.

Dr. Jurick asked if the application would need to be brought back in January. Dr. Peebles stated that the timing of the application being reassessed would be left to the applicant. At the January meeting, if the application was not being reassessed, another motion to continue tabling the application would be necessary.

Dr. Peebles, on behalf of the staff, noted that Al-Huda University has made significant progress. Follow through is not quite there, although the applicant is on the right track.

**4. Update on upcoming meeting dates and expected activities during AY 2016-2017**

Ms. Maeyaert provided an update on meeting dates. The CAC is scheduled to meet on Tuesday, January 24, 2017; Tuesday, April 25, 2017; and Tuesday, July 25, 2017.

Dr. Main requested clarification on what Al-Huda University will be required to report for an upcoming CAC meeting. Dr. Peebles said staff would discuss with applicant the standards and concerns which continue to need to be addressed. Any documentation provided by Al-Huda University would then be shared with the CAC members prior to the next meeting where the application is considered.

Dr. Hamed noted that three or four standards relate to assessment. He is hopeful that more data will be collected. It will just take a matter of time to show plan in action.

**5. Adjournment**

Dr. Wilson Green adjourned the meeting at 10:52 a.m.

Dr. Peebles thanked Dr. Wuest and her fellow site team members.

## **Certification Advisory Council (CAC)**

Tuesday, January 31, 2017

### Summary Notes

Members Present (Live): Donna Jurick (acting chair)

Members Present (via WebEx): Jennifer Ramm, Melissa Armentor, Robert Rhodes, Dianna Miller

Members Absent: Carolyn Wilson Green

Staff Present (Live): Cathie Maeyaert; Rex Peebles; Garry Tomerlin; Paul Shuler, Victor Reyna

Others Present (Live): Costel Rizescu, Jerry Heeger, Stephanie Pedroza (applicant)

Others Present (via WebEx): Nick Hallack (applicant); Deena Savage, Midland College (site team representative)

The webcast of this meeting is available at the following link:

<https://theccb.webex.com/theccb/lr.php?RCID=300df8dcebd98d56824efdea85ec173>

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#### **1. Welcome and introduction of CAC members**

Cathie Maeyaert welcomed CAC members and others to the meeting. Ms. Maeyaert informed everyone that the meeting was being conducted through WebEx to accommodate the CAC members' schedules. Ms. Maeyaert stated the agenda was published in the Texas Register providing information for the public to join the meeting in audio mode. No one from the public indicated they wished to make comments.

Ms. Maeyaert explained the CAC members, the applicant, the site team representative, and CB staff would have video capabilities. When someone was speaking, CB staff had the ability to make the speaker a panelist so that all can see the speaker on video. Speakers were asked to identify themselves prior to speaking.

Ms. Maeyaert identified persons who were present at THECB and those who were present via WebEx. A quorum was established.

Ms. Maeyaert turned the meeting over to Donna Jurick, acting chair.

#### **2. Consideration of Summary Notes from the November 4, 2016 meeting**

Donna Jurick asked for review of the November 4, 2016 meeting summary notes. Dr. Jurick asked for any revisions. Motion by Dianna Miller and seconded by Robert Rhodes to approve the minutes. Motion passed on a voice vote.

### **3. Staff update on application for Certificate of Authority from Al-Huda University**

Dr. Jurick asked Ms. Maeyaert for an update regarding Al-Huda University's application for a Certificate of Authority. Ms. Maeyaert reviewed the timeline for Al-Huda University's application. At the November 4, 2016 CAC meeting, the CAC postponed a recommendation regarding Al-Huda University. Al-Huda was expected to provide additional information for the CAC to consider at the January 2017 meeting. Subsequently, Al-Huda University asked for additional time to gather results of assessments they were doing regarding their institution. It is expected Al-Huda University will bring the additional information to consider at the April 2017 CAC meeting.

### **4. Consideration of motion to postpone consideration of the application for Certificate of Authority from Al-Huda University until the next regularly scheduled meeting of the Certification Advisory Council**

Dr. Jurick moved to postpone a recommendation regarding Al-Huda University's application for a Certificate of Authority until a future regularly scheduled CAC meeting when Al-Huda is prepared to present the additional information. Dr. Miller seconded the motion. Motion passed on a voice vote.

Dr. Jurick confirmed that the decision on Al-Huda University will be postponed until the institution presents additional information at a future CAC meeting.

### **5. Consideration of the application for Certificate of Authority from MediSend Biomedical Equipment Technology School**

Dr. Jurick asked to consider the application for a Certificate of Authority from MediSend Biomedical Equipment Technology School. Dr. Jurick reminded everyone to identify themselves when speaking so staff could ensure the speaker was on video.

Dr. Jurick asked Nick Hallack to provide a short summary of the school's background and its application to award Associate of Applied Sciences degrees in Biomedical Engineering Technology.

Mr. Hallack provided a history of MediSend. The school provides specialized training to technicians around the world. Ten years ago, they launched a program with Exxon Mobil to meet skill gaps for indigenous biomedical technicians. Students were from twenty-one countries. MediSend currently has Texas Workforce Commission approval to offer a certificate program. In 2013, Gen. Richard Myers was approached to bring the program to a domestic population. A six-month certificate program was developed to train veterans. In 2014, MediSend received a license from TWC. In 2014, MediSend received approval for GI Bill funding. MediSend piloted an expanded program with Gen. Myers with 100% job placement. MediSend now wants to offer an associate degree. The trend toward an associate degree in the biomedical industry is now favorable and will soon be necessary. Associate degrees should also be the path toward higher degrees to move into management careers or engineering positions. Upon approval for a Certificate of Authority, MediSend would like to partner with universities that have advanced degrees.

Nick Hallack was asked to introduce the MediSend representatives present at THECB. Dr. Heeger is the Chief Academic Officer of MediSend. Dr. Rizescu is the Program Director. Ms. Pedroza is the Chief Financial Officer and Admissions Director.

Dr. Jurick asked the site team representative, Deana Savage, to provide a short summary of the site team's findings. Dr. Savage was speaking on behalf of Dr. Dani Day, the site team chair who was traveling.

Dr. Savage summarized the site team findings from the December 19-20, 2017 site visit. Jeffrey Parks, San Jacinto College was also part of the site evaluation team. Dr. Savage stated that in 2016, MediSend aligned its curriculum with THECB's WECM courses. MediSend has also arranged for students to take general education courses at Dallas County Community College Online College. MediSend intends to seek regional accreditation.

During the visit, MediSend provided all requested information and documentation to the site team. The team found the program was robust, supported by adequate financial and educational resources. The team found that twenty of twenty-four Standards for Operations, found in THECB administrative rules, were met. Subsequent to the site evaluation report, MediSend provided supplemental responses to address the four Standards not met. Dr. Savage reviewed the four Standards not met during the site visit.

Standard Three deals with Governance. The site team found that the institution did not have a Conflict of Interest policy. MediSend had submitted a policy signed by an individual who had resigned from its board. Upon notification, the institution withdrew the erroneous document and submitted another policy signed by current board members.

Standard Seven deals with Institutional Assessment. While student achievement could be assessed, the institution lacked policies and procedures to assess administrative issues. The institution responded that it had developed procedures that would further develop over time to assess these areas.

Standard Eleven deals with Faculty Qualifications. All faculty were qualified, but one faculty member's official transcripts were not available. Subsequently, MediSend submitted an official transcript for this faculty member.

Standard Twenty-three deals with Health and Safety. The institution did not have a policy to deal with an active shooter. In follow-up, MediSend produced an active shooter policy and procedure.

In summary, Dr. Savage said the institution's responses to the site evaluation met all Standards.

Dr. Jurick opened discussion up to CAC members in order to ask questions about the application and site evaluation so members could make a recommendation on the MediSend application.

Dr. Rhodes asked about the trajectory of the institution and if the institution thought it had a sufficient base in case it wanted to come back to the CAC to expand beyond an associate degree. Dr. Heeger said that the associate degree is a pivotal step that will stand for a period of time. It is crucial for the student's career development. Over time, Dr. Heeger said MediSend will explore the feasibility of a baccalaureate program. Dr. Heeger and Mr. Hallack have also discussed a possible Master's degree program.

Dr. Rhodes thought the program had an ability to scale to other types of delivery. Dr. Heeger stressed the ability to scale is dependent on securing additional facilities and resources.

Dr. Tomerlin asked Cathie Maeyaert to summarize the Certificate of Authority timeframe. Ms. Maeyaert explained the Certificate of Authority is a two year authorization. At the next

application in two years, it might be appropriate to apply for an expansion in programs. The total time under a Certificate of Authority is eight years. After eight years, the institution would need recognized accreditation. Dr. Heeger stated the next step is to move forward with accreditation.

Jennifer Ramm asked about the number of enrolled students. Nick Hallack said there were three cohorts in the last year. Each cohort had a maximum of 12 students. Last year, MediSend had a total of 18 students in three cohorts. Mr. Hallack projected there would be 36 students in the next year. MediSend has a lab capability of graduating 50 students per year.

Ms. Ramm asked if MediSend was reliant on international students. Mr. Hallack said the primary and significant focus was on the veterans population.

Dr. Jurick asked about admissions. Dr. Jurick commented that there are students from other countries in the certificate program. These students may have credits from foreign institutions. Dr. Jurick asked how equivalency of foreign credits is determined. Dr. Heeger stated that all international students are sponsored by organizations such as the World Health Organization. As sponsored students, their credentials are presented as verified.

Dr. Savage added that the institution does not intend to award transfer credit for the technical curriculum. They plan to use traditional methods for assessing foreign credits. Dr. Heeger and Mr. Hallack agreed.

Dr. Heeger clarified that the MediSend curriculum is extremely prescribed. They want to ensure that every student has had the exact training. Students can apply credits in general education, but not in the technical credits.

Dr. Jurick commented that Mr. Hallack and Dr. Savage's summaries were extremely complete. Dr. Heeger supplemented these summaries significantly. Dr. Jurick asked for final questions. Ms. Armentor commented that the written materials were excellent.

Dr. Jurick reminded CAC members that they were tasked with making a recommendation to the Coordinating Board regarding the current application. Dr. Jurick asked for a motion regarding the MediSend application. Jennifer Ramm made the motion and Robert Rhodes seconded.

Ms. Maeyaert asked for a clarification on the motion. Dr. Jurick restated the motion: Motion to recommend to the Coordinating Board approval of the MediSend Biomedical Equipment Technology School's application for a Certificate of Authority. Ms. Ramm and Dr. Rhodes agreed with the restatement of the motion.

Dr. Jurick asked for further discussion. No further discussion. Motion passed on a voice vote. Dr. Jurick stated the motion to recommend approval of MediSend Biomedical Equipment Technology School's application for a Certificate of Authority was approved.

## **6. Staff update on upcoming meeting dates, member terms and estimation of meeting costs**

Dr. Jurick asked Cathie Maeyaert to provide an update on future CAC activities. Ms. Maeyaert stated the next CAC meetings are scheduled for Tuesday, April 25, and Tuesday, July 25, 2017. She asked CAC members to block these dates on calendars as soon as possible so a quorum can be met.

Ms. Maeyaert provided information on CAC member terms. On August 31, 2017, the two-year terms for Carolyn Wilson Green, Robert Rhodes, and Melissa Armentor, who just joined as a replacement member, will expire. Carolyn Wilson Green had indicated her schedule had changed. She is now full-time faculty and unable to continue. Therefore, she has resigned from the CAC. Ms. Maeyaert invited Dr. Rhodes and Ms. Armentor to seek re-nomination.

Ms. Maeyaert asked for a summary of travel and miscellaneous expenses in connection with the meeting as the Coordinating Board tracks those expenses.

## **7. Adjournment**

Dr. Jurick thanked everyone for attending. Dr. Jurick commented that the WebEx meeting worked well. Dr. Jurick asked for a motion and second to adjourn. Dianna Miller moved to adjourn and Ms. Armentor seconded. The meeting was adjourned.

## **Certification Advisory Council (CAC)**

Tuesday, April 25, 2017

### Summary Notes

Members Present: Donna Jurick, chair; Dianna Miller; Jennifer Ramm; Robert Rhodes

Members Absent: Melissa Armentor

Staff Present: Cathie A. Maeyaert; Garry Tomerlin

Others Present: Dr. Main Alqudah, Dr. Hamed Ghazali, and Dr. Basel Alqudwa, representing Al-Huda University

The webcast of this meeting is available at the following link:

<https://www.youtube.com/watch?v=cZ9hlcInBEA>

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#### **1. Welcome and introduction of CAC members**

Cathie Maeyaert introduced Coordinating Board staff and asked Certification Advisory Council members to introduce themselves. Four members were present and constituted a quorum for the meeting. Three representatives of Al-Huda University also introduced themselves.

Donna Jurick, acted as chair for the meeting.

#### **2. Consideration of Summary Notes from the January 31, 2017 meeting**

Donna Jurick asked CAC members to review the January 31, 2017 meeting summary notes and asked for any revisions. No revisions were made. Dianna Miller made a motion to approve the January 31, 2017 notes. Jennifer Ramm seconded the motion. No further discussion. Motion to approve passed unanimously.

#### **3. Discussion of Al-Huda University's Supplemental Report related to its application for a Certificate of Authority**

Donna Jurick summarized the history of Al-Huda University's application for a Certificate of Authority. At the November 4, 2016 CAC meeting, the CAC postponed a recommendation regarding Al-Huda University. Al-Huda was asked to provide additional information for the CAC to consider at the January 2017 meeting. Subsequently, Al-Huda University asked for additional time to gather results of assessments they were doing regarding their institution. Al-Huda University brought additional information to consider at the current meeting. Donna Jurick reminded the CAC members that they received this supplemental report prior to the meeting.

Donna Jurick asked the Al-Huda representatives to provide a five to ten minute overview of the supplemental report and the reasons that the institution believes it has now met all the Standards of Operation.

Dr. Hamed explained the two main concerns. First, was the concern with certain policies and procedures. These policies and procedures were not difficult to change. Second, was the concern with technical evaluations, such as assessments and how these are analyzed. Al-Huda University followed a scientific approach and came up with assessment data. For example, student achievement data for Arabic language was assessed by a third party test. All who took the test passed at the top two levels. The institution also looked at input from student and staff as stakeholders. Al-Huda University designed a survey through use of Coordinating Board standards and the institution's strategic plan. Based on the survey, an improvement plan was developed. Al-Huda University reviewed student learning outcomes, through both direct and indirect assessments. Dr. Hamed also explained how the strategic plan is reviewed to determine what items have been accomplished and what items need to continue to be addressed.

Donna Jurick asked for questions from CAC members.

Jennifer Ramm asked about the audit report and the amount received from donors. Ms. Ramm asked for the projected growth pattern and if tuition and fees would be a larger contributor to the finances. Dr. Basel explained that a successful school must have a solid endowment. Steps were taken to build relationships with the community from which they are seeking funds for the endowment. Al-Huda is starting on this process. Since the last report, the institution has also tripled real estate holdings to add to their portfolio. Al-Huda University is not seeking to raise tuition at this time. All strategies are built to involve society and community to support the institution, not on student tuition. Dr. Basel explained that the investment accounts were growing and financial goals are being met. Al-Huda University is also making proposals to large institutions that are known to support institutions such as Al-Huda University. Eighteen foundations have been contacted to-date.

Dr. Rhodes asked about qualifications of officers and changes made. Dr. Main explained that he as the CEO was also the Academic Dean of Islamic Studies, but has a PhD from an unaccredited university. The Board of Trustees qualified Dr. Main to teach in the Islamic Studies department and be the Director. To keep separation between administration and Board of Trustees, Dr. Main resigned from the Board. Dr. Hamed is Director of Islamic Education and Dr. Basel is Director of Islamic Finance. Dr. Hamed took over as Chief Academic Officer.

Donna Jurick asked for clarification on whether Dr. Main is the only member of faculty serving on the basis of exceptional experience. Dr. Hamed explained Dr. Main's experience is well-recognized. No other faculty members are credentialed by experience and not by academic records. Dr. Hamed added that Dr. Main has a recognized master's degree that also qualifies him to teach.

Donna Jurick asked for an operating budget which would address tuition and endowment. Dr. Main explained that the Executive Committee submits a proposal to the Board of Trustees for a budget. Dr. Main then ensures that the budget approved is followed. Dr. Main confirmed that the institution is able to operate within the approved budget.

Donna Jurick asked if tuition is charged. Dr. Main explained that a nominal tuition fee of \$75 for undergraduate credit and \$125 for graduate credit is charged. The institution does not charge more because the university is not yet accredited. Dr. Main would like to raise the tuition and fees after accreditation is achieved so the budget is funded 50-60% by tuition. The Board of Trustees will make that decision. No international students are currently admitted. This may change once accreditation is achieved. International student tuition would be higher. Dr. Main affirmed that education is the mission, not receiving higher tuition.

