

COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

A G E N D A

10:00 A.M., Wednesday, April 24, 2024

*(or upon adjournment of the Committee on Innovation, Data, and Educational
Analytics meeting, whichever occurs later)*

Live broadcast available at: highered.texas.gov

George H. W. Bush Building (Board Room)
1801 N. Congress Avenue
Austin, TX

*This meeting is conducted in person or via video conference, pursuant to Texas
Government Code, Section 551.127. A quorum of the Board may be present in the
Board Room, which is open to the public.*

Chair: Donna N. Williams

Vice Chair: Emma W. Schwartz

Members: Richard L. Clemmer; Fred Farias III, O.D.; Ashlie Thomas; Daniel O. Wong

Student Representative: Cage M. Sawyers (Ex-Officio)

COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

A G E N D A

Public Testimony: *The 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 of the Texas Higher Education Coordinating Board (Board) after staff has presented the item, or any other time as determined by the chair. For procedures on testifying, please go to higher.ed.texas.gov/public-testimony.*

- I. Welcome and committee chair's meeting overview
- II. Consideration and possible action to adopt the minutes for the January 24, 2024, committee meeting
- III. Public testimony on items relating to the Committee on Academic and Workforce Success
- IV. Consideration and possible action to adopt the consent calendar
- V. Matters relating to the Committee on Academic and Workforce Success

A. Consideration and possible action to adopt the report to the Board on school closures and/or teach-outs pursuant to Board Rule 7.7(6)

B. Consideration and possible action to adopt the report to the Legislature regarding reporting of sexual misconduct at institutions of higher education, per Texas Education Code, Chapter 51, Subchapters E-2 and E-3

C. Consideration and possible action to adopt the "Report on the Fiscal Year 2024 Annual Review of Low-Producing Programs"

D. Consideration and possible action to appoint members to the:
(1) Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities
(2) ApplyTexas Advisory Committee

E. Consideration and possible action to appoint student representatives to the:
(1) ApplyTexas Advisory Committee
(2) Learning Technology Advisory Committee
(3) Texas Transfer Advisory Committee

New Item

F. Consideration and possible action to approve receipt of Fiscal Year 2025 Carl D. Perkins Community and Technical Colleges Consolidated Grant funds not to exceed \$43 million, and receipt of Fiscal Year 2025 Carl D. Perkins State Leadership Grant funds not to exceed \$5 million

Note: Highlighted items in gray are on the consent calendar

04/24

- G. Consideration and possible action to approve the following requests for new degree programs:

TARLETON STATE UNIVERSITY

- (1) Doctor of Occupational Therapy (OTD) in Occupational Therapy

TEXAS STATE UNIVERSITY

- (2) Doctor of Philosophy (PHD) in Civil Engineering
(3) Doctor of Philosophy (PHD) in Integrated Molecular and Biophysical Chemistry

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

- (4) Doctor of Philosophy (PHD) in Computer Engineering

UNIVERSITY OF HOUSTON

- (5) Doctor of Global Hospitality Leadership (DGHL) in Global Hospitality Leadership

- H. Proposed rules:

(1) Consideration and possible action to adopt proposed amendments to Board Rules, Chapter 1, Subchapter G, Section 1.128(b), concerning the authority and specific purposes of the Apply Texas Advisory Committee

(2) Consideration and possible action to adopt proposed amendments to Board Rules, Chapter 4, Subchapter A, Section 4.10(h)(2)-(4), concerning the Common Admission Application forms

(3) Consideration and possible action to adopt amendments to Board Rules, Chapter 4, Subchapter B, Sections 4.21-4.23, 4.27, 4.29, 4.31, 4.32, 4.34, and 4.39, concerning transfer of credit, core curriculum, and field of study curricula

(4) Consideration and possible action for repeal Board Rules, Chapter 4, Subchapter C, Sections 4.51-4.63, and adopt new Board Rules, Chapter 4, Subchapter C, Sections 4.51-4.62, concerning college readiness standards and the Texas Success Initiative (TSI)

(5) Consideration and possible action to repeal and adopt new Board Rules, Chapter 4, Subchapter D, Sections 4.81-4.87, concerning dual credit partnerships between secondary schools and Texas public colleges

(6) Consideration and possible action to adopt new Board Rules, Chapter 4, Subchapter V, Sections 4.350-4.353, concerning compliance with non-discrimination in intercollegiate athletic competition

- (7) Consideration and possible action to adopt new Board Rules, Chapter 4, Subchapter X, Sections 4.370–4.376, concerning parenting and pregnant students
- (8) Consideration and possible action to adopt amendments to Board Rules, Chapter 7, Subchapter A, Section 7.8, concerning revising fees for Certificate of Authority applications, amendments, and renewals pursuant to Texas Education Code, Sections 61.305, 61.307, and 61.308
- (9) Consideration and possible action to adopt new Board Rules, Chapter 10, Subchapter RR, Sections 10.870–10.878, concerning the Texas Innovative Adult Career Education (ACE) Grant Program
- (10) Consideration and possible action to adopt new Board Rules, Chapter 12, Subchapter A, Sections 12.1–12.9, concerning the Opportunity High School Diploma Program
- (11) Consideration and possible action to adopt amendments to Board Rules, Chapter 13, Subchapter N, Section 13.406(b)(4), concerning the Texas Reskilling and Upskilling through Education (TRUE) Grant Program
- (12) Consideration and possible action to adopt new Board Rules, Chapter 22, Subchapter O, Sections 22.300–22.313, concerning the Texas Leadership Research Scholars Program

VI. Adjournment

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

Note: *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. Only assigned committee members act upon any item before the Committee on Academic and Workforce Success at this meeting.*

Weapons Prohibited: *Pursuant to Texas Penal Code, Section 46.03(a)(14), a person commits an offense if the person intentionally, knowingly, or recklessly possesses or goes with a firearm, location-restricted knife, club, or prohibited weapon listed in Section 46.05 in the room or rooms where a meeting of a governmental entity is held, if the meeting is an open meeting subject to Chapter 551, Government Code, and if the entity provided notice as required by that chapter.*

Committee on Academic and Workforce Success

AGENDA ITEM I

Welcome and committee chair's meeting overview

Donna Williams, 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 and possible action to adopt the minutes for the January 24, 2024, committee meeting

RECOMMENDATION: Approval

TEXAS HIGHER EDUCATION COORDINATING BOARD

DRAFT MINUTES

Committee on Academic and Workforce Success

George HW Bush Building (room 4.300)

1801 N. Congress Ave., Austin

January 24, 2024, 10:36 am

The Texas Higher Education Coordinating Board's Committee on Academic and Workforce Success (CAWS) convened at 10:36 a.m. on January 24, 2024, with the following committee members present: Donna Williams, presiding; Fred Farias; Richard Clemmer; Emma Schwartz; Ashlie Thomas; and Daniel Wong
Members absent: Cage Sawyers, Ex-Officio

Other Board members present: Javaid Anwar, Stacy Hock, and Welcome Wilson
Richard Clemmer joined the meeting at 10.40am. Mr. Anwar joined the meeting at 10.42am.

AGENDA ITEM	ACTION
I. Welcome and committee chair's meeting overview	Ms. Donna Williams called the meeting to order at 9:50 a.m. All members were present except for Mr. Sawyers. A quorum was met for this committee meeting.
II. Consideration and possible action to adopt the minutes for the October 25, 2023, committee meeting	On motion by Ms. Emma Schwartz, seconded by Ms. Stacy Hock, the committee approved the October 25, 2023, committee meeting minutes. The vote was unanimous. Mr. Clemmer and Mr. Anwar joined the meeting.
III. Public testimony on agenda items relating to the Committee on Academic and Workforce Success	There was no public testimony.
IV. Consideration of approval of the consent calendar	On motion by Ms. Ashley Thomas, seconded by Mr. Richard Clemmer, the committee approved the non-rule consent calendar as amended. The vote was unanimous. Items approved on consent were: 5-A and 5-B. On motion by Ms. Thomas, seconded by Dr. Fred Farias, the committee approved the rule consent calendar. The vote was unanimous. Items approved on consent were: 5-H (2 through 6), and 5-H (8).