Dr. Hamed explained his research of Islamic institutions. He described three stages in the life of any Islamic institution. The first two years are the critical stage where the institution either survives or does not. The next three to five years is the stability stage where the institution must maintain paying bills. The last stage is the professional stage where the institution gains more income, stability, and less concerns about survival. Dr. Hamed thinks Al-Huda University is at the end of stability state. Once accredited, they will start the final stage.

Robert Rhodes asked for the number of students needed to maintain an operational level with a stable budget. Dr. Main said the tuition and fees would need to be multiplied ten times to be operational based only on tuition. However, 50% of students are on scholarship or other financial assistance from the institution's designated funds. Once full accreditation is attained, more students will join the university. At this point, Al-Huda is not trying to increase tuition. One-tenth of the budget coming from tuition currently equals about 70-75 students. Dr. Hamed stated that the university is at the beginning stage. He has calculations from other institutions as to breaking even. At this time, Al-Huda is not breaking even through tuition, but on donations.

Donna Jurick noted that no students have graduated from the Master's programs at this time. Dr. Jurick asked about the expected completion rate. Dr. Hamed expects 90% will finish the Islamic Education program. Dr. Main noted that two students have earned a certificate in Islamic Education. Dr. Basel expects 90% completion in the Islamic Finance program, as the students in the program are professionals already working in the field and attempting to learn as much as possible to assist them in their jobs.

Garry Tomerlin spoke to sustainability of the model. The Coordinating Board needs to evaluate the possibility of a school not continuing and how students can be protected. The Coordinating Board represents the students of Texas. He understands the CAC members' questions are coming from the concern regarding protecting students.

Garry Tomerlin asked for more information on the eighteen grants applied for. Dr. Basel explained that Al-Huda wants a vibrant research department. The grants are focused on engaging students to conduct research with faculty. Grants are for economics research in the theory of contracts in Islamic Finance. This has been a core of Islamic Finance and has been sought by other schools. The area needs to be translated into English. Al-Huda feels they can provide this research.

Dr. Hamed said sustainability depends on people's interest in a project and the ability to survive. The interest is tremendous because there are no other Islamic institutions in the United States giving a professional degree in Islamic Finance. The financial and human resources to sustain this project is already in place. Al-Huda can't predict the future, but

looking at the past and at other Islamic institutions, the chances for success are high. Dr. Main also reminded the CAC that the site evaluators found that financial resources standards were met. Dr. Main said that currently there are no financial deficits and the institution continues to receive more contributions every year. The community is very supportive of education. Dr. Hamed said tuition income will increase with time. Dr. Main said that employees are now offered life and health insurance. This adds to facts that Al-Huda University is financially stable.

Donna Jurick noted that the institution is requesting approval for master's-level degrees and will ultimately seek regional accreditation. Dr. Jurick asked for an explanation of how the master's level is building on a lower level and is at an advanced level of education. Dr. Hamed compared Al-Huda's degree with other institutions. Dr. Hamed has experience teaching same courses at Kansas State University. Al-Huda's courses are at the same level as other institutions of which Dr. Hamed is familiar. Al-Huda also looks at the incoming students to ensure they are prepared to work at an advanced level. Admissions criteria ensures the same rigor as other universities. A GPA of 3.0 and English language proficiency are factors. Al-Huda University will consider adding the GRE in the next year.

#### **4. Consideration of the application of Al-Huda University for a Certificate of Authority**

Hearing no more questions or comments, Donna Jurick moved to the consideration of the application by Al-Huda University to offer a Master's in Islamic Education and a Master's in Islamic Finance. The Certification Advisory Council is tasked with making a recommendation to the Commissioner and to the Coordinating Board. Dr. Jurick asked for a motion and second to either recommend approval or recommend denial of the Al-Huda University's application for a Certificate of Authority.

Dianna Miller made a motion to recommend approval of the Al-Huda University application for a Certificate of Authority. Jennifer Ramm seconded the motion. Donna Jurick asked for discussion of the motion.

Robert Rhodes commented that Al-Huda University has addressed the concerns raised by the site evaluation team. Dr. Rhodes said it would be prudent to have another campus visit to walk through the more technical layers of the improvements made. Dr. Rhodes understands that another site visit is outside the breadth of the CAC's process, which is to review the written report and response.

Garry Tomerlin asked Cathie Maeyaert to explain the approval process. Ms. Maeyaert reiterated the process. The Certificate of Authority is a two year certificate. Every two years, Al-Huda University will need to reapply, provide the same information as in the initial application, but also where they have made improvements or progress. They will report any progress toward accreditation, adding additional services, more faculty, or reporting additional faculty credentials. Four Certificates of Authority can be issued for a total of eight years. At the end of eight years, the institution is required to have recognized accreditation. The institution can choose to apply to SACS or another recognized accreditor.

Garry Tomerlin described the Certificate of Authority process as a provisional approval process. Dr. Tomerlin used the rhetorical question, "What did Baylor look like on the first day?" He doesn't want the Coordinating Board to be an agency that thwarts the next great university, but at the same time also protects students. Dr. Tomerlin stated we need to

balance interests of students with the institution's goals. Dr. Tomerlin said the Coordinating Board's process is to allow schools to start, but not allow them to operate in perpetuity if they can't meet accreditation standards.

Dr. Main emphasized that Al-Huda University has been working on SACS accreditation since the start of the institution. Once the Certificate of Authority is received, they will continue with the accreditation process. Dr. Hamed stated his appreciation with the process which assisted Al-Huda in strengthening itself.

Hearing no more discussion, Donna Jurick called for a vote. The motion passed unanimously to recommend approval of the Al-Huda University application for a Certificate of Authority.

Donna Jurick thanked the institution for its work done after the last CAC meeting. She noted that Al-Huda had taken the comments and really worked to improve its processes.

#### **5. Staff update on upcoming meeting dates, member terms, and estimation of meeting costs**

Donna Jurick asked Cathie Maeyaert to provide an update to the CAC. Ms. Maeyaert provided information on the next CAC meetings, scheduled for Tuesday, July 25, 2017 and Tuesday, October 24, 2017. Ms. Maeyaert asked the CAC members to block those dates on calendars so they are available to attend these meetings. Ms. Maeyaert reminded members of the need for a quorum.

The current terms for Carolyn Wilson Green, Robert Rhodes, and Melissa Armentor will end July 31, 2017. Both Robert Rhodes and Melissa Armentor have been re-nominated for another two-year term. Another member from a public institution will be nominated for the third opening. The Coordinating Board will consider nominations at its July 2017 CB meeting.

CAC members were reminded to email a summary of meeting expenses. Staff is required to report the amount advisory committee members expend for meetings.

#### **6. Adjournment**

Donna Jurick thanked all for attending and asked for a motion to adjourn. Motion to adjourn by Dianna Miller. Meeting was adjourned.

Committee on Academic and Workforce Success

AGENDA ITEM V-C

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

RECOMMENDATION: Approval

Background Information:

Southwest School of Art (SSA), San Antonio, Texas, seeks approval for its third Certificate of Authority to award a Bachelor of Fine Arts (BFA) degree. Certificates of Authority are granted for two-year periods. Institutions may be granted successive Certificates of Authority for a total of eight years. After eight years, the institution must have obtained accreditation from an accrediting agency recognized by the Coordinating Board.

SSA was incorporated as the Southwest Craft Center in 1965. The mission of SSA is to teach, preserve, and advance the visual arts. SSA expands the creative potential of its community and connects cultures of the world through participatory learning experiences. The first adult community art classes began in 1970. The school's name was shortened to the Southwest School of Art in 2010. SSA provides community art classes to both adults and children, annually serving more than 4,000 students on its campus and an additional 5,000 students through the city's schools and social service agencies. SSA continues to offer community art programs in addition to the BFA degree. The inaugural BFA class began in fall of 2014. SSA has operated under a Certificate of Authority since October 2013 to offer the BFA degree program.

SSA has applied for its third Certificate of Authority as the institution works toward accreditation by an accrediting agency recognized by the Coordinating Board. SSA has applied for candidacy status with the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). The third Certificate of Authority would be valid from October 2017 to October 2019.

An on-site evaluation was conducted at SSA on May 15-16, 2017. The Coordinating Board's Certification Advisory Council (CAC) reviewed the evaluation team's report and SSA's response to the evaluation report at its July 25, 2017 meeting. The CAC recommended approval of the third Certificate of Authority, and the Commissioner of Higher Education concurs with the Council's recommendation.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-D

Consideration of adopting the staff recommendation to the Committee relating to a request for a new degree program from the University of Houston-Downtown for a Bachelor of Science in Nursing (BSN) degree with a major in Nursing

**RECOMMENDATION:** Approval

**Rationale:** The University of Houston-Downtown (UH-Downtown) is proposing a Bachelor of Science in Nursing (BSN) completion degree for students who have completed an associate degree in nursing (ADN) and hold an active registered nursing (RN) license.

Registered nursing is one of the fastest growing professions in the United States, and the demand for BSN trained RNs is growing. The Institute of Medicine identified a need to increase the number of RNs with a BSN to 80 percent by 2020. As a result of this goal, the growth of BSN registered nursing programs has outpaced the growth of associate level registered nursing programs. As student and workforce demand for BSN trained RNs continues to strengthen and more working RNs seek the BSN, the need for additional RN-BSN completion degrees will increase.

UH-Downtown has partnered with Houston Community College (HCC) Coleman College to develop a BSN degree completion pathway for HCC registered nursing students. For the first three years of the program, the curriculum will be delivered face-to-face at the HCC Coleman College campus as well as the UH-Downtown campus. UH-Downtown also plans to partner with Lone Star College System to offer BSN courses at the UH-Downtown Northwest campus. HCC and Lone Star College System will provide a steady stream of students for the proposed program at UH-Downtown.

**Contingencies:** The institution will seek accreditation for the proposed BSN from the Accreditation Commission for Education in Nursing (ACEN) before the end of the second year of the program. The institution will also hire two additional faculty members and a staff assistant. The program is restricted to an ADN to BSN completion program.

University of Houston-Downtown (*Accountability Peer Group: **Master's***)

<p><i>Related Programs</i></p> <p>The institution has degree programs within the same two-digit CIP code: <u>Yes</u></p> <p>The University of Houston-Downtown has one related degree program:</p> <ul style="list-style-type: none"> <li>• BS in Health and Behavioral Science</li> </ul>
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Proposed Program:

The proposed program would be offered face-to-face for the first two years. By the third year, the institution would offer both online and face-to-face versions of the program.

This is a completion program. Students who are admitted must have completed the 60 semester credit hours (SCH) required for an associate degree in nursing. The remaining 60 SCH are a requirement for completion of the BSN and include 27 SCH of core curriculum and 33 SCH of advanced nursing coursework. The program would begin in spring 2018.

The institution estimates that five-year costs would total \$2,468,541. Formula Funding would represent 13 percent of all funding, or \$333,830 of the total funding estimate of \$2,526,770.

FIVE-YEAR COSTS	
Personnel	\$ 1,388,872
Facilities and Equipment	\$ 24,000
Library, Supplies, and Materials	\$ 75,000
Other	\$ 980,669
<b>Total</b>	<b>\$ 2,468,541</b>

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 333,830
Tuition and Fees	\$ 2,192,940
<b>Total</b>	<b>\$ 2,526,770</b>

Evidence of Duplication, Workforce Need, and Student Demand:

<p><i>Duplication of Program: <u>Moderate</u></i></p> <p>Number of institutions with degree programs in the state with the same 6-digit CIP: 47, BSN</p> <p>Universities</p> <ul style="list-style-type: none"> <li>Angelo State University</li> <li>Lamar University</li> <li>Midwestern State University</li> <li>Prairie View A&amp;M University</li> <li>Sam Houston State University</li> <li>Stephen F. Austin State University</li> <li>Sul Ross State University-Rio Grande College*</li> <li>Tarleton State University</li> <li>Texas A&amp;M International University</li> <li>Texas A&amp;M University-Central Texas</li> </ul>
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Texas A&M University-Commerce  
 Texas A&M University-Corpus Christi  
 Texas A&M University-Texarkana  
 Texas State University  
 Texas Woman's University  
 The University of Texas at Arlington  
 The University of Texas at Austin  
 The University of Texas at El Paso  
 The University of Texas at Tyler  
 The University of Texas of the Permian Basin  
 The University of Texas Rio Grande Valley  
 University of Houston  
 University of Houston-Clear Lake\*  
 University of Houston-Victoria\*  
 West Texas A&M University

Health-Related Institutions

Texas A&M University Health Science Center  
 Texas Tech University Health Sciences Center  
 Texas Tech University Health Sciences Center-El Paso  
 The University of Texas Health Science Center at Houston  
 The University of Texas Health Science Center at San Antonio  
 The University of Texas Medical Branch at Galveston

Independent Colleges and Universities

Abilene Christian University  
 Baylor University  
 Concordia University  
 East Texas Baptist University  
 Hardin-Simmons University  
 Houston Baptist University  
 Howard Payne University  
 Lubbock Christian University  
 McMurry University  
 Schreiner University  
 Southwestern Adventist University  
 Texas Christian University  
 University of Mary Hardin-Baylor  
 University of St. Thomas  
 University of the Incarnate Word  
 Wayland Baptist University

\*RN-BSN pathway only, institutions do not offer pre-licensure BSN

Number of degree programs within a 60-minute drive with the same 6-digit CIP: (51.3801) 3  
 Prairie View A&M University  
 University of Houston  
 University of Houston-Clear Lake

<i>Job Market Need: <u>Strong</u></i>			
Advertisements for job openings	Yes	No	<u>N/A</u>
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: <u>Moderate</u></i>			
Increased enrollment in related programs at the institution	Yes	No	<u>N/A</u>
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>	20	41	58	73	87
<i>Student FTE</i>	17	34	48	61	73
<i>Core Faculty Headcount</i>	2	3	4	4	4
<i>Core Faculty FTE</i>	.2	1.2	2.2	2.2	2.2

Major Commitments:

The institution will hire two additional full-time faculty, one staff assistant, and seek ACEN accreditation before the end of the second year of the program.

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-DOWNTOWN

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 - Clear Lake, Univ of H - Victoria

Out-Of-State Peers: California State University-Dominguez Hills, Cuny Lehman College, Suny Empire State College, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's

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Enrollment						
Race/Ethnicity	Fall 2011		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
White	2,626	20.3%	2,466	17.3%	2,348	16.5%
Hispanic	4,985	38.6%	6,308	44.3%	6,610	46.4%
African American	3,713	28.7%	3,478	24.4%	3,315	23.3%
Asian	1,147	8.9%	1,391	9.8%	1,361	9.6%
International	280	2.2%	287	2.0%	299	2.1%
Other & Unknown	167	1.3%	325	2.3%	312	2.2%
<b>Total</b>	<b>12,918</b>	<b>100.0%</b>	<b>14,255</b>	<b>100.0%</b>	<b>14,245</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	1,437	11.7%	1,687	13.1%	1,762	14.1%
Other Institutions	335	2.7%	217	1.7%	235	1.9%

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	Number	Percent	Number	Percent	Cohort	Institution Rate
Total	824	73.7%	914	81.3%	790	81.5%
Same		59.5%		65.8%		65.9%
Other		14.2%		15.5%		15.6%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			National Comparison (IPEDS Definition)			
Enter Fall 2009			Enter Fall 2013		Enter Fall 2014	
Cohort	Number	Percent	Number	Percent	Cohort	Institution Rate
Total	722	64.4%	1,005	71.9%	911	73.5%
Same		38.9%		46.5%		47.5%
Other		25.5%		25.5%		26.0%
Peer Group Persistence			Peer Group Persistence			
Cohort	Number	Percent	Number	Percent	Cohort	Institution Rate
Total	560	71.3%	567	71.1%	548	71.9%
Same		44.8%		41.8%		42.7%
Other		26.3%		29.3%		29.0%
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	1,093	13.78	152.79	434	12.15	146.05
FY 2015	1,098	13.79	151.22	445	12.18	143.53
FY 2016	1,305	14.12	150.61	447	12.76	144.27

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	\$5,492	.0%	\$6,174	.0%
2013	\$5,997	9.2%	\$6,200	.4%
2014	\$6,267	4.5%	\$6,418	3.5%
2015	\$6,614	5.5%	\$6,992	8.9%
2016	\$6,938	4.9%	\$7,366	5.3%
2017	\$7,181	3.5%	\$7,583	2.9%

Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2012	1,093	13.78	152.79	434	12.15	146.05
FY 2015	1,098	13.79	151.22	445	12.18	143.53
FY 2016	1,305	14.12	150.61	447	12.76	144.27

Six-year Graduation & Persistence Rate, Fall 2010		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	425	37.2%
Peer Group	122	36.9%
<i>For Students NOT Needing Dev Ed</i>		
Institution	399	51.4%
Peer Group	394	61.4%

\*Peer Group data is average for peer group.