AGENDA ITEM	ACTION
V. Matters relating to the Committee on Academic and Workforce Success	
A. Consideration and possible action to adopt the report to the Board on school closures and/or teach-outs pursuant to Board Rule 7.7(6)	This item was approved on the consent calendar.
B. Consideration and possible action to adopt the recommendation relating to the July 2023 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with “P” through “Z”)	This item was approved on the consent calendar.
C. Consideration and possible action to approve a two-year service contract with The University of Texas at Austin for creating and scaling the Texas Computer Science Pipeline Project at a cost not to exceed \$14 million	<p>On motion by Dr. Daniel Wong, seconded by Ms. Donna Williams, the committee approved a two-year service contract with The University of Texas at Austin for creating and scaling the Texas Computer Science Pipeline Project at a cost not to exceed \$14 million. The vote was unanimous.</p> <p>Dr. Michelle Singh, Assistant Commissioner for Digital Learning, presented this item and was available to answer questions.</p>
D. Consideration and possible action to approve a resolution on the request by Barbers Hill ISD/Lee College regarding a branch campus maintenance tax election and branch campus approval	<p>On motion by Dr. Daniel Wong, seconded by Ms. Donna Williams, the committee approved a resolution on the request by Barbers Hill ISD/Lee College regarding a branch campus maintenance tax election and branch campus approval. The vote was unanimous.</p> <p>Dr. Tina Jackson, Assistant Commissioner for Workforce Education, presented this item and was available to answer questions.</p>
E. Consideration and possible action to delegate to the Commissioner the authority, subject to Board notification, to approve institutional awards over \$5 million for the Graduate Medical Education Expansion Grant Program	<p>On motion by Ms. Stacy Hock, seconded by Ms. Emma Schwartz, the committee approved delegation to the Commissioner the authority, subject to Board notification, to approve institutional awards over \$5 million for the Graduate Medical Education Expansion Grant Program. The vote was unanimous.</p> <p>Ms. Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, presented this item and was available to answer</p>

AGENDA ITEM	ACTION
	questions.
<p>F. Consideration and possible action to adopt the recommendation relating to a request from Healing Hands Massage Institute for a Certificate of Authority to grant a degree in Texas</p>	<p>On motion by Ms. Thomas, seconded by Dr. Wong, the committee adopted the recommendation to deny the application from Healing Hands Massage Institute for a Certificate of Authority to grant a degree in Texas. The vote was unanimous.</p> <p>Ms. Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, presented this item and was available to answer questions.</p>
<p>G. Consideration and possible action to approve the following requests for new degree programs:</p> <p>THE UNIVERSITY OF TEXAS AT EL PASO (1) Doctor of Philosophy (PhD) in Physics</p> <p>THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON (2) Doctor of Nursing Practice (DNP) in Nurse Anesthesia</p> <p>THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY (3) Doctor of Philosophy (PhD) in Computer Science with Interdisciplinary Applications</p>	<p>On motion by Ms. Schwartz, seconded by Ms. Thomas, the committee approved the new degree program. The vote was unanimous.</p> <p>Ms. Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, presented this item and was available to answer questions.</p> <p>On motion by Mr. Clemmer, seconded by Ms. Thomas, the committee approved the new degree program. The vote was unanimous.</p> <p>Ms. Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, presented this item and was available to answer questions.</p> <p>On motion by Dr. Farias, seconded by Dr. Wong, the committee approved the new degree program. The vote was unanimous.</p> <p>Ms. Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, presented this item and was available to answer questions.</p>
<p>H. Proposed changes to Texas Administrative Code Board Rules:</p> <p>(1) Consideration and possible action to adopt proposed amendments to Board Rules,</p>	<p>On motion by Ms. Thomas, seconded by Dr. Farias, the committee voted to adopt</p>