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2014	42%	\$7,775	40%	\$6,348	38%	\$7,180
2015	43%	\$7,819	42%	\$7,650	36%	\$7,250
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2014	60%	\$4,922	59%	\$5,307	61%	\$7,491
2015	59%	\$8,387	66%	\$5,537	63%	\$7,832
<b>Federal (Pell) Grants</b>						
2014	47%	\$3,869	38%	\$3,678	46%	\$4,034
2015	47%	\$3,853	42%	\$3,822	46%	\$4,106

Funding						
Source	FY 2011 Amount	Pct of Total	FY 2015 Amount	Pct of Total	FY 2016 Amount	Pct of Total
Appropriated Funds	\$48,588,150	35.6%	\$42,021,631	25.2%	\$44,948,924	25.9%
Federal Funds	\$34,664,510	25.4%	\$29,582,317	17.7%	\$29,106,924	16.8%
Tuition & Fees	\$45,716,408	33.5%	\$65,484,211	39.3%	\$68,086,566	39.2%
<b>Total Revenue</b>	<b>\$136,667,378</b>	<b>100.0%</b>	<b>\$166,721,867</b>	<b>100.0%</b>	<b>\$173,749,830</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## UNIVERSITY OF HOUSTON-DOWNTOWN

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 - Clear Lake, Univ of H - Victoria

Out-Of-State Peers: California State University-Dominguez Hills, Cuny Lehman College, Suny Empire State College, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's

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Enrollment		
Race/Ethnicity	Fall 2016	
	Number	Percent
White	2,348	16.5%
Hispanic	6,610	46.4%
African American	3,315	23.3%
Asian	1,361	9.6%
International	299	2.1%
Other & Unknown	312	2.2%
<b>Total</b>	<b>14,245</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,762	14.1%
Other Institutions	235	1.9%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2012	6.4%
Same Institution		3.9%
Other Institutions		2.5%
5-year Rate Total	2011	17.5%
Same Institution		12.7%
Other Institutions		4.8%
6-year Rate Total	2010	23.2%
Same Institution		15.9%
Other Institutions		7.3%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2015	
Total	81.5%
Same	65.9%
Other	15.6%
2-Year Persistence, Fall 2014	
Total	73.5%
Same	47.5%
Other	26.0%

Avg Number SCH for Bachelor's Degree		
FY 2016 Average		
	Sem	SCH
All	14.12	150.61

Degrees Awarded	
Type	FY 2016
Bachelor's	2,654
Master's	244
Doctoral	0
Professional	0
<b>Total</b>	<b>2,898</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2016 Rate
Education*	93.00%
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	<a href="http://www.CollegePortraits.org">http://www.CollegePortraits.org</a>	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2016			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	244	88.5%	16.7%
African American	608	77.6%	19.5%
Hispanic	2,850	82.3%	30.3%
Asian	404	91.1%	22.3%
International	29	75.9%	31.8%
Other	53	88.7%	25.5%
<b>Total</b>	<b>4,188</b>	<b>82.9%</b>	<b>27.1%</b>

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	\$5,492	.0%	\$6,223	.0%
2013	\$5,997	8.4%	\$6,214	-.1%
2014	\$6,267	4.3%	\$6,429	3.3%
2015	\$6,614	5.2%	\$7,020	8.4%
2016	\$6,938	4.7%	\$7,405	5.2%
2017	\$7,181	3.4%	\$7,613	2.7%

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017	
Type of Cost	Average Amount
Total Academic Cost	\$7,181
On-campus Room & Board	
Books & Supplies	\$1,210
Off-Campus Transportation & Personal Expenses	
<b>Total Cost</b>	<b>\$8,391</b>

Instruction	
Measure of Excellence	Fall 2016
Undergraduate Classes with < 20 Students	33%
Undergraduate Classes with > 50 Students	5%
% of Teaching Faculty Tenured/Tenure-track *	47.8%
Student/Faculty Ratio *	20:1

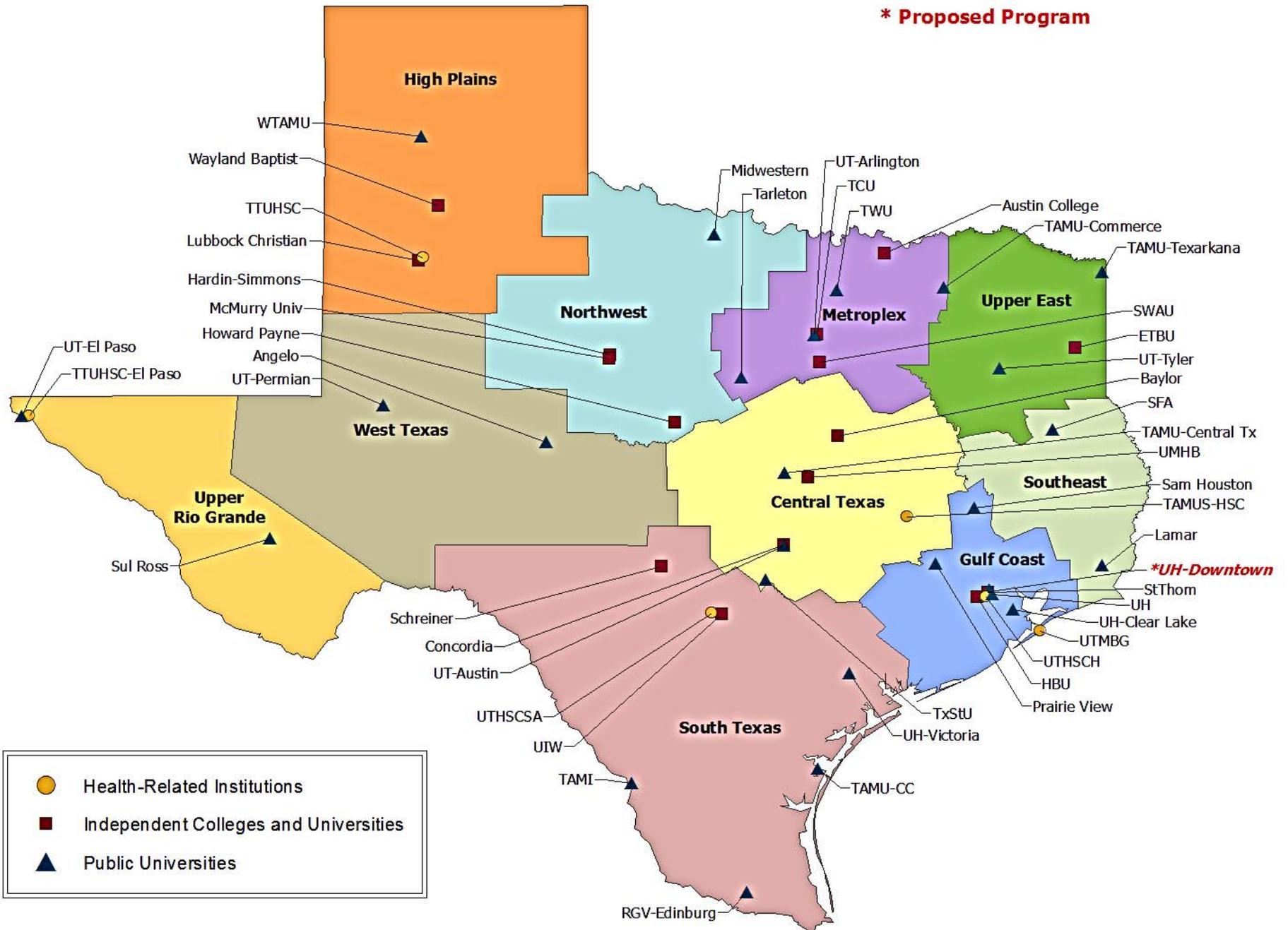
\* Fall 2015 Data

Financial Aid		
Enrolled in FY 2015		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	59%	\$8,387
Federal (Pell) Grants	47%	\$3,853
Federal Student Loans	43%	\$7,819

Funding		
Source	FY 2016 Amount	Pct of Total
Appropriated Funds	\$44,948,924	25.9%
Federal Funds	\$29,106,924	16.8%
Tuition & Fees	\$68,086,566	39.2%
<b>Total Revenue</b>	<b>\$173,749,830</b>	<b>100.0%</b>

## Existing Program: Bachelor of Science (BSN) degree with a major in Nursing

**\* Proposed Program**



Committee on Academic Workforce and Success

AGENDA ITEM V-E

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

RECOMMENDATION: No action required

Background Information:

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

**Strayer University-Katy**

Strayer University-Katy, 14511 Old Katy Road, Suite 200, Houston, Texas 77079, closed as of June 23, 2017. Students were offered the option of continuing their programs through Strayer University's online global campus or through the Stafford and Northwest Houston campuses, which are 15-17 miles from the Katy campus. The THECB and the institutional accreditor, Middle States Commission on Higher Education, were provided with notice of the closure and consolidation in July 2016 on a confidential basis until students were notified by January 3, 2017. Student records may be obtained through the Office of the Registrar, Strayer University, Herndon, Virginia (<http://www.strayer.edu/strayer-university-alumni/strayer-university-transcript-request>).

**Strayer University-Plano**

Strayer University-Plano, 2701 North Dallas Parkway, Suite 300, Plano, Texas 75093, will be consolidated into the Irving and North Dallas campuses on September 18, 2017. Students were offered the option of continuing their programs through Strayer University's online global campus or through the Irving and North Dallas campuses, which are 12-15 miles from the Plano campus. The THECB and the institutional accreditor, Middle States Commission on Higher Education, were provided with notice of the closure and consolidation in January 2017 on a confidential basis until students were notified by April 2, 2017. Student records may be obtained through the Office of the Registrar, Strayer University, Herndon, Virginia (<http://www.strayer.edu/strayer-university-alumni/strayer-university-transcript-request>).

**National American University-Austin South**

National American University-Austin South, 6800 Westgate Blvd, Suite 102, Austin, Texas 78745, closed as of February 28, 2017. All active students associated with the campus completed their programs through National American University-Georgetown, which is 34 miles from the Austin South campus. The THECB received information on the location closure via the June 2017 U.S. Department of Education Closed School Report. Student records may be obtained through National American University, Central Administration, 5301 S. Highway 15, Rapid City, South Dakota 57701.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-F

Consideration of adopting the staff recommendation to the Committee relating to the request from Cisco College for a Branch Campus Maintenance Tax Election

RECOMMENDATION: Approval

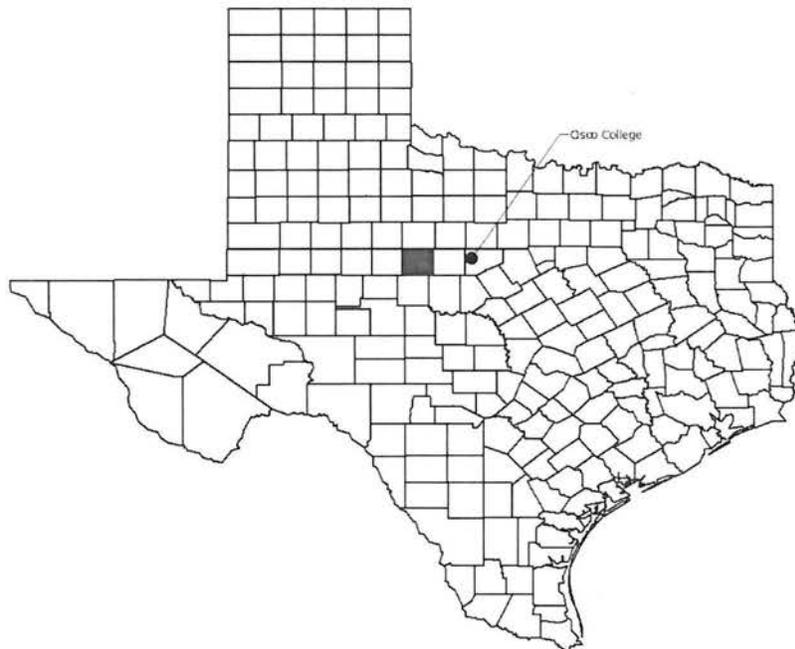
Background Information:

Cisco College (Cisco) requests Coordinating Board approval to hold a branch campus maintenance tax election in Taylor County in November 2017. The 2010 U.S. Census determined that the population of Taylor County was 131,506. Under the provisions of Coordinating Board Rules, Chapter 8, Subchapter E, Rule 8.96, circulation of a petition to hold a branch campus maintenance tax election is not required for counties or independent school districts with a population of 150,000 or less.

The West Texas campus of Texas State Technical College is described in Texas Education Code (TEC), Section 135.02(3) as a collective unit of strategically positioned permanent locations in the cities of Sweetwater, Abilene, and Brownwood. TEC Section 130.063(d) prohibits a junior college district from annexing territory within a county where Texas State Technical College is located. The request by Cisco is to levy a branch campus maintenance tax in Taylor County, not to annex the territory into their taxing district.

The Cisco College Board of Regents approved the initiative of the maintenance and operations tax and, pending approval of this tax, the effort to move forward with an expanded Abilene Educational Center. Additionally, the Abilene Branch Maintenance Tax Steering Committee (Steering Committee) formed in support of this effort and is committed to best serving students, the workforce, and the community through improved facilities.

Cisco is a community college located in Eastland County, Texas. The Cisco service area includes the territory within the Cisco Independent School District and Callahan, Coleman, and Taylor counties. Taylor County is located in the center of West Texas as highlighted on the map. Taylor County covers 919 square miles, and the City of Abilene is the county seat. According to the 2010 U.S. Census, the population of the county was 131,506 and the population of Abilene was 120,958. Cisco College has an existing education center located in Abilene called the Cisco College Abilene Educational Center. The proposed proceeds from the branch campus maintenance tax would be used to expand this center and respond to the increasing need to enhance workforce and healthcare programs.



Cisco began offering courses and programs in Abilene in 1975. Courses were offered in various leased facilities until 2004. In 2004, Cisco established a permanent presence in Abilene with the opening of the Cisco College Abilene Educational Center. Today, the center accounts for about 85 percent of the college's enrollment each fall.

Proceeds from the branch campus maintenance tax would be used to fund the future expansion of the Abilene Educational Center, and additional workforce and healthcare programs are planned. After the passage of the branch campus maintenance tax, residents of Taylor County would benefit by not being required to pay out-of-district tuition and fees to attend Cisco. A student completing an associate degree requiring 60 semester credit hours would save an estimated \$2,100 by paying in-district tuition and fees compared to current out-of-district rates.

The Abilene Educational Center is currently the second largest higher education provider in Taylor County based on the number of students enrolled. Private universities located in Taylor County include Abilene Christian, Hardin-Simmons, and McMurry. Public institutions include a Texas Tech University off-campus teaching site and Texas Tech University Health Sciences Center Schools of Pharmacy and Nursing in which Cisco College Abilene Educational Center share a bridge program for nurses to transition from the LVN to the RN. Texas State Technical College has a location in Abilene and offers a range of technical programs.

According to the 2015 American Community Survey, Taylor County is predominately poor and underserved. More than 50 percent of the public school students are considered economically disadvantaged. Over 86 percent of the population of Taylor County over the age of 25 are high school graduates (including GED); however, only 24.6 percent of the residents over 25 years of age have a bachelor's degree or higher.

### Local Steering Committee

The Cisco College Abilene Advisory Council (Council) was formed in 1995 to apprise Cisco College leadership about the higher education and workforce needs of Taylor County and programs and services desired at the Cisco College Abilene Educational Center. The Council is comprised of local business and industry leaders, school district superintendents, and citizens from throughout Taylor County. The Council has expressed their support for the \$0.05 per hundred dollars in taxable property valuation maintenance tax. Furthermore, the Council played an instrumental role in development of the Steering Committee.

The Steering Committee is composed of a cross section of the population in Taylor County. It includes representatives from major civic groups, businesses, and industry leaders. The Steering Committee is committed to ensuring that the population in Taylor County and the greater region is well informed regarding the nature and purpose of the branch maintenance tax and the impact that programs provided by Cisco College Abilene Educational Center have on the region's workforce supply and economy.

### Tax Rate and New Revenue

Based on information provided by the Steering Committee, the taxable value of Taylor County is \$7,078,487,837. Cisco proposes a tax levy of 5 cents per hundred dollars in taxable property valuation. Based on the current taxable property values, the tax would generate approximately \$3.5 million in revenue annually, which would permit Cisco to make more higher education opportunities available to the residents of Taylor County through the Abilene Educational Center.

### Instructional Programs

Cisco currently offers concurrent and dual credit courses, academic and career and technical education courses, and continuing education classes at the Abilene Educational Center. The proceeds of the branch campus maintenance tax would allow Cisco to expand into several new program offerings.

### Library and Learning Resources

The Abilene Educational Center Library has approximately 2,100 square feet and was designed to meet the needs of a commuter student population. It provides students with approximately 20 print periodicals, 385 reference books, and 2,268 circulating titles. An attached computer lab with over 30 computers offers students access before and after business and school hours. Two of the computers are equipped to meet the needs of students with disabilities. All Cisco students (including Abilene Education Center online, and dual credit students) have access to over 115 indexing and content databases, including more than 19,700 full-text journal titles and over 50,000 e-books.

Cisco has a highly qualified reference librarian on each campus to assist students with understanding the research process and other library-related needs. The library computer labs are staffed throughout business hours to provide students with assistance in navigating research projects and general software issues. Cisco libraries are members of the State of Texas Library and Archives Commission's TexShare program.

### Student Services

Cisco's mission includes student support programs, services, and activities that complement the focus on learning and help students pursue educational goals. Support and activities offered at the Abilene Educational Center mirror those offered at the main campus.

In addition to providing support services, the Abilene Educational Center students have access to many student activities such as the annual Wrangler Day event, a western-themed parking-lot fair and chili cook-off suited for the Abilene campus commuter population. Abilene Educational Center activities committee plans events, such as Food Truck Tuesdays, blood drives, the Food for Thought food pantry, career or job fairs and workshops, Veterans Day, 9/11 Remembrance, and other activities. Current student organizations and clubs active at the Abilene Educational Center include the Alpha Gamma chapter of Phi Theta Kappa, the Global Leadership Club, and the Science Club.

### Technology

The Information Technology department at the Abilene Educational Center provides students with access to standard as well as special needs technology. Open-use computer labs equipped with computers and special application software are available to students for classroom instruction, testing, research, and other college-related activities, including resources for special populations. Wireless internet access is available throughout the Abilene Educational Center. Students may access a variety of services through the college website, including application, registration, and enrollment services; billing options; library resources; the online writing center; the Transition Center; and Student Success information.

Cisco provides a comprehensive array of instructional services and support by utilizing technology. Interactive television classes; web-based classes, including courses offered through the Virtual College of Texas consortia agreement; online support for face-to-face courses; smart rooms; and program-specific technologies are all a part of technology-enhanced instruction available to all students.

### Faculty

Cisco maintains an open-door admission policy to serve the different needs of students and strives to maintain a learning environment with small class sizes and a caring, dedicated faculty committed to student success. The college maintains a critical mass of full-time faculty to meet the instructional needs of the Abilene Educational Center. Due to the commuter nature of the Abilene Education Center student population, the majority of Cisco's full-time faculty teach at the Abilene location. Additionally, most Abilene Educational Center faculty teach classes in multiple modalities because Cisco's largest student populations are served from the center in Abilene. Currently more than 40 full-time faculty members are based at the Abilene Educational Center. All full-time and part-time faculty meet the faculty credentials guidelines provided by the Southern Association of College and Schools Commission on Colleges.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-G

Consideration of adopting the staff recommendation to the Committee relating to a request to establish a contract with The University of Texas at Austin for maintenance of the Apply Texas System

RECOMMENDATION: Approval

Background Information:

Apply Texas is a centralized web portal for prospective students from Texas and other states to apply for admission to Texas higher education institutions. Apply Texas was codified for university applicants in 1997 by the 75th Texas Legislature (Texas Education Code, Sections 51.762 and 51.763). The purpose of the program is to allow students to complete one application and submit it to multiple institutions of higher education. In 2005, the 79th Texas Legislature amended the statutes to include junior college districts, public state colleges, and public technical institutes. The Texas Higher Education Coordinating Board (THECB) administers the Apply Texas System in consultation with an advisory committee comprised of representatives of higher education institutions.

In 1997, the THECB contracted with The University of Texas at Austin (UT-Austin) to create and maintain the electronic Apply Texas System. Under the guidance of the THECB and the Apply Texas Advisory Committee, UT-Austin also developed and maintains a scholarship application and the Counselor Suite, which allows high school counselors to track admission application status and Free Application for Federal Student Aid (FAFSA) submission status for their students.

From 1997 to 2003, the THECB contract with UT-Austin was renewed annually. Beginning in 2004, the contract was renewed and extended to a three-year contract, and in 2013 it was renewed and extended to a four-year contract, to be renewed in the third year of the contract.

In the third year of the contract, UT-Austin was in the process of migrating to a new database environment. Due to the transition, it was not possible to accurately project costs for the entirety of a four-year contract. Therefore, the contract was amended and extended to August 31, 2018.

UT-Austin has now projected future costs for a new four-year contract. Staff recommends the agency establish a contract to renew the Apply Texas maintenance and operational contract with UT-Austin, ending August 31, 2021. The estimated cost for the contract is \$3.2 million for the four-year term. The contract is of zero cost to the agency. The General Appropriations Act provides the THECB the authority to collect funds from participating

institutions, each of which pays a portion of the cost based on its share of the previous fall term's certified enrollment. The THECB monitors the cost of the system and notifies the institutions annually of their share of the cost.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-H

Consideration of adopting the staff recommendation to the Committee relating to the approval of additional funding for Texas State University to continue providing professional development for institutions implementing corequisite models for underprepared students (House Bill 2223, 85th Texas Legislature, Regular Session)

Total Original Project Cost: \$500,000, with additional funding request of \$250,000  
Additional Funding Request: up to \$30,000  
New Total Project Cost: up to \$780,000  
Source of Funds: F.1.1. Strategy, Developmental Education Program  
Authority: Texas Education Code, Section 61.0762(a)(4)  
Programs to Enhance Student Success  
Rider 37, General Appropriations Act,  
85th Texas Legislature, Regular Session

RECOMMENDATION: Approval

The Texas Higher Education Coordinating Board (THECB) staff requests approval to amend the contract with Texas State University for the Texas Success Initiative Professional Development Program (TSI PD Program) to provide additional funding of up to \$30,000. The additional funding will allow Texas State University to continue to coordinate and implement professional development for institutions of higher education (IHEs) in developing and implementing the corequisite models for underprepared students, required in House Bill 2223, 85th Texas Legislature, Regular Session.

Background Information:

In June 2014, the Committee on Academic and Workforce Success (CAWS) approved the issuance of a Request for Applications (RFA) to fund an IHE to develop, coordinate, and implement a statewide professional development program for FY2015–FY2016, with additional funding to extend coordination of activities through FY2017. Texas State University was awarded the grant to provide professional development on innovative practices and strategies in developmental education and basic academic skills education. The additional funding request of up to \$30,000 will focus specifically on continued professional development for FY2018 to support institutions as they develop, enhance, and scale their corequisite models. The professional development services will be delivered by a variety of skilled individuals, from professional organizations to individual experts in the field, institutional faculty and staff, workforce professionals, and institutional administrators.

Funding will cover costs associated with delivering a comprehensive, professional development program, such as venue fees and content expert fees and travel costs.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-J (1)

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

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Biology 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 Biology degree program into which the student transfers. Students completing the Biology 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 Biology 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 Biology 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:

**Amanda Chau**, Biology Professor, Blinn College  
PhD in Biology, Simon Fraser University

**Bridgette Kirkpatrick**, Professor of Biology, Collin College  
PhD in Animal Science, University of Arizona

**Debbie Barton**, Department Head Science, Cisco College  
Masters of Science, Teaching, Tarleton State University

**David W. Sissom**, Professor & Department Head, West Texas A&M University  
PhD in Biology, Vanderbilt University

**Frederic Zaidan**, Professor and Chair, Department of Biology, The University of Texas Rio Grande Valley

PhD in Biological Sciences, University of Arkansas

**Judith Ball**, Department Head Science, Texas A&M University-Commerce

PhD in Biochemistry, Louisiana State University

**John R. Hatherill**, Professor of Biology, Del Mar College

PhD in Toxicology, University of Michigan

**Larry H. Rohde**, Chair, Department of Biological and Environmental Sciences, University of Houston-Clear Lake

PhD in Microbiology, The University of Texas Health Science Center at Houston

**Kathryn Ryan**, Instructional Assistant Professor, Texas A&M University

PhD in Cell Biology, Baylor College of Medicine

**Margaret Brown Marsden**, Dean, College of Science and Mathematics, Midwestern State University

PhD in Biological Sciences, Purdue University

**Manish Kumar**, Senior Lecturer, Department of Biology, Texas State University

PhD in Microbiology, Avadh University

**Mark Storey**, Professor of Biology, Texarkana College

MS in Biology, Texas A&M University-Commerce

**Mary Wisgirda**, Department Chair, Department of Biology, San Jacinto College

PhD in Neuroscience, Florida State University

**Percy Jordan**, Chair of the Mathematics and Science Department, Associate Professor of Biology, Lamar State College-Port Arthur

PhD in Environmental and Evolutionary Biology, University of Louisiana-Lafayette

**Sandra Westmoreland**, Associate Professor of Biology, Texas Woman's University

PhD in Quantitative Biology, The University of Texas at Arlington

**Uma Srikanth**, Senior Lecturer II, The University of Texas at Dallas

PhD in Molecular and Cellular Biology, The University of Texas at Dallas

**Warner B. Bair III**, Department Chair Biology, Professor of Biology, Lone Star College-CyFair

PhD in Cancer Biology, University of Arizona

**Chris Mares**, Assistant Professor, Texas A&M University-San Antonio

PhD in Microbiology and Immunology, The University of Texas Health Science Center at San Antonio

**Murad Odeh**, Biology Program Chair & Associate Professor, South Texas College

PhD in Microbiology, Louisiana State University

**Cherie McCollough**, Associate Professor, Life Sciences, Texas A&M University-Corpus Christi  
PhD in Science Education, The University of Texas at Austin

**Teanna Staggs**, Chair and Professor, Alamo Colleges – San Antonio College  
PhD in Microbiology and Immunology, Louisiana State University Medical Center

**Andrea Barrett**, Instructor, Biology and Chemistry, Angelina College  
PhD in Biochemistry, Texas A&M University

**John Placyk**, Associate Professor of Biology, The University of Texas at Tyler  
PhD in Ecology and Evolutionary Biology, University of Tennessee

**Jim Dobberstine**, Division Chair - Math, Engineering, and Science, Lee College  
MS in Environmental Science, University of Houston-Clear Lake

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

Committee on Academic and Workforce Success

AGENDA ITEM V-J (2)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Business Administration and Management Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Business Administration and Management 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 Business Administration and Management degree program into which the student transfers. Students completing the Business Administration and Management 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 Business Administration and Management 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 Business Administration and Management 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:

**Balaji Janamanchi**, Associate Professor of International Trade and Logistics, Texas A&M University

PhD in Philosophy, Texas Tech University

**Becky Parker**, Professor, McLennan Community College

MBA, Baylor University

**Donald Hurwitz**, Department Chair, Management, Austin Community College District

MBA, The University of Texas at Austin

**David Wierschem**, Associate Dean for Undergraduate Programs, Texas State University

PhD in Management, The University of Texas at Dallas

**Kiwana Francis**, Professor, Lone Star College-North Harris  
MBA, Texas Woman's University

**Linda Matthews**, Associate Dean, Robert C. Vackar College of Business and Entrepreneurship,  
The University of Texas Rio Grande Valley  
PhD in Business Administration, University of Washington

**Marshall Rich**, Department Head, Blinn College  
MS in Management, Texas A&M University

**Michael Williams**, Associate Professor of Economics, Prairie View A&M University  
PhD in Economics, Rice University

**Natalay Delcoure**, Dean, College of Business Administration, Texas A&M University-Kingsville  
PhD in Business Administration, Louisiana Tech University

**Ruby Campuzano**, Instructor, South Texas College  
MS in Accounting, The University of Texas-Pan American

**Reed Peoples**, Department Chair, Accounting, Austin Community College District  
PhD in Education, Baylor University

**Sherilyn Reynolds**, Instructor, San Jacinto College  
MS in Accounting, University of Houston

**Dino Villegas**, Associate Professor of Practice, Texas Tech University  
PhD in Advanced Management for a Global Economy, La Universidad de Lleida, Spain

**Randall Harris**, Professor, Management, Texas A&M University-Corpus Christi  
PhD in Strategic Management, University of Florida

**Kay-Yut Chen**, Professor, The University of Texas at Arlington  
PhD in Social Science, California Institute of Technology

**Dorothy Kirkman**, Associate Professor of Management, University of Houston-Clear Lake  
PhD in Management, The State University of New Jersey

**Raymond Chacon**, Program Coordinator/Assistant Professor, Alamo Colleges – St. Philip's  
College  
PhD in Leadership Studies, Our Lady of the Lake University

**Raven Davenport**, Faculty Division Chair - Business Administration/Management, Houston  
Community College District  
JD, The University of Texas School of Law

**Richard DeFrank**, Associate Professor, University of Houston  
PhD in Social Psychology, University of Rochester

**Randy Saleh**, Assistant Professor, Tarrant County College/Northeast Campus  
MS in Business & Human Relations, Amberton University

**Keith New**, Business and Management, Angelina College  
MBA, Texas A&M University

**Kerri Camp**, Assistant Professor of Marketing, The University of Texas at Tyler  
PhD in Philosophy, Texas Tech University

**Tracy Hurley**, Dean of the College of Business & Professor of Management, Texas A&M  
University-San Antonio  
PhD in Business Administration, University of Houston

**Val Calvert**, Chair of Business & Entrepreneurship, Alamo Colleges – San Antonio College  
PhD in Education and Organizational Leadership, University of the Incarnate Word

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

Committee on Academic and Workforce Success

AGENDA ITEM V-J (3)

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

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Criminal Justice 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 Criminal Justice degree program into which the student transfers. Students completing the Criminal Justice 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 Criminal Justice 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 Criminal Justice 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:

**Barbara J. Cooke**, Assistant Professor, Texas A&M University-Kingsville  
PhD in Criminology, Girton College

**Mary (Beth) Pelz**, Associate Professor Criminal Justice, University of Houston-Downtown  
PhD in Criminal Justice, Sam Houston State University

**Celia Lo**, Professor and Chair of Sociology, Texas Woman's University  
PhD in Sociology, University of Alabama

**Camille Gibson**, Professor, Justice Studies, Prairie View A&M University  
PhD of Philosophy in Criminal Justice, City University of New York

**Christine S. Sellers**, Professor and Director, Texas State University  
PhD in Sociology, University of Florida

- Dustin Lewis**, Program Co Chair, Howard College - San Angelo  
MA in Intelligence, Security Studies, Analysis, Angelo State University
- Eric J. Coleman**, University Lecturer of Criminal Justice, University of North Texas-Dallas  
PhD in Education, Nova Southeastern University
- Kyle May**, Instructor and Program Coordinator, Criminal Justice, Hill College  
MCJ, Tarleton State University
- Linda Clark**, Department Head, Criminal Justice, Wharton County Junior College  
PhD in Political Science, University of Houston
- Megan Thoen**, Adjunct Professor, Texas Tech University  
PhD in Counseling Psychology, Texas Tech University
- Patrick Patterson**, Faculty/Program Coordinator - Criminal Justice, Dallas County Community College – Eastfield College  
MS in Family Studies, Amberton University
- Rob Tillyer**, Associate Professor, The University of Texas at San Antonio  
PhD in Criminal Justice, University of Cincinnati
- Stephen Gass**, Associate Professor of Criminal Justice, Texarkana College  
MS in Adult Education, Texas A&M University-Texarkana
- Richard Becker**, Professor, Lone Star College  
MS in Criminal Justice Administration, Sam Houston State University
- Claudia San Miguel**, Dean, College of Science and Associate Professor of Criminal, Texas A&M International University  
PhD in Philosophy, Sam Houston State University
- Steven Wilson**, Associate Professor of Criminal Justice and Associate Dean for Assessment, College of Liberal Arts, The University of Texas Rio Grande Valley  
PhD in Criminal Justice, University of Nebraska
- Tamara Culver**, Professor, McLennan Community College  
JD, Baylor University School of Law
- James Blair**, Assistant Professor of Criminal Justice/CJSS Department Chair, South Texas College  
MS in Criminal Justice, Tarleton State University
- Jason Miller**, Professor, Criminal Justice, Tarrant County College/Northwest College  
PhD in Sociology, University of Arizona
- Kent Kerley**, Professor & Chair, Department of Criminology & Criminal Justice, The University of Texas at Arlington  
PhD in Sociology, University of Tennessee

**Wendi Pollock**, Assistant Professor of Criminal Justice, Texas A&M University-Corpus Christi  
PhD in Criminal Justice, Sam Houston State University