AGENDA ITEM	ACTION
<p>Chapter 2, Subchapter E, Section 2.87, and new Board Rules, Chapter 4, Subchapter J, Sections 4.191-4.192, concerning institutional accreditation requirements</p> <p>(2) Consideration and possible action to adopt proposed amendments to Board Rules, Chapter 2, Subchapter J, Section 2.202, concerning approval of distance education for public institutions</p> <p>(3) Consideration and possible action to adopt proposed amendments to Board Rules Chapter 4, Subchapter A, Section 4.9, concerning limitations on the number of courses that may be dropped under certain circumstances by undergraduate students</p> <p>(4) Consideration and possible action to adopt proposed repeal of Board Rules, Chapter 4, Subchapter P, Sections 4.255 through 4.264, concerning approval of distance education courses and programs for public institutions</p> <p>(5) Consideration and possible action to adopt amendments to Board Rules, Chapter 5, Subchapter B, Section 5.24, and repeal of Board Rules Chapter 5, Subchapter C, Sections 5.41-5.46, 5.48, 5.50, 5.52-5.55, concerning academic program approval</p> <p>(6) Consideration and possible action to repeal Board Rules, Chapter 9, Subchapter J, Sections 9.181-9.186; Subchapter L, Sections 9.550-9.555; and Subchapter N, Sections 9.670-9.678, concerning academic program approval</p> <p>(7) Consideration and possible action to amend Board Rules, Chapter 21, Subchapter D, Sections 21.51 and 21.52, concerning the</p>	<p>proposed amendments to Board Rules, Chapter 2, Subchapter E, Section 2.87, and new Board Rules, Chapter 4, Subchapter J, Sections 4.191-4.192, concerning institutional accreditation requirements. The vote was unanimous.</p> <p>Ms. Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, presented this item and was available to answer questions.</p> <p>This item was approved on the consent calendar.</p> <p>This item was approved on the consent calendar.</p> <p>This item was approved on the consent calendar.</p> <p>This item was approved on the consent calendar.</p> <p>This item was approved on the consent calendar.</p> <p>On motion by Ms. Schwartz, seconded by Mr. Clemmer, the committee voted to adopt proposed amendments to Board Rules, Chapter</p>

AGENDA ITEM	ACTION
<p>Texas First Early High School Completion Program</p> <p>(8) Consideration and possible action to adopt amendments to Board Rules Chapter 22, Subchapter T, Sections 22.550-22.552 and 22.554-22.556, concerning the Texas First Scholarship</p> <p>(9) Consideration and possible action to amend and adopt new Board Rules, Chapter 22, Subchapter N, Sections 22.265-22.277, concerning the Texas Leadership Scholars Program</p>	<p>21, Subchapter D, Sections 21.51 and 21.52, concerning the Texas First Early High School Completion Program. The vote was unanimous.</p> <p>Dr. Jennielle Strother, Assistant Commissioner for Student Success, presented this item and was available to answer questions.</p> <p>This item was approved on the consent calendar.</p> <p>On motion by Dr. Farias, seconded by Ms. Thomas, the committee voted to adopt proposed amendments and new Board Rules, Chapter 22, Subchapter N, Sections 22.265-22.277, concerning the Texas Leadership Scholars Program. The vote was unanimous.</p> <p>Dr. Jennielle Strother, Assistant Commissioner for Student Success, presented this item and was available to answer questions.</p>
<p>VI. Adjournment</p>	<p>On a motion by Dr. Wong, seconded by Mr. Clemmer, the committee adjourned at approximately 11:24 a.m. The vote was unanimous.</p>

Committee on Academic and Workforce Success

AGENDA ITEM III

Public testimony on items relating to the Committee on Academic and Workforce Success

RECOMMENDATION: No action required

Background Information:

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.

Committee on Academic and Workforce Success

AGENDA ITEM IV

Consideration and possible action to adopt the consent calendar

RECOMMENDATION: Approval

Background Information:

To ensure meetings are efficient, and to save institutions time and travel costs to attend the Committee on Academic and Workforce Success meetings in Austin, the committee has a consent calendar for items that are noncontroversial. Any item can be removed from the consent calendar by a Board member.

Consent Calendar

- V. Matters relating to the Committee on Academic and Workforce Success
 - A. Consideration and possible action to adopt the report to the Board on school closures and/or teach-outs pursuant to Board Rule 7.7(6)
 - C. Consideration and possible action to adopt the "Report on the Fiscal Year 2024 Annual Review of Low-Producing Programs"
 - D. Consideration and possible action to appoint members to the:
 - (1) Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities
 - (2) ApplyTexas Advisory Committee
 - E. Consideration and possible action to appoint student representatives to the:
 - (1) ApplyTexas Advisory Committee
 - (2) Learning Technology Advisory Committee
 - H. Proposed Rules:
 - (1) Consideration and possible action to adopt proposed amendments to Board Rules, Chapter 1, Subchapter G, Section 1.128(b), concerning the authority and specific purposes of the Apply Texas Advisory Committee
 - (2) Consideration and possible action to adopt proposed amendments to Board Rules, Chapter 4, Subchapter A, Section 4.10(h)(2)-(4), concerning the Common Admission Application forms
 - (5) Consideration and possible action to adopt new Board Rules, Chapter 4, Subchapter D, Sections 4.81–4.86, concerning dual credit partnerships between secondary schools and Texas public colleges
 - (11) Consideration and possible action to adopt amendments to Board Rules, Chapter 13, Subchapter N, Section 13.406(b)(4), concerning the Texas Reskilling and Upskilling through Education (TRUE) Grant Program

Committee on Academic and Workforce Success

AGENDA ITEM V-A

Consideration and possible action to adopt the report to the Board on school closures and/or teach-outs pursuant to Board Rule 7.7(6)

RECOMMENDATION: Approval

Background Information:

Pursuant to Texas Higher Education Coordinating Board (THECB) Rules, Texas Administrative Code, Chapter 7, Subchapter A, Section 7.7(6), Closure of an Institution, the THECB must be notified in writing at least 90 days before 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 approval by the Board of the THECB (Board). The Board has given the Assistant Commissioner of Academic & Health Affairs the authority to oversee this approval process.

MIAT College of Technology-Houston

On July 11, 2023, Universal Technical Institute (UTI), the parent corporation that owns MIAT College of Technology (MIAT), notified THECB staff of the possible consolidation of the MIAT location into the UTI location in Houston, as the locations were within a one-mile distance. UTI also notified the Texas Workforce Commission of this consolidation at the same time and notified The U.S. Department of Education on July 20, 2023. The Accrediting Commission of Career Schools and Colleges (ACCSC) approved the teach-out plan for MIAT College of Technology, 522 Northpark Central Drive, Houston, TX 77073, on August 1, 2023. ACCSC approved Universal Technical Institute, 721 Lockhaven Dr., Houston, TX 77073, to take over the MIAT facilities and teach-out the remaining MIAT students. Students were notified of the closure in January 2024. The expected closure of MIAT is October 25, 2024. As MIAT is owned by Universal Technical Institute, all MIAT student records will be accessible through UTI. MIAT's Certificate of Authorization will be cancelled upon notification of the final closure on or about October 25, 2024.

Florida Career College-Houston North

On December 1, 2023, International Education Corporation (IEC), the parent corporation of Florida Career College (FCC), notified THECB staff of the closure of Florida Career College, 70 FM 1960 W., Houston, TX 77090, as of January 31, 2024. IEC notified the Texas Workforce Commission and the Council on Occupational Education, the location's accreditor, on December 1, 2023. The closure was a result of the nonrenewal of the location's lease due to a pending

request to reconsider a U.S. Department of Education decision regarding FCC's recertification for participation in Title IV student financial aid programs. Two remaining degree students completed their programs on December 21, 2023, and the location closed on January 31, 2024. All student records will be accessible through IEC. FCC's Certificate of Authorization was cancelled as of the date of closure.

AOMA Graduate School of Integrative Medicine

On February 12, 2024, AOMA Graduate School of Integrative Medicine (AOMA), 4701 West Gate Blvd, Austin TX 78745, notified THECB staff of the closure and possible teach-out of students. On February 23, 2024, AOMA notified THECB staff that AOMA's board had agreed to a proposal by the Acupuncture & Integrative Medicine College (AIMCB), Berkeley, California, to take over operations of the AOMA location. Under the proposed transfer, AOMA will cease teaching as of April 6, 2024, and students will immediately transfer to AIMCB. AOMA is also working on options for eight doctoral students who would not be able to transfer to AIMCB. AOMA's accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), has been notified of the proposed transfer to AIMCB. AIMCB is accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM), a THECB-recognized accreditor. AIMCB will complete a Certificate of Authorization application as soon as the transfer is final. AIMBCB will be responsible for all AOMA student records.

Elizabeth Mayer, Assistant Commissioner for Academic & Health Affairs, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-B

Consideration and possible action to adopt the report to the Legislature regarding reporting of sexual misconduct at institutions of higher education, per Texas Education Code, Chapter 51, Subchapters E-2 and E-3

RECOMMENDATION: Approval

Background Information:

The 86th Texas Legislature recognized the need for accurate reporting of certain incidents of sexual harassment, sexual assault, dating violence, or stalking at public and private or independent institutions of higher education through its passage of Senate Bill 212 and House Bill 1735, codified as Texas Education Code (TEC), Chapter 51, Subchapters E-2 and E-3. The two subchapters require institutions to submit reports and certify information to the Texas Higher Education Coordinating Board (THECB).