**Jose Castillo**, Instructor, Alamo Colleges – Northwest Vista College  
MA in Bilingual and Bicultural Studies, The University of Texas at San Antonio

**Kevin Fritze**, Instructor, Criminal Justice, Angelina College  
MS in Criminal Justice Management, Sam Houston State University

**Troy Thomas**, Department Chair, Criminal Justice & Occupational Safety, Odessa College  
MS in Criminal Justice Administration, The University of Texas of the Permian Basin

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

Committee on Academic and Workforce Success

AGENDA ITEM V-J (4)

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

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Kinesiology and Exercise 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 Kinesiology and Exercise Science degree program into which the student transfers. Students completing the Kinesiology and Exercise 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 Kinesiology and Exercise 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 Kinesiology and Exercise 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:

**Angela Lumpkin**, Chair, Department of Kinesiology and Sport Management, Texas Tech University

PhD in Sport History, Ohio State University

**Brian K. McFarlin**, Associate Professor, University of North Texas

PhD in Exercise Physiology, Purdue University

**Brett Nickerson**, Assistant Professor, Texas A&M International University

PhD in Philosophy, University of Alabama

**Conrad Breitbach**, Division Director, Arts and Humanities Program Coordinator for Kinesiology, Galveston College  
EdD in Higher Education, Texas Tech University

**Cherilyn Cox**, Faculty/Department Chair, Physical Education, Kinesiology, Nutrition, Dallas County Community College District – Brookhaven College  
MA in Education, The University of Texas at Austin

**Christopher M. Hearon**, Professor and Chair, Department of Health & Kinesiology, Texas A&M University-Kingsville  
PhD in Philosophy, Louisiana State University

**Duane Knudson**, Professor, Texas State University  
PhD in Biomechanics, University of Wisconsin

**David E. Wiederrecht**, Associate Professor/Department Chair – Kinesiology, Lone Star College-University Park  
MS in Exercise Science and Physical Education, Western Maryland College

**Henry Ross**, Instructor, Health & Human Performance, Texas A&M University-Commerce  
EdD in Curriculum and Instruction, Texas A&M University-Commerce

**Kyle Biggerstaff**, Associate Professor, Kinesiology, Texas Woman's University  
PhD in Movement Science, Florida State University

**Marilyn Mapes**, Faculty, Central Texas College  
MEd in Physical Education, Tarleton State University

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

**Charles Layne**, Professor, University of Houston-Clear Lake  
PhD in Motor Control, The University of Texas at Austin

**Carolyn M. Mauck**, Professor of Kinesiology, Del Mar College  
MEd in Physical Education, Stephen F. Austin State University

**David Keller**, Associate Dean and Chair, Department of Kinesiology, The University of Texas at Arlington  
PhD in Biomedical Science, University of North Texas Health Science Center

**Scott Street**, Director of Athletics and Chair of Health, Fitness and Sport, Lamar State College-Port Arthur  
MBA, Wake Forest University

**Mary Gentry**, Program Coordinator of Kinesiology, Alamo Colleges – St. Philip's College  
MA in Education, The University of Texas at San Antonio

**Randy Bonnette**, Professor, Kinesiology, Texas A&M University-Corpus Christi  
EdD in Physical Education, Texas A&M University

**Rebecca De Los Santos**, Chair, Department of Kinesiology, Health and Wellness, South Texas College

PhD in Educational Leadership, University of Phoenix

**Stacie Ringleb-Krutilek**, Professor, Houston Community College

MA in Kinesiology, Sam Houston State University

**Sheena Thompson**, Kinesiology Program Chair, Midland College

MA in Health & Human Performance, Oklahoma City University

**Wycliffe Njororai Simiyu**, Professor of Kinesiology, The University of Texas at Tyler

PhD in Physical Education and Sport, Kenyatta University

**Timothy Johnson**, Instructor and Department Chair, Kinesiology, Tarrant County College/South Campus

MS in Exercise Physiology, University of North Texas

**Tim Lightfoot**, Professor & Director, Huffines Institute, Texas A&M University

PhD in Exercise Physiology, University of Tennessee

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

Committee on Academic and Workforce Success

AGENDA ITEM V-J (5)

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

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Psychology 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 Psychology degree program into which the student transfers. Students completing the Psychology 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 Psychology 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 Psychology 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:

**Anna Cieslicka**, Associate Professor, Texas A&M International University  
PhD in Psychology, Adam Mickiewicz University

**Amanda Johnston**, Associate Professor Psychology, University of Houston-Clear Lake  
PhD in Social Psychology, Miami University

**Jamie Arnold**, Associate Professor, Temple College  
PhD in Educational Psychology, The University of Texas at Austin

**Heather Lench**, Department Head, Texas A&M University  
PhD in Social Psychology, University of California, Irvine

**Jamie Clark**, Instructor of Psychology, Lamar State College-Port Arthur  
MA in Psychology, Stephen F. Austin State University

**John M. Davis**, Professor and Undergraduate Psychology, Texas State University  
PhD in Experimental Psychology, University of Oklahoma

**Jim Williamson**, Faculty, Psychology, Hill College  
MA in Clinical Psychology, University of Illinois

**Lindsay Greenlee**, Director of Undergraduate Studies, Texas Tech University  
PhD in Experimental Psychology, University of Alabama

**Lisa Rosen**, Assistant Professor of Psychology, Texas Woman's University  
PhD in Psychology, The University of Texas at Austin

**Michael E. Rose**, Professor of Psychology, Collin College  
MA in Psychology, Sam Houston State University

**Mark Evans**, Associate Professor of Psychology & Sociology, Tarrant College  
PhD in Education, Texas Wesleyan University

**Denise R. Boyd**, Psychology Program Coordinator, Houston Community College  
EdD in Educational Psychology, University of Houston

**Gary Coulton**, Associate Professor, Texas A&M University-San Antonio  
PhD in Industrial-Organizational Psychology, Auburn University

**Linda Perrotti**, Associate Professor, The University of Texas at Arlington  
PhD in Biological Psychology, University of New York

**Michael Domjan**, Professor, The University of Texas at Austin  
PhD in Psychology, McMaster University

**Margaretha E. Bischoff**, Dean for Liberal Arts & Social Sciences, South Texas College  
PhD in Clinical and School Psychology, Hofstra University

**Shirley Bass-Wright**, Professor, Alamo Colleges – St. Phillip's College  
PhD in Clinical Psychology, Michigan State University

**Phyllis Deal**, Professor of Psychology, Sociology & Addiction Studies, Texarkana College  
PhD in Sociology, Texas Woman's University

**Pamela P. Martin**, Associate Dean and Professor, Prairie View A&M University  
PhD in Psychology, University of Illinois at Urbana-Champaign

**Stephanie Ding**, Professor of Psychology, Del Mar College  
PhD in General Experimental Psychology, The University of Texas at Arlington

**Sunshine Gage**, Instructor, San Jacinto College  
MA in Behavioral Science-Psychology, University of Houston-Clear Lake

**Teresa Tempelmeyer**, Assistant Professor, Midwestern State University  
PhD in Clinical Psychology, University of Houston

**Amy Hayes**, Assistant Professor, Midwestern State University  
PhD in Developmental Psychology, The University of Texas at Austin

**Benetha Jackson**, Instructor, Psychology, Angelina College  
MA in Psychology, Stephen F. Austin State University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-J (6)

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

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting a member appointment for the Graduate Education Advisory Committee (GEAC) to replace Dr. Holly Hansen-Thomas, former Dean of the Graduate School at Texas Woman's University (Texas Woman's). Texas Woman's requested that the new Dean of the Graduate School, Dr. Carolyn Kapinus, serve as the institution's GEAC representative.

In accordance with Coordinating Board Rules, Chapter 1, Subchapter N, Rule 1.178, GEAC has been created to provide the Board with advice and recommendations regarding graduate education. The GEAC was established in 2005 as a committee comprised of faculty and administrators from the state's public and private universities and health-related institutions. The members are appointed for three-year staggered terms. The committee meets at least twice a year. Dr. Hansen-Thomas' term ends August 31, 2018.

Nominee's current position and highest degree awarded:

**Carolyn Kapinus, Dean of the Graduate School, Texas Woman's University**  
PhD in Sociology, Penn State University

Committee on Academic and Workforce Success

AGENDA ITEM V-J (7)

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

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting three member appointments for the Undergraduate Education Advisory Committee (UEAC). Houston Community College requested to replace Dr. Kimberly Beatty, former Vice Chancellor of Instructional Services, with Dr. Norma Perez, Interim Vice Chancellor of Instructional Services and Chief Academic Officer. Ranger College requested to replace Dr. Bill Adams, former Vice President for Instruction, with Dr. Kerry Schindler, Senior Vice President for Instruction. Drs. Adams and Beatty's terms end August 31, 2018. The University of Texas at Dallas requested to replace Dr. Sarah Maxwell, former Associate Dean for Undergraduate Education, with Dr. Marilyn Kaplan, Associate Dean for Undergraduate Education. Dr. Maxwell's term ends August 31, 2019.

In accordance with Chapter 1, Subchapter R, Rules 1.206 to 1.212, UEAC advises the Board on matters regarding undergraduate education in Texas. The UEAC was established in 2006 and is comprised of faculty and administrators from the state's public and private colleges, universities, and health-related institutions. The committee meets at least twice a year.

Nominees' current position and highest degree awarded:

**Norma Perez, Interim Vice Chancellor of Instructional Services and Chief Academic Officer, Houston Community College**

PhD in Higher Education Administration, Texas A&M University

**Kerry Schindler, Senior Vice President for Instruction, Ranger College**

PhD in Educational Leadership and Policy Studies, Tarleton State University

**Marilyn Kaplan, Associate Dean, Undergraduate Education in the Jindal School of Management, The University of Texas at Dallas**

PhD in Management Science, The University of Texas at Dallas

Committee on Academic and Workforce Success

AGENDA ITEM V-K (1)

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

RECOMMENDATION: Approval

Background Information:

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

For the 2016-2017 biennium, grants were awarded under MHGP to support projects focusing on the recruitment, participation, and retention of traditionally under-represented minority students in health professions degree programs. In addition, a new grant initiative was created for the 2018-2019 biennium to support acquisition of marketable skills and program completion through expanded enrollment via sustainable academic-clinical partnerships in Texas communities with health disparities, particularly those faced by minority populations.

Consistent with the goals of *60x30TX*, in the 2018-2019 biennium the MHGP Request for Applications (RFA) will continue to address minority health issues by soliciting educational projects that focus on the **need to increase minority students' participation** and retention in health professions degree programs. The RFA, expected to be released in spring 2018, will contain background information, definitions, instructions, award criteria, and forms for completing the applications. Applications will be evaluated by agency staff based on a standard set of criteria, after which applications will be recommended for grant awards. Approximately \$1.5 million will be available for awards under the RFA in the 2018-2019 biennium.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-K (2)

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

RECOMMENDATION: Approval

Background Information:

The 85th Texas Legislature, Regular Session continued support for the Autism Grant Program, which was originally established in 2015 by the 84th Texas Legislature, and expanded eligibility by authorizing the participation of Texas independent universities and health-related institutions. The program provides competitively awarded grants to support Autism Spectrum Disorder (ASD) research and expand treatments for children with ASD in Texas.

An initial RFA was issued in May 2016, with 14 awards made to support two-year grants; a second RFA was released in the spring 2017 and awards were made to support Parent-Directed Treatment, which had remaining Fiscal Year (FY) 2017 funding available.

The FY 2018 RFA will allow the Coordinating Board to request applications from Texas public and independent institutions of higher education, which currently have a center conducting research and treatment of autism. Awards will be made with the following amounts available:

- \$2,250,000 per fiscal year for centers that serve children through parent-direct treatment methods;
- \$950,000 per fiscal year for centers that train school teachers and/or paraprofessionals in Behavioral Analyst methods; and
- \$700,000 per fiscal year for centers that research, develop, and evaluate innovative autism treatment models.

Coordinating Board staff will gather data on the effectiveness of the programs and submit an annual report by September 1 of each year to the Legislative Budget Board, the Office of the Governor, the chair of the House Appropriations Committee, the chair of the Senate Finance Committee, the speaker of the house, and the lieutenant governor.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-L (1)

Consideration of adopting the Commissioner's recommendation to the Committee relating to proposed amendments to Chapter 1, Subchapter G, Sections 1.128 and 1.130 of Board rules concerning the Apply Texas Advisory Committee

RECOMMENDATION: Approval

Background Information:

The amended rules add independent institutions of higher education as formal members of the Apply Texas Advisory Committee as required by Senate Bill 1813, 85th Texas Legislature, Regular Session. The committee provides the Board with advice and recommendations regarding the Apply Texas Common Application System.

Specifically, the amendment to Section 1.128(b) establishes a relationship with the rules outlined in accordance with Chapter 4, Subchapter A, Section 4.11 relating to the Common Admission Application Forms. The amendments to Section 1.130(a) adds independent institutions of higher education to the Apply Texas Advisory Committee membership and adds language referencing institutions of higher education as defined by Texas Education Code, Section 61.003. The amendment to Section 1.130(b)(8) adds independent institutions as representatives to the membership on the committee.

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*: July 24, 2017

Date Published in the *Texas Register*: August 4, 2017

The 30-day comment period with the *Texas Register* ends on: September 4, 2017

No comments were received.

Chapter 1.  
Agency Administration

Subchapter G.  
Apply Texas Advisory Committee

- 1.128 Authority and Specific Purposes of the Apply Texas Advisory Committee
- 1.129 Definitions
- 1.130 Committee Membership and Officers
- 1.131 Duration
- 1.132 Meetings
- 1.133 Tasks Assigned to the Committee
- 1.134 Report to the Board

1.128

- (a) No changes.
- (b) Purposes. Apply Texas Advisory Committee is created to provide the Board with advice and recommendation(s) regarding the common admission applications and the Apply Texas System-, in accordance with Chapter 4, Subchapter A, §4.11 of this title (relating to Common Admission Application Forms).

1.129 No changes.

1.130

- (a) Membership shall consist of admissions administrators from Texas public institutions of higher education and participating private or independent institutions of higher education, all as defined by Section 61.003 of the Texas Education Code, that use the Apply Texas System.
- (b) Membership on the committee should include:
  - (1) – (7) No changes.
  - (8) two representatives from participating private or independent institutions; and
  - (9) No changes.
- (c) – (f) No changes.

1.131 – 1.134 No changes.

AGENDA ITEM V-L (2)

Consideration of adopting the Commissioner's recommendation to the Committee relating to proposed amendments to Chapter 4, Subchapter A, Section 4.11 of Board rules concerning the Common Admission Application Forms

RECOMMENDATION: Approval

Background Information:

The amended rules establish high school counselors as stakeholders and require the Texas Higher Education Coordinating Board (THECB) to seek advice and recommendation(s) from high school counselor representatives regarding the state common application and Apply Texas System as required by Senate Bill 1813, 85th Texas Legislature, Regular Session.

Specifically, the amendment to Section 4.11 adds language for the THECB to seek advice and recommendation(s) from high school counselor representatives of diverse Texas public school districts regarding the common application and Apply Texas System.

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*: July 24, 2017

Date Published in the *Texas Register*: August 4, 2017

The 30-day comment period with the *Texas Register* ends on: September 4, 2017

No comments were received.

Chapter 4.  
Rules Applying to All Public Institutions of Higher Education in Texas

Subchapter A.  
General Provisions

- 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 – 4.10 No changes.

4.11 Common Admission Application Forms

(a) – (c) No changes.

(d) Outreach to Public High Schools.

(1) The Coordinating Board shall seek advice and recommendation(s) from high school counselors representative of diverse Texas public school districts regarding the common application and the Apply Texas System.

(2) The Coordinating Board shall ensure that copies of the freshman common admission application forms and information for their use are available to appropriate personnel at each Texas public high school. The Coordinating Board will work with institutions and high schools to ensure that all high schools have access to either the printed or electronic common application forms.

(e) – (h) No changes.

Committee on Academic and Workforce Success

AGENDA ITEM V-L (3)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendment 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 (House Bill 29/Senate Bill 128, 85th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

The intent of the amendment and new section is to meet the requirements of House Bill 29 and Senate Bill 128 passed by the 85th Texas Legislature, Regular Session, and signed into law by Governor Abbott. The acts require each public junior college that offers a commercial driver's license program to include training established by the Coordinating Board in collaboration with the Office of the Attorney General on the recognition and prevention of human trafficking.

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

Date approved by the Commissioner for publication in the *Texas Register*: July 24, 2017

Date Published in the *Texas Register*: August 4, 2017

The 30-day comment period with the *Texas Register* ends on: September 4, 2017

No comments were received.