Senate Bill 212, codified as TEC, Chapter 51, Subchapter E-2, requires an employee of a public or private/independent institution of higher education who witnesses or is told about an incident involving sexual harassment, sexual assault, dating violence, or stalking alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident to report such incidents to the institution's Title IX coordinator. Subchapter E-2 requires the chief executive officers of postsecondary educational institutions to annually certify to the THECB that their institution is in substantial compliance with the subchapter.

House Bill 1735, codified as TEC, Chapter 51, Subchapter E-3, requires institutions to develop a policy on sexual harassment, sexual assault, dating violence, and stalking; allows for electronic reporting of sexual misconduct; provides amnesty for good faith reports; allows victims to request no investigation; provides a disciplinary process for sexual misconduct; addresses student withdrawal or graduation pending disciplinary charges and requests for information from another postsecondary educational institution; requires trauma-informed investigation training; requires at least one memorandum of understanding with local law enforcement, a sexual misconduct advocacy group, or a hospital or medical provider; provides for designation of confidential employees and student advocates; sets confidentiality protections; allows the THECB to assess an administrative penalty for institutional noncompliance; and requires equal access to persons with disabilities.

Subchapters E-2 and E-3 also require the THECB to annually submit to the governor, the lieutenant governor, the speaker of the House of Representatives, and the standing legislative committees with primary jurisdiction over legislation concerning sexual assault at postsecondary educational institutions a report regarding compliance with both subchapters, including a summary of the postsecondary educational institutions found not to be in substantial compliance and any penalties assessed during the calendar year preceding the date of the report.

The report on compliance with Subchapters E-2 and E-3 includes the summary results of compliance monitoring for Academic Year 2022-2023, presented by Arby Gonzales, Assistant Commissioner, Internal Audit and Compliance.

Arby Gonzales, Assistant Commissioner for Internal Audit and Compliance, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-C

Consideration and possible action to adopt the “Report on the Fiscal Year 2024 Annual Review of Low-Producing Programs”

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (THECB) is authorized to make recommendations to close or consolidate low-producing degree programs (Texas Education Code, Chapter 61, Subchapter C, Section 61.0512 (f)). Recommendations to close or consolidate are made for nonexempt degree programs that have been on the annual list of low-producing degree programs for three or more consecutive reviews (Texas Administrative Code, Rule 4.290). The list of low-producing degree programs is available on the agency’s website. The recommendations are made to the governing board of a public system of higher education or, where a system does not exist, to the governing board of a public institution of higher education.

If the governing board of the system or institution does not accept the THECB recommendation, the system (or, where a system does not exist, the institution) must identify the programs recommended for consolidation or closure on its next Legislative Appropriations Request (LAR). In those situations, a system or institution should develop a plan for the degree program to achieve the minimum standard for the degree program or, if the standard is not attainable, the institution should provide a rationale describing the merits of continuing the degree program.

The THECB makes recommendations to the governing boards of systems and institutions for closure or consolidation of low-producing degree programs in odd-numbered years. This allows systems and institutions time to decide on appropriate action in the year before the submission of their LAR, which is done in even-numbered years.

The THECB approved a list of programs recommended for closure based on the Fiscal Year (FY) 2023 low-producing programs review at the April 2023 Board meeting. The list based on this year’s review, FY 2024, is an updated list to reflect actions on programs and to include new programs that are low producing for three consecutive years. The list includes a definition of low-producing programs.

AGENDA ITEM V-C

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No new recommendations to close or consolidate programs are made this year, because institutions and their boards would not have time to act on a recommendation before the LAR is due this year.

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

Report on the 2024 Annual Review of Low-Producing Programs

In 2013, the Texas Higher Education Coordinating Board (THECB) began issuing recommendations for closure or consolidation to institutions' governing boards for degree programs that have consistently produced low numbers of graduates. The THECB posts a [list of low-producing degree programs](#) on its website. The list includes degree programs identified as low producing, based on the annual Low-Producing Degree Program (LPP) review. The THECB also publishes an annual report of degree programs that have been on the list of low-producing programs for three or more consecutive years.