Chapter 9, Program Development in Public Two Year Colleges  
Subchapter B, General Provisions

- 9.21 Purpose
- 9.22 Authority
- 9.23 Student Performance
- 9.24 Religious Holy Days
- 9.25 Training for Governing Boards
- 9.26 Driver Education Courses
- 9.27 Related-Instruction for Apprenticeship Programs
- 9.28 Appropriations
- 9.29 Certification
- 9.30 Name Change
- 9.31 Uniform Dates for Adding/Dropping Courses Pertaining to Refunds
- 9.32 Required Curriculum for Commercial Driver's License Training Program

9.21 No Changes.

9.22 Authority

The Texas Education Code, Sections 51.308, 51.403(e), 51.911, 61.051, 61.053, 61.059, 61.060-61.063, 61.084, 130.001(b)(3)-(4), 130.003, 130.005, 130.0051, 130.008, [and] 130.009, and 130.0105 authorize the Coordinating Board to adopt policies, enact regulations, and establish rules for various functions relating to program development and the general operation of a public two-year college.

9.23- 9.31 No Changes.

9.32 Required Curriculum for Commercial Driver's License Training Program

(a) Each public junior college offering a commercial driver's license training program must include training on the recognition and prevention of human trafficking as a part of the educational program.

(b) Each public junior college must include the recognition and prevention of human trafficking content established by the board in collaboration with the office of the attorney general.

Committee on Academic and Workforce Success

AGENDA ITEM V-L (4)

Consideration of adopting the Commissioner's recommendation to the Committee 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 (Senate Bill 22, 85th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

This repeals rules regarding Tech-Prep Programs and Consortia. These rules were originally adopted in 2006. In 2011, Title II of the Federal Carl D. Perkins Program, which provided funding for Tech-Prep programs, did not receive funding for Fiscal Year 2012, or thereafter. As a result, Tech-Prep consortia in Texas closed on August 31, 2011. The Texas State Plan was updated in 2012 to reflect the closure of the Tech-Prep consortia. As a result, Senate Bill 22, 85th Texas Legislature, Regular Session repealed the portion of statute related to Tech-Prep programs and consortia.

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

Date approved by the Commissioner for publication in the *Texas Register*: July 24, 2017

Date Published in the *Texas Register*: August 4, 2017

The 30-day comment period with the *Texas Register* ends on: September 4, 2017

No comments were received.

Chapter 9, Program Development in Public Two-Year Colleges  
Subchapter K, Tech-Prep Programs and Consortia

- 9.201 Purpose
- 9.202 Authority
- 9.203 General Provisions
- 9.204 State Administration of Tech-Prep
- 9.205 Consortium Responsibilities
- 9.206 Evaluation of the Tech-Prep Programs and Consortia

9.201 Purpose

This subchapter provides rules for the operation and evaluation of Tech-Prep programs and consortia.

9.202 Authority

The Board is authorized to adopt policies, enact regulations, and establish rules for the operation and oversight of Tech-Prep programs and consortia under Texas Education Code, Sections 61.851—61.858.

9.203 General Provisions

(a) The State Board of Education, in its capacity as the Board for Career and Technology Education, is the eligible agency responsible for implementation and evaluation of all programs funded in Texas under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (the Act), as amended, (20 USC 2301 et seq.) until such time as the Act amends the provision defining the eligible agency.

(b) The State Board of Education, in its capacity as the eligible agency, has designated the Texas Higher Education Coordinating Board as the administering agency responsible for the operation and supervision of that section, part, or title of the Act referring to Tech-Prep Education.

(c) An entity established after January 1, 2005, may not be a Tech-Prep consortium unless the entity is established or otherwise formed after that date as a result of an action taken under §9.206(g) of this title (relating to Evaluation of the Tech-Prep Programs and Consortia).

9.204 State Administration of Tech-Prep

(a) The Board shall annually award Tech-Prep funds to eligible consortia in accordance with the Act, as amended, the Texas Education Code (Code), and these provisions:

(b) Annual awards to eligible consortia shall be based upon a formula which shall be adopted by the Board after a public hearing.

~~(c) To be eligible for an award, an eligible consortium shall submit an application and all supporting documentation on an annual basis and in a manner and time frame determined by Board staff that documents and ensures the progress of local consortium activities addressing the requirements of the Act and the Code and enables the state to meet state goals, objectives, and performance measures.~~

~~(d) Board staff shall evaluate local consortia according to the established federal performance measures and standards outlined under §9.206 of this title (relating to Evaluation of the Tech-Prep Programs and Consortia). Board staff shall provide technical assistance to consortia that do not meet evaluation standards or upon request by a consortium.~~

~~(e) Board staff shall provide oversight of all Tech-Prep activities and programs to ensure that funds provided for Tech-Prep education are expended according to provisions of the Act and the Code.~~

#### ~~9.205—Consortium Responsibilities~~

~~In accordance with the requirements of the grant, each consortium shall:~~

~~(1) Create, evaluate, and maintain a long-term Strategic Continuous Improvement Plan that addresses goals, objectives, activities, and evaluation criteria supporting local, state, and federal goals and evaluation criteria;~~

~~(2) Develop and implement local programs and activities, and coordinate the expenditure of funds in accordance with guidelines determined by the Act and the Code, as well as state and local goals and objectives;~~

~~(3) Maintain the records on local activities and budgetary expenditures to support evaluation criteria and participate in a scheduled, systematic, evaluation program;~~

~~(4) Provide reports on programs, activities, activity outcomes, and budgetary expenditures in a manner and time as established by Board staff; and~~

~~(5) Ensure that every local school district and public college and university in the consortium service area will have the opportunity to develop Tech-Prep programs of study as defined by the Act and the Code.~~

#### ~~9.206—Evaluation of the Tech-Prep Programs and Consortia~~

~~(a) Board staff shall evaluate each Tech-Prep consortium to determine the success of the consortium's Tech-Prep programs and activities. The evaluation must include:~~

~~(1) an assessment of the consortium's performance measures during the past year in comparison to the goals and objectives stated in the five-year plan contained in the consortium's grant application to the board;~~

~~(2) an identification of any concerns the board has regarding the consortium's performance;~~

~~(3) recommendations for improvement by the consortium in the next year; and~~

~~(4) an assessment of compliance with §9.205 of this title (relating to Consortium Responsibilities).~~

~~(b) Board staff shall provide each consortium with a written report on the results of the evaluation. A consortium shall respond to any finding in a manner determined by Board staff within thirty (30) days of the receipt of the report.~~

~~(c) The board shall evaluate each tech prep consortium annually. At least once every four years, or more frequently as indicated in subsection (e) of this section, the annual evaluation shall be conducted on-site.~~

~~(d) Not later than November 1 of each year, the Board staff shall provide a written report to each Tech-Prep consortium with the results of all evaluations and follow-up actions. The report must:~~

- ~~(1) contain the findings, concerns, and recommendations resulting from the evaluation required under subsection (a) of this section;~~
- ~~(2) communicate to the consortium the results of the board's evaluation, specifically including the elements required by subsection (a) of this section;~~
- ~~(3) include those areas in which the consortium has made improvement in meeting the federal performance measures, or steps which the consortium should take to improve its performance;~~
- ~~(4) identify best practices of the Tech prep consortia; and~~
- ~~(5) include any actions taken by Board staff.~~

~~(e) If a consortium fails to meet two or more of the performance measures in their evaluation, Board staff may conduct a technical site visit. As part of the technical site visit, the consortium shall provide to Board staff any additional documentation needed for a review of the following activities:~~

- ~~(1) Increasing secondary and/or postsecondary participation rates;~~
  - ~~(2) Past and present marketing efforts to increase participation rates;~~
  - ~~(3) Opportunities for professional development for teachers, counselors, and administrators;~~
  - ~~(4) Career exploration activities for students;~~
  - ~~(5) Current articulation agreements between and among public schools and institutions;~~
  - ~~(6) Current Strategic Continuous Improvement Plan as described in §9.205(1) of this title;~~
  - ~~(7) Use of funds;~~
  - ~~(8) Support and opportunities for participation by member institutions and public schools; and~~
  - ~~(9) Operation of the consortium within all the bylaws of the organization.~~
- ~~Compliance with all by laws shall be certified by the consortium governing board chair as part of the annual application to the Coordinating Board.~~

~~(f) Within thirty (30) days of the technical site visit, Board staff shall provide a final evaluation of the consortium's programs and activities. If a consortium fails to meet the performance measures set out in subsection (a) of this section, Board staff shall provide assistance to the consortium governing board in developing a revised Strategic Continuous Improvement Plan. The revised Plan shall set requirements with reasonable deadlines for the purpose of assisting the consortium in meeting performance measures.~~

~~(g) Board staff shall monitor the consortium's performance of the revised Plan for six (6) months. If the consortium fails to comply with the requirements of the revised Plan, the Commissioner may determine that a consortium shall be reorganized, consolidated, or abolished as follows:~~

~~(1) If the consortium fails to improve its performance relating to participation rates, the Commissioner may require the consortium to reorganize or require the consolidation of the consortium with an existing, high-performing consortium;~~

~~(2) If the consortium fails to improve its performance for appropriate and timely expenditure of Tech Prep funds and maintenance of accurate time distribution records, the Commissioner may require the consortium to be abolished and a new consortium, or consortia, be established to serve the area; and~~

~~(3) If the consortium fails to improve its performance for operation within the organization's established bylaws, the Commissioner may require the consortium to be abolished and a new consortium, or consortia, be established to serve the area.~~

Committee on Academic and Workforce Success

AGENDA ITEM V-L (5)

Consideration of adopting the Commissioner's recommendation to the Committee 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

RECOMMENDATION: Approval

Background Information:

The intent of the amendment is to align the Board rule to state statute. The statute in Texas Education Code, Sections 61.9681 through 61.9685, does not include the requirement that at least one member of the advisory committee be a representative of the Texas Geographic Alliance.

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

Date approved by the Commissioner for publication in the *Texas Register*: July 24, 2017

Date Published in the *Texas Register*: August 4, 2017

The 30-day comment period with the *Texas Register* ends on: September 4, 2017

No comments were received.

Chapter 13 – Financial Planning  
Subchapter J – Texas Fund for Geography Education

- 13.180 Authority, Scope, and Purpose
- 13.181 Definitions
- 13.182 Agreement with National Geographic Society
- 13.183 Dissolution of the Fund
- 13.184 Advisory Committee
- 13.185 Procedures for Solicitation and Recommendation of Grant Proposals
- 13.186 Eligibility

13.180 – 13.183 No Changes.

13.184 Advisory Committee

The Commissioner shall appoint an advisory committee of seven (7) persons who have expertise and interest in geography education. The committee shall include at least one member representing the interests and needs of K-12 education [~~and at least one representative of the Texas Geographic Alliance~~]. The committee shall solicit grant proposals, consider those proposals, and make recommendations to the Society.

13.185 – 13. 186 No Changes.

Committee of Academic and Workforce Success

AGENDA ITEM V-L (6)

Consideration of adopting the Commissioner's recommendation to the Committee 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

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 Finance Field of Study Advisory Committee. The Finance 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 Finance 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 Finance 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 Finance Field of Study Curriculum as determined by the Board.

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

Date approved by the Commissioner for publication in the *Texas Register*: July 24, 2017.

Date Published in the *Texas Register*: August 4, 2017.

The 30-day comment period with the *Texas Register* ends on: September 4, 2017

No comments were received.

CHAPTER 27. FIELDS OF STUDY  
SUBCHAPTER R. FINANCE FIELD OF STUDY ADVISORY COMMITTEE

27.441 Authority and Specific Purposes of the Finance Field of Study Advisory Committee  
 27.442 Definitions  
 27.443 Committee Membership and Officers  
 27.444 Duration  
 27.445 Meetings  
 27.446 Tasks Assigned to the Committee  
 27.447 Report to the Board; Evaluation of Committee Costs and Effectiveness

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

27.442 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).

27.443 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.

#### 27.444 Duration.

The Committee shall be abolished no later than October 31, 2021, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 27.445 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.

#### 27.446 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Finance Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Finance Field of Study Curricula; and
- (3) Any other issues related to the Finance Field of Study Curricula as determined by the Board.

#### 27.447 Report to the Board; Evaluation of Committee Costs and Effectiveness.

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

Committee of Academic and Workforce Success

AGENDA ITEM V-L (7)

Consideration of adopting the Commissioner's recommendation to the Committee 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

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 Marketing Field of Study Advisory Committee. The Marketing 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 Marketing 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 Marketing 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 Marketing Field of Study Curriculum as determined by the Board.

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

Date approved by the Commissioner for publication in the *Texas Register*: July 24, 2017.

Date Published in the *Texas Register*: August 4, 2017.

The 30-day comment period with the *Texas Register* ends on: September 4, 2017

No comments were received.

CHAPTER 27. FIELDS OF STUDY  
SUBCHAPTER S. MARKETING FIELD OF STUDY ADVISORY COMMITTEE

27.461 Authority and Specific Purposes of the Marketing Field of Study Advisory Committee  
 27.462 Definitions  
 27.463 Committee Membership and Officers  
 27.464 Duration  
 27.465 Meetings  
 27.466 Tasks Assigned to the Committee  
 27.467 Report to the Board; Evaluation of Committee Costs and Effectiveness

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

27.462 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).

27.463 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.

#### 27.464 Duration.

The Committee shall be abolished no later than October 31, 2021, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 27.465 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.

#### 27.466 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Marketing Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Marketing Field of Study Curricula; and
- (3) Any other issues related to the Marketing Field of Study Curricula as determined by the Board.

#### 27.467 Report to the Board; Evaluation of Committee Costs and Effectiveness.

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

Committee of Academic and Workforce Success

AGENDA ITEM V-L (8)

Consideration of adopting the Commissioner's recommendation to the Committee 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

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 English Language and Literature Field of Study Advisory Committee. The English Language and Literature 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 English Language and Literature 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 English Language and Literature 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 English Language and Literature Field of Study Curriculum as determined by the Board.

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

Date approved by the Commissioner for publication in the *Texas Register*: July 24, 2017.

Date Published in the *Texas Register*: August 4, 2017.

The 30-day comment period with the *Texas Register* ends on: September 4, 2017

No comments were received.

CHAPTER 27. FIELDS OF STUDY  
SUBCHAPTER T. ENGLISH LANGUAGE AND LITERATURE FIELD OF STUDY ADVISORY  
COMMITTEE

27.481 Authority and Specific Purposes of the English Language and Literature Field of Study Advisory Committee

27.482 Definitions

27.483 Committee Membership and Officers

27.484 Duration

27.485 Meetings

27.486 Tasks Assigned to the Committee

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

27.481 Authority and Specific Purposes of the English Language and Literature 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 English Language and Literature Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the English Language and Literature field of study curricula.

27.482 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. 483 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.

#### 27.484 Duration.

The Committee shall be abolished no later than October 31, 2021, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 27.485 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.

#### 27.486 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

(1) Advise the Board regarding the English Language and Literature Field of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the English Language and Literature Field of Study Curricula; and

(3) Any other issues related to the English Language and Literature Field of Study Curricula as determined by the Board.

#### 27.487 Report to the Board; Evaluation of Committee Costs and Effectiveness.

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

Committee of Academic and Workforce Success

AGENDA ITEM V-L (9)

Consideration of adopting the Commissioner's recommendation to the Committee 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

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 History Field of Study Advisory Committee. The History 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 History 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 History 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 History Field of Study Curriculum as determined by the Board.

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

Date approved by the Commissioner for publication in the *Texas Register*: July 24, 2017.

Date Published in the *Texas Register*: August 4, 2017.

The 30-day comment period with the *Texas Register* ends on: September 4, 2017

No comments were received.

CHAPTER 27. FIELDS OF STUDY  
SUBCHAPTER U. HISTORY FIELD OF STUDY ADVISORY COMMITTEE

- 27.501 Authority and Specific Purposes of the History Field of Study Advisory Committee
- 27.502 Definitions
- 27.503 Committee Membership and Officers
- 27.504 Duration
- 27.505 Meetings
- 27.506 Tasks Assigned to the Committee
- 27.507 Report to the Board; Evaluation of Committee Costs and Effectiveness

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

27.502 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).

27.503 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.

#### 27.504 Duration.

The Committee shall be abolished no later than October 31, 2021, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 27.505 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.

#### 27.506 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the History Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the History Field of Study Curricula; and
- (3) Any other issues related to the History Field of Study Curricula as determined by the Board.

#### 27.507 Report to the Board; Evaluation of Committee Costs and Effectiveness.

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

Committee of Academic and Workforce Success

AGENDA ITEM V-L (10)

Consideration of adopting the Commissioner's recommendation to the Committee 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

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 Political Science and Government Field of Study Advisory Committee. The Political Science and Government 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 Political Science and Government 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 Political Science and Government 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 Political Science and Government Field of Study Curriculum as determined by the Board.

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

Date approved by the Commissioner for publication in the *Texas Register*: July 24, 2017.

Date Published in the *Texas Register*: August 4, 2017.

The 30-day comment period with the *Texas Register* ends on: September 4, 2017

No comments were received.

CHAPTER 27. FIELDS OF STUDY  
SUBCHAPTER V. POLITICAL SCIENCE AND GOVERNMENT  
FIELD OF STUDY ADVISORY COMMITTEE

27.521 Authority and Specific Purposes of the Political Science and Government Field of Study Advisory Committee

27.522 Definitions

27.523 Committee Membership and Officers

27.524 Duration

27.525 Meetings

27.526 Tasks Assigned to the Committee

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

27.521 Authority and Specific Purposes of the Political Science and Government 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 Political Science and Government Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Political Science and Government field of study curricula.

27.522 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).

27.523 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.

#### 27.524 Duration.

The Committee shall be abolished no later than October 31, 2021, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 27.525 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.

#### 27.526 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Political Science and Government Field of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Political Science and Government Field of Study Curricula; and

(3) Any other issues related to the Political Science and Government Field of Study Curricula as determined by the Board.

#### 27.527 Report to the Board; Evaluation of Committee Costs and Effectiveness.

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

Committee of Academic and Workforce Success

AGENDA ITEM V-L (11)

Consideration of adopting the Commissioner's recommendation to the Committee 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

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 Social Work Field of Study Advisory Committee. The Social Work 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 Social Work 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 Social Work 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 Social Work Field of Study Curriculum as determined by the Board.

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

Date approved by the Commissioner for publication in the *Texas Register*: July 24, 2017.

Date Published in the *Texas Register*: August 4, 2017.

The 30-day comment period with the *Texas Register* ends on: September 4, 2017

No comments were received.

CHAPTER 27. FIELDS OF STUDY  
SUBCHAPTER W. SOCIAL WORK FIELD OF STUDY ADVISORY COMMITTEE

- 27.541 Authority and Specific Purposes of the Social Work Field of Study Advisory Committee
- 27.542 Definitions
- 27.543 Committee Membership and Officers
- 27.544 Duration
- 27.545 Meetings
- 27.546 Tasks Assigned to the Committee
- 27.547 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.541 Authority and Specific Purposes of the Social Work 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 Social Work Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Social Work field of study curricula.

27.542 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).

27.543 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.

#### 27.544 Duration.

The Committee shall be abolished no later than October 31, 2021, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 27.545 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.

#### 27.546 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Social Work Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Social Work Field of Study Curricula; and
- (3) Any other issues related to the Social Work Field of Study Curricula as determined by the Board.

#### 27.547 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 V-M

Consideration of adopting the staff recommendation to the Committee relating to a request for a new degree program from The University of Texas Permian Basin for a Bachelor of Science (BS) degree with a major in Electrical Engineering

**RECOMMENDATION:** Approval with contingencies

**Rationale:** The proposed program would address a regional need for electrical engineers in the Permian Basin. The Texas Workforce Commission (TWC) projects that in Texas, the number of jobs for electrical, electronic, and computer engineers will increase 16 percent, with an estimated 1,000 positions available annually due to growth and replacement needs. In **2015, 26 Texas institutions awarded 1,216 bachelor's** degrees in electrical engineering, slightly more than the projected workforce need. UT-Permian Basin and its Engineering Advisory Board, however, have indicated that businesses employing engineers in the Permian Basin experience a significant amount of turnover. The proposed program would educate electrical engineers who, should they obtain employment, would be more likely to remain in the region.

**Contingencies:**

- 1) In accordance with the institution's proposed hiring schedule, the institution hires a tenure-track faculty position in fall 2017, to serve as program director, with a start date of January 2018, and the institution provides documentation of the hire through submission of a letter of intent, curriculum vitae, and list of electrical engineering courses to be taught, on or before December 8, 2017.**
- 2) In accordance with the institution's hiring plans, the institution agrees to hire a second tenure-track, full-time position to be hired before the program starts in fall 2018, and the institution provides documentation of the hire through submission of a letter of intent, curriculum vitae, and list of electrical engineering courses to be taught, on or before June 1, 2018.**
- 3) In accordance with the institution's hiring plans, the institution agrees to hire a third tenure-track, full-time position and a lecturer/lab technician to start no later than fall 2020, and the institution provides documentation of the tenure-track hire through submission of a letter of intent, curriculum vitae, and list of electrical engineering courses to be taught, on or before June 1, 2020.**
- 4) Formula funding for upper-division electrical engineering courses is dependent on having the appropriate hires in place at the specified times.
- 5) The institution will seek accreditation for its electrical engineering degree program from the Accreditation Board for Engineering and Technology (ABET) upon the graduation of its first student.

The University of Texas Permian Basin (*Accountability Peer Group: **Master's***)

<p><i>Related Programs</i></p> <p>The institution has degree programs within the same two-digit CIP code: <u>Yes</u></p> <p>UT Permian Basin has <b>two bachelor's</b> degree programs in Engineering:</p> <ul style="list-style-type: none"> <li>• BS in Mechanical Engineering (approved 2009), (ABET accredited)</li> <li>• BS in Petroleum Engineering (approved 2011), (ABET accredited)</li> </ul>
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Proposed Program:

The proposed face-to-face program in Electrical Engineering would be **added to the institution's** recently created College of Engineering. It would consist of 126 semester credit hours (SCH) of instruction, with curriculum requirements that are comparable to existing ABET-accredited Electrical Engineering programs.

The institution estimates that five-year costs would total \$2,406,000, with estimated funding of \$3,429,889 over the same five-year period. Formula Funding would represent 12.4 percent of the total funding during the first five years.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 1,643,000
Facilities & Equipment	\$ 800,000
Library	\$ 0
Supplies and Materials	\$ 25,000
Other (Travel & ABET accreditation)	\$ 38,000
Total	\$ 2,506,000

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 426,960
Tuition & Fees	\$ 2,202,929
Other (PUF or LERR funding)	\$ 800,000
Total	\$ 3,429,889

In addition to the five-year funding sources cited above, the 85th Texas Legislature appropriated \$2,780,284 to support UT-Permian Basin's College of Engineering programs.

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

<i>Lack of Duplication of Program: <u>Moderate</u></i>			
Number of <b>bachelor's</b> degree programs in the state with programs in Electrical Engineering (14.1001): 26 universities (21 public, 5 private/independent). Most programs are ABET-accredited or are new programs, which will seek accreditation when eligible.			
<p>Universities</p> <p>Lamar University (ABET accredited)</p> <p>Prairie View A&amp;M University (ABET accredited)</p> <p>Tarleton State University (2014)</p> <p>Texas A&amp;M University (ABET accredited)</p> <p>Texas A&amp;M University-Commerce (2017)</p> <p>Texas A&amp;M University-Corpus Christi (2015)</p> <p>Texas A&amp;M University-Kingsville (ABET accredited)</p> <p>Texas A&amp;M University-Texarkana</p> <p>Texas Southern University (2014)</p> <p>Texas State University (ABET accredited)</p> <p>Texas Tech University (ABET accredited)</p> <p>The University of Texas at Arlington (ABET accredited)</p> <p>The University of Texas at Austin (ABET accredited)</p> <p>The University of Texas at Dallas (ABET accredited)</p> <p>The University of Texas at El Paso (ABET accredited)</p> <p>The University of Texas at San Antonio (ABET accredited)</p> <p>The University of Texas at Tyler (ABET accredited)</p> <p>The University of Texas Rio Grande Valley (ABET accredited)</p> <p>University of Houston (ABET accredited)</p> <p>University of North Texas (ABET accredited)</p> <p>West Texas A&amp;M University (2016)</p> <p>Independent Colleges and Universities:</p> <p>Baylor University (ABET accredited)</p> <p>Rice University (ABET accredited)</p> <p>Southern Methodist University (ABET accredited)</p> <p>St. Mary's University (ABET accredited)</p> <p>LeTourneau University</p>			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.1001): None			
<i>Job Market Need : <u>Moderate</u></i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand : <u>Moderate</u></i>			
Increased enrollment in related programs at the institution	<u>Yes</u>	No	N/A
High enrollment in similar programs at other institutions			

Applicants turned away at similar programs at other institutions	<u>Yes</u>	No	N/A
Student surveys	<u>Yes</u>	No	N/A
	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>	56	92	113	140	198
<i>Student FTE</i>	56	92	113	140	198
<i>Core Faculty FTE</i>	2.0	2.0	3.0	3.0	3.0
<i>Core Faculty Headcount</i>	2	2	3	3	3

Major Commitments:

**1) In accordance with the institution’s proposed hiring schedule, the institution hires a tenure-track faculty position in fall 2017, to serve as program director, with a start date of January 2018, and the institution provides documentation of the hire through submission of a letter of intent, curriculum vitae, and list of electrical engineering courses to be taught, on or before December 8, 2017.**

**2) In accordance with the institution’s hiring plans, the institution agrees to hire a second tenure-track, full-time position to be hired before the program starts in fall 2018, and the institution provides documentation of the hire through submission of a letter of intent, curriculum vitae, and list of electrical engineering courses to be taught, on or before June 1, 2018.**

**3) In accordance with the institution’s hiring plans, the institution agrees to hire a third tenure-track, full-time position and a lecturer/lab technician to start no later than fall 2020, and the institution provides documentation of the tenure-track hire through submission of a letter of intent, curriculum vitae, and list of electrical engineering courses to be taught, on or before June 1, 2020.**

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

5) The institution will seek accreditation for its electrical 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 THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN

Location: Odessa, West 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 Tyler, Univ of H - Clear Lake, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: Auburn University At Montgomery, Columbus State University, New Jersey City University, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2011		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
White	1,874	48.9%	1,966	33.1%	2,362	36.2%
Hispanic	1,560	40.7%	2,912	49.0%	2,949	45.2%
African American	197	5.1%	240	4.0%	377	5.8%
Asian	100	2.6%	145	2.4%	199	3.1%
International	15	.4%	84	1.4%	123	1.9%
Other & Unknown	85	2.2%	590	9.9%	514	7.9%
<b>Total</b>	<b>3,831</b>	<b>100.0%</b>	<b>5,937</b>	<b>100.0%</b>	<b>6,524</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	295	9.5%	344	6.7%	334	5.9%
Other Institutions	70	2.3%	92	1.8%	79	1.4%

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	Number	Percent	Number	Percent	Cohort	Institution Rate
Total	341	78.9%	410	77.8%	478	16.4%
Same	58.9%	67.8%	68.4%	68.4%	27.1%	21.0%
Other	19.9%	10.0%	12.1%	12.1%	34.0%	34.0%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			National Comparison (IPEDS Definition)			
Enter Fall 2009			Enter Fall 2013		Enter Fall 2014	
Cohort	Number	Percent	Number	Percent	Cohort	Institution Rate
Total	326	73.9%	314	65.6%	410	15.0%
Same	49.4%	51.3%	53.9%	53.9%	13.6%	13.6%
Other	24.5%	14.3%	17.8%	17.8%	12.2%	12.2%
Peer Group Persistence			Peer Group Persistence			
Cohort	Number	Percent	Number	Percent	Cohort	Institution Rate
Total	560	71.3%	567	71.1%	548	29.0%
Same	44.8%	41.8%	42.7%	42.7%	34.7%	34.7%
Other	26.3%	29.3%	29.0%	29.0%	26.4%	26.4%
Fall 2006 4-year					Fall 2006 4-year	29.0%
Fall 2010 4-year					Fall 2009 5-year	29.0%
Fall 2011 4-year					Fall 2010 5-year	37.0%
Fall 2005 5-year					Fall 2004 6-year	32.0%
Fall 2009 5-year					Fall 2008 6-year	34.0%
Fall 2010 5-year					Fall 2009 6-year	40.0%
Fall 2004 6-year						30.0%
Fall 2008 6-year						30.0%
Fall 2009 6-year						30.0%

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	\$6,508	.0%	\$6,200	.4%
2014	\$6,776	4.1%	\$6,418	3.5%
2015	\$6,776	.0%	\$6,992	8.9%
2016	\$6,776	.0%	\$7,366	5.3%
2017	\$6,850	1.1%	\$7,583	2.9%

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	322	10.72	138.69	434	12.15	146.05
FY 2015	412	11.71	138.54	445	12.18	143.53
FY 2016	403	12.27	137.50	447	12.76	144.27

Six-year Graduation & Persistence Rate, Fall 2010		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	62	41.9%
Peer Group	122	36.9%
<i>For Students NOT Needing Dev Ed</i>		
Institution	279	62.0%
Peer Group	394	61.4%

\*Peer Group data is average for peer group.

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2014	21%	\$5,235	40%	\$6,348	53%	\$7,193
2015	21%	\$5,754	42%	\$7,650	52%	\$7,319
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2014	52%	\$4,026	59%	\$5,307	63%	\$7,243
2015	53%	\$4,465	66%	\$5,537	63%	\$7,760
<b>Federal (Pell) Grants</b>						
2014	19%	\$4,112	38%	\$3,678	46%	\$4,165
2015	23%	\$3,933	42%	\$3,822	46%	\$4,218

Funding						
Source	FY 2011 Amount	Pct of Total	FY 2015 Amount	Pct of Total	FY 2016 Amount	Pct of Total
Appropriated Funds	\$27,541,496	53.8%	\$32,907,454	43.5%	\$38,024,605	52.2%
Federal Funds	\$8,206,353	16.0%	\$9,968,631	13.2%	\$7,649,783	10.5%
Tuition & Fees	\$9,136,429	17.8%	\$15,127,105	20.0%	\$20,664,270	28.4%
<b>Total Revenue</b>	<b>\$51,236,200</b>	<b>100.0%</b>	<b>\$75,599,369</b>	<b>100.0%</b>	<b>\$72,830,841</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN

Location: Odessa, West 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 Tyler, Univ of H - Clear Lake, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: Auburn University At Montgomery, Columbus State University, New Jersey City University, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2016	
	Number	Percent
White	2,362	36.2%
Hispanic	2,949	45.2%
African American	377	5.8%
Asian	199	3.1%
International	123	1.9%
Other & Unknown	514	7.9%
<b>Total</b>	<b>6,524</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG
Two-Year Institutions	334	5.9%
Other Institutions	79	1.4%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		Rate
	Fall		
4-year Rate Total	2012		27.1%
Same Institution			23.3%
Other Institutions			3.8%
5-year Rate Total	2011		41.7%
Same Institution			37.0%
Other Institutions			4.6%
6-year Rate Total	2010		44.9%
Same Institution			34.0%
Other Institutions			10.9%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2015		
Total		80.5%
Same		68.4%
Other		12.1%

2-Year Persistence, Fall 2014		
Total		71.7%
Same		53.9%
Other		17.8%

Avg Number SCH for Bachelor's Degree		
FY 2016 Average		
	Sem	SCH
All	12.27	137.50

Degrees Awarded	
Type	FY 2016
Bachelor's	736
Master's	230
Doctoral	0
Professional	0
<b>Total</b>	<b>966</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2016 Rate
Education*	98.00%
Law	%
Pharmacy	%
Nursing	%
Engineering	100%

\*Data for FY 2015

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

Application for First-time Undergraduate Admission			
Fall 2016			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	167	92.8%	57.4%
African American	46	71.7%	60.6%
Hispanic	1,072	79.6%	43.1%
Asian	14	92.9%	46.2%
International	36	94.4%	44.1%
Other	30	86.7%	30.8%
<b>Total</b>	<b>1,365</b>	<b>81.6%</b>	<b>45.4%</b>

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	\$6,508	.0%	\$6,178	.4%
2014	\$6,776	4.0%	\$6,392	3.3%
2015	\$6,776	.0%	\$7,008	8.8%
2016	\$6,776	.0%	\$7,419	5.5%
2017	\$6,850	1.1%	\$7,639	2.9%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017	
Type of Cost	Average Amount
Total Academic Cost	\$6,850
On-campus Room & Board	\$10,800
Books & Supplies	\$1,000
Off-Campus Transportation & Personal Expenses	\$3,630
<b>Total Cost</b>	<b>\$22,280</b>

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

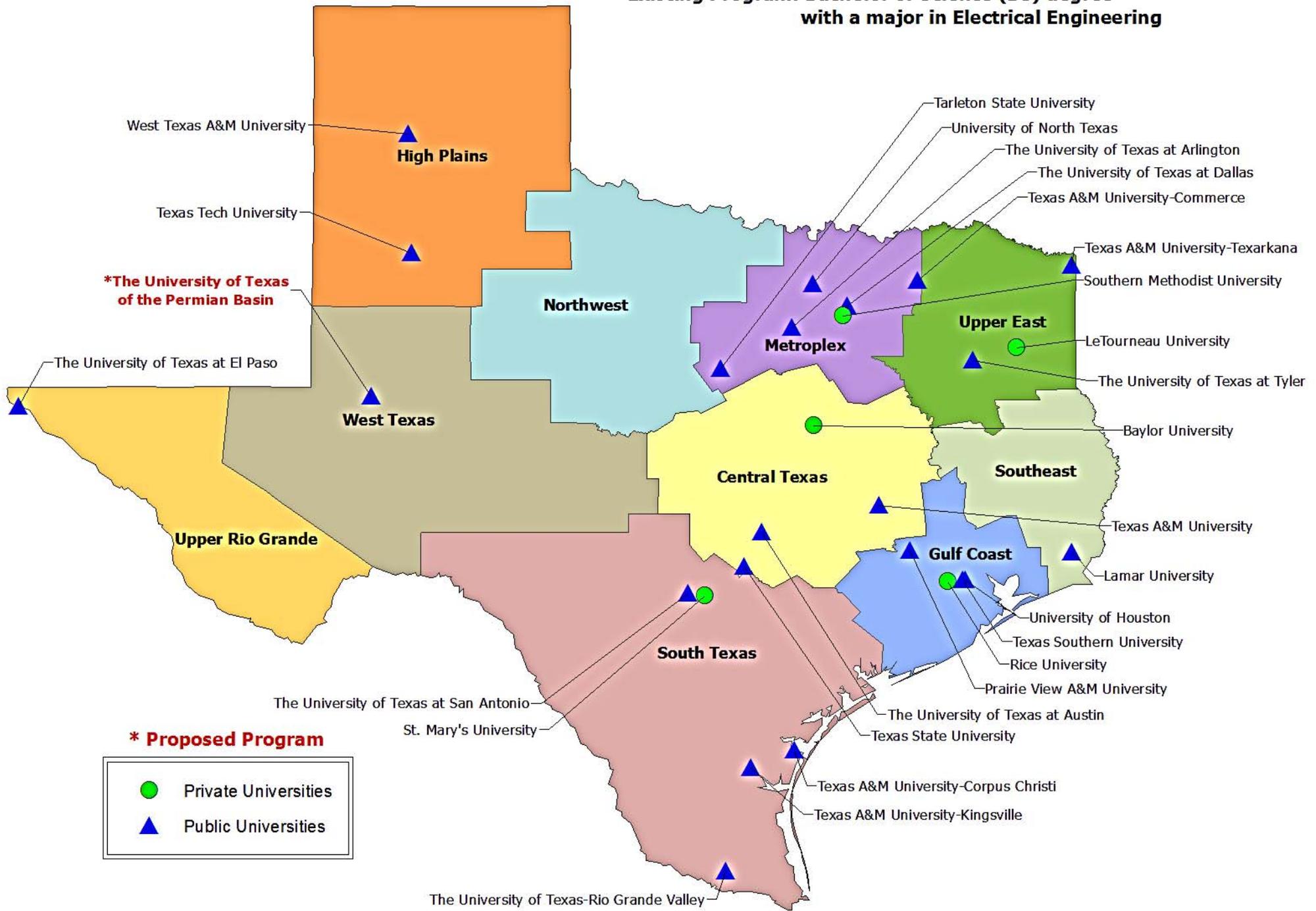
Instruction	
Measure of Excellence	Fall 2016
Undergraduate Classes with < 20 Students	34.7%
Undergraduate Classes with > 50 Students	10.1%
% of Teaching Faculty Tenured/Tenure-track *	51.7%
Student/Faculty Ratio *	21:1

Financial Aid		
Enrolled in FY 2015		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	53%	\$4,465
Federal (Pell) Grants	23%	\$3,933
Federal Student Loans	21%	\$5,754

Funding		
Source	FY 2016 Amount	Pct of Total
Appropriated Funds	\$38,024,605	52.2%
Federal Funds	\$7,649,783	10.5%
Tuition & Fees	\$20,664,270	28.4%
<b>Total Revenue</b>	<b>\$72,830,841</b>	<b>100.0%</b>

\* Fall 2015 Data

## Existing Program: Bachelor of Science (BS) degree with a major in Electrical Engineering



**\* Proposed Program**

- Private Universities
- ▲ Public Universities

AGENDA ITEM V-N

Consideration of adopting the staff recommendation to the Committee relating to a request for a new degree program from The University of Texas Permian Basin for a Bachelor of Science (BS) degree with a major in Chemical Engineering

**RECOMMENDATION:** Approval with contingencies

**Rationale:** The proposed program would address a regional need for chemical engineers in the Permian Basin. The Texas Workforce Commission (TWC) projects that in Texas, the number of jobs for chemical engineers will increase 18 percent, with an estimated 310 positions available annually due to growth and replacement needs. In 2015, nine Texas institutions **awarded 568 bachelor's degrees in chemical engineering, more than the projected workforce need.** UT-Permian Basin and its Engineering Advisory Board, however, have indicated that businesses employing engineers in the Permian Basin experience a significant amount of turnover. The proposed program would educate chemical engineers who would be more likely to remain in the region.

**Contingencies:**

- 1) In accordance with the institution's proposed hiring schedule, the institution hires a tenure-track faculty position in fall 2017, to serve as program director, with a start date of January 2018, and the institution provides documentation of the hire through submission of a letter of intent, curriculum vitae, and list of chemical engineering courses to be taught, on or before December 8, 2017.**
- 2) In accordance with the institution's hiring plans, the institution agrees to hire a second tenure-track, full-time position to be hired before the program starts in fall 2018, and the institution provides documentation of the hire through submission of a letter of intent, curriculum vitae, and list of chemical engineering courses to be taught, on or before June 1, 2018.**
- 3) In accordance with the institution's hiring plans, the institution agrees to hire a third tenure-track, full-time position and a lecturer/lab technician to start no later than fall 2020, and the institution provides documentation of the tenure-track hire through submission of a letter of intent, curriculum vitae, and list of chemical engineering courses to be taught, on or before June 1, 2020.**
- 4) Formula funding for upper-division chemical engineering courses is dependent on having the appropriate hires in place at the specified times.
- 5) The institution will seek accreditation for its chemical engineering degree program from the Accreditation Board for Engineering and Technology (ABET) upon the graduation of its first student.

The University of Texas Permian Basin (*Accountability Peer Group: **Master's***)

*Related Programs*

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

UT Permian Basin has **two bachelor's** degree programs in Engineering:

- BS in Mechanical Engineering (approved 2009), (ABET accredited)
- BS in Petroleum Engineering (approved 2011); (ABET accredited)

Proposed Program:

The proposed face-to-face program in Chemical Engineering would be **added to the institution's** College of Engineering. It would consist of 126 semester credit hours (SCH) of instruction, with curriculum requirements that are comparable to existing ABET-accredited Chemical Engineering programs.

The institution estimates that five-year costs would total \$2,406,000, with estimated funding of \$2,943,554 over the same five-year period. Formula Funding would represent 12 percent of the total funding during the first five years.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 1,643,000
Facilities & Equipment	\$ 700,000
Library	\$ 0
Supplies & Materials	\$ 25,000
Other (Travel & ABET accreditation)	\$ 38,000
Total	\$ 2,406,000

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 352,768
Tuition & Fees	\$ 1,890,786
Other (LERR funding)	\$ 700,000
Total	\$ 2,943,554

In addition to the revenue sources cited above, the 85th Texas Legislature appropriated \$2,780,284 to UT-Permian Basin's College of Engineering to support its engineering programs.

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

<i>Lack of Duplication of Program: <u>Strong</u></i>			
Number of <b>bachelor's</b> degree programs in the state with programs in Chemical Engineering (14.0701): 9 (8 public and 1 private/independent). All are ABET-accredited or are new programs, which will seek accreditation when eligible.			
Universities Lamar University (ABET accredited) Prairie View A&M University (ABET accredited) Texas A&M University (ABET accredited) Texas A&M University-Kingsville (ABET accredited) Texas Tech University (ABET accredited) The University of Texas at Austin (ABET accredited) The University of Texas at San Antonio (2017) University of Houston (ABET accredited)			
Independent Colleges and Universities Rice University (ABET accredited)			
Number of degree programs within a 60-minute drive with the same 6-digit CIP: None			
<i>Job Market Need: <u>Moderate</u></i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: <u>Moderate</u></i>			
Increased enrollment in related programs at the institution	<u>Yes</u>	No	N/A
High enrollment in similar programs at other institutions	Yes	<u>No</u>	N/A
Applicants turned away at similar programs at other institutions	Yes	No	<u>N/A</u>
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>	57	95	116	128	180
<i>Student FTE</i>	57	95	116	128	180
<i>Core Faculty FTE</i>	2.0	2.0	3.0	3.0	3.0
<i>Core Faculty Headcount</i>	2	2	3	3	3

## Major Commitments:

**1) In accordance with the institution's proposed hiring schedule, the institution hires a tenure-track faculty position in fall 2017, to serve as program director, with a start date of January 2018, and the institution provides documentation of the hire through submission of a letter of intent, curriculum vitae, and list of chemical engineering courses to be taught, on or before December 8, 2017.**

**2) In accordance with the institution's hiring plans, the institution agrees to hire a second tenure-track, full-time position to be hired before the program starts in fall 2018, and the institution provides documentation of the hire through submission of a letter of intent, curriculum vitae, and list of chemical engineering courses to be taught, on or before June 1, 2018.**

**3) In accordance with the institution's hiring plans, the institution agrees to hire a third tenure-track, full-time position and a lecturer/lab technician to start no later than fall 2020, and the institution provides documentation of the tenure-track hire through submission of a letter of intent, curriculum vitae, and list of chemical engineering courses to be taught, on or before June 1, 2020.**

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

5) The institution will seek accreditation for its chemical 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 THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN

Location: Odessa, West 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 Tyler, Univ of H - Clear Lake, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: Auburn University At Montgomery, Columbus State University, New Jersey City University, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2011		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
White	1,874	48.9%	1,966	33.1%	2,362	36.2%
Hispanic	1,560	40.7%	2,912	49.0%	2,949	45.2%
African American	197	5.1%	240	4.0%	377	5.8%
Asian	100	2.6%	145	2.4%	199	3.1%
International	15	.4%	84	1.4%	123	1.9%
Other & Unknown	85	2.2%	590	9.9%	514	7.9%
<b>Total</b>	<b>3,831</b>	<b>100.0%</b>	<b>5,937</b>	<b>100.0%</b>	<b>6,524</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	295	9.5%	344	6.7%	334	5.9%
Other Institutions	70	2.3%	92	1.8%	79	1.4%

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	Number	Percent	Number	Percent	Cohort	Institution Rate
Total	341	78.9%	410	77.8%	478	80.5%
Same	58.9%	67.8%	68.4%	68.4%		
Other	19.9%	10.0%	12.1%	12.1%		
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			National Comparison (IPEDS Definition)			
Enter Fall 2009			Enter Fall 2013		Enter Fall 2014	
Cohort	Number	Percent	Number	Percent	Cohort	Institution Rate
Total	326	73.9%	314	65.6%	410	71.7%
Same	49.4%	51.3%	53.9%	53.9%		
Other	24.5%	14.3%	17.8%	17.8%		
Peer Group Persistence			Peer Group Persistence			
Cohort	Number	Percent	Number	Percent	Cohort	Institution Rate
Total	560	71.3%	567	71.1%	548	71.9%
Same	44.8%	41.8%	42.7%	42.7%		
Other	26.3%	29.3%	29.0%	29.0%		
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	322	10.72	138.69	434	12.15	146.05
FY 2015	412	11.71	138.54	445	12.18	143.53
FY 2016	403	12.27	137.50	447	12.76	144.27

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	\$6,508	.0%	\$6,200	.4%
2014	\$6,776	4.1%	\$6,418	3.5%
2015	\$6,776	.0%	\$6,992	8.9%
2016	\$6,776	.0%	\$7,366	5.3%
2017	\$6,850	1.1%	\$7,583	2.9%

Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2012	322	10.72	138.69	434	12.15	146.05
FY 2015	412	11.71	138.54	445	12.18	143.53
FY 2016	403	12.27	137.50	447	12.76	144.27

Six-year Graduation & Persistence Rate, Fall 2010		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	62	41.9%
Peer Group	122	36.9%
<i>For Students NOT Needing Dev Ed</i>		
Institution	279	62.0%
Peer Group	394	61.4%

\*Peer Group data is average for peer group.

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2014	21%	\$5,235	40%	\$6,348	53%	\$7,193
2015	21%	\$5,754	42%	\$7,650	52%	\$7,319
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2014	52%	\$4,026	59%	\$5,307	63%	\$7,243
2015	53%	\$4,465	66%	\$5,537	63%	\$7,760
<b>Federal (Pell) Grants</b>						
2014	19%	\$4,112	38%	\$3,678	46%	\$4,165
2015	23%	\$3,933	42%	\$3,822	46%	\$4,218

Funding						
Source	FY 2011 Amount	Pct of Total	FY 2015 Amount	Pct of Total	FY 2016 Amount	Pct of Total
Appropriated Funds	\$27,541,496	53.8%	\$32,907,454	43.5%	\$38,024,605	52.2%
Federal Funds	\$8,206,353	16.0%	\$9,968,631	13.2%	\$7,649,783	10.5%
Tuition & Fees	\$9,136,429	17.8%	\$15,127,105	20.0%	\$20,664,270	28.4%
<b>Total Revenue</b>	<b>\$51,236,200</b>	<b>100.0%</b>	<b>\$75,599,369</b>	<b>100.0%</b>	<b>\$72,830,841</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN

Location: Odessa, West 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 Tyler, Univ of H - Clear Lake, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: Auburn University At Montgomery, Columbus State University, New Jersey City University, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's

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Enrollment		
Race/Ethnicity	Fall 2016	
	Number	Percent
White	2,362	36.2%
Hispanic	2,949	45.2%
African American	377	5.8%
Asian	199	3.1%
International	123	1.9%
Other & Unknown	514	7.9%
<b>Total</b>	<b>6,524</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG
Two-Year Institutions	334	5.9%
Other Institutions	79	1.4%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		Rate
	Fall		
4-year Rate Total	2012		27.1%
Same Institution			23.3%
Other Institutions			3.8%
5-year Rate Total	2011		41.7%
Same Institution			37.0%
Other Institutions			4.6%
6-year Rate Total	2010		44.9%
Same Institution			34.0%
Other Institutions			10.9%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2015		
Total		80.5%
Same		68.4%
Other		12.1%

2-Year Persistence, Fall 2014		
Total		71.7%
Same		53.9%
Other		17.8%

Avg Number SCH for Bachelor's Degree		
FY 2016 Average		
	Sem	SCH
All	12.27	137.50

Degrees Awarded	
Type	FY 2016
Bachelor's	736
Master's	230
Doctoral	0
Professional	0
<b>Total</b>	<b>966</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2016 Rate
Education*	98.00%
Law	%
Pharmacy	%
Nursing	%
Engineering	100%

\*Data for FY 2015

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

Application for First-time Undergraduate Admission			
Fall 2016			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	167	92.8%	57.4%
African American	46	71.7%	60.6%
Hispanic	1,072	79.6%	43.1%
Asian	14	92.9%	46.2%
International	36	94.4%	44.1%
Other	30	86.7%	30.8%
<b>Total</b>	<b>1,365</b>	<b>81.6%</b>	<b>45.4%</b>

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	\$6,508	.0%	\$6,178	.4%
2014	\$6,776	4.0%	\$6,392	3.3%
2015	\$6,776	.0%	\$7,008	8.8%
2016	\$6,776	.0%	\$7,419	5.5%
2017	\$6,850	1.1%	\$7,639	2.9%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017	
Type of Cost	Average Amount
Total Academic Cost	\$6,850
On-campus Room & Board	\$10,800
Books & Supplies	\$1,000
Off-Campus Transportation & Personal Expenses	\$3,630
<b>Total Cost</b>	<b>\$22,280</b>

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Instruction	
Measure of Excellence	Fall 2016
Undergraduate Classes with < 20 Students	34.7%
Undergraduate Classes with > 50 Students	10.1%
% of Teaching Faculty Tenured/Tenure-track *	51.7%
Student/Faculty Ratio *	21:1

Financial Aid		
Enrolled in FY 2015		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	53%	\$4,465
Federal (Pell) Grants	23%	\$3,933
Federal Student Loans	21%	\$5,754

Funding		
Source	FY 2016 Amount	Pct of Total
Appropriated Funds	\$38,024,605	52.2%
Federal Funds	\$7,649,783	10.5%
Tuition & Fees	\$20,664,270	28.4%
<b>Total Revenue</b>	<b>\$72,830,841</b>	<b>100.0%</b>

\* Fall 2015 Data

# Existing Program: Bachelor of Science (BS) degree with a major in Chemical Engineering