The rules for the annual review of graduates of degree programs from Texas public institutions of higher education are in Texas Administrative Code (TAC), Title 19, Chapter 4, Subchapter R, Rules 4.285-4.290. The rules are based on Texas Education Code, Chapter 61, Subchapter C, Section 61.0512(f), which authorizes the THECB to make recommendations for consolidation or closure of degree programs.

The TAC defines the process THECB staff follow to determine which programs are low producing. For a degree program to be identified as low producing, the number of its graduates is, over a cumulative five-year period:

- Fewer than 25 graduates for undergraduate degree programs
- Fewer than 15 graduates for master's degree programs
- Fewer than 10 graduates for doctoral degree programs

New degree programs are exempt from the low-producing review for the first five years of operation. The first review to determine whether a program is low producing is done in Year 11, as the first five years are exempt, and the LPP review requires five consecutive years of data regarding the number of program graduates.

Academic associate degree programs are exempted from LPP review because they are intended to give students a pathway from two-year institutions into baccalaureate programs.

The number of graduates of applied associate degree programs and corresponding career technical certificate programs are combined by program CIP code for LPP purposes. Certificate programs are not affected by THECB recommendations based on the LPP review of applied associate degree programs.

Master's degree programs that lead directly to a doctoral degree are exempted from LPP review. These degrees are available to students who initially pursue a doctoral degree but are unable to meet doctoral degree requirements.

The 2024 Annual Review of Low-Producing Degree Programs

The 2024 report of the low-producing degree programs review includes graduates of programs from Academic Year (AY) 2017 through AY 2023. Approximately 5,500 degree programs were reviewed, and 219 degree programs were identified as low-producing.

Of the 219 programs identified as low-producing, 129 programs have been low producing for three or more consecutive reviews. The 2023 report identified about the same number of programs, 123 programs, as low producing for three or more consecutive reviews. Of those degree programs, 17 were closed or consolidated at the request of their institution during the following year, and 5 increased the number of graduates and were no longer low producing.

LPP Action	2020 Review	2021 Review	2022 Review	2023 Review	2024 Review
Review of three 5-year periods	AY 13-19	AY 14-20	AY 15-21	AY 16-22	AY 17-23
Total LPP	196	194	195	203	219
LPP three years in a row	113	121	126	123	129
Sufficient graduates the following year to not be LPP	10	16	19	5	NA*
Closed or consolidated the following year	12	8	6	17	NA*
Recommended for close-out #	76	120	97	123	102
Percent of Programs reported on LAR		78%		NA*	

* NA, not available at this time: number of programs closing or consolidating in response to the AY 2024 review, programs with increased numbers of graduates the following year, and percentage of programs reported on LAR in response to the AY 2023 review.

New recommendations are made only in odd-numbered review years. Recommendations in even-numbered review years are carried forward from the previous year.

Actions Following the Low-Producing Degree Program Review

THECB staff alerts an institution's governing board each year when a degree program has not met the minimum standard of graduates for three consecutive years, i.e., when it was low producing for three consecutive years of review. Notification to governing boards is sent following the April board meeting of the THECB.

The THECB is authorized to make recommendations to close or consolidate low-producing degree programs. Recommendations to close or consolidate are made for non-exempt degree programs that have been on the annual list of low-producing degree programs for three or more consecutive reviews. The recommendations are made to the governing board of a public system of higher education or to the governing board of a public institution of higher education where a system does not exist.

The THECB makes recommendations to systems and institutional governing boards for closure or consolidation of low-producing degree programs in **odd-numbered years**. This

allows systems and institutions ample time to decide on appropriate action, in the year before the submission of their Legislative Appropriation Request (LAR), which is done in **even-numbered years**.

In response to the THECB's recommendation, the system (or the institution, where a system does not exist), may close a low-producing program, consolidate the program with one or more other programs, or may retain the program. Staff welcomes working with institution representatives on questions regarding graduate count, related issues regarding the history of program changes, and data reporting.

Recommendations to Close or Consolidate Low-Producing Degree Programs

The list of low-producing degree programs includes programs recommended for closure or consolidation in AY 2021 and AY 2023 but not closed or consolidated and not sufficiently increased the number of graduates. The list of low-producing programs on the 2021 report was approved by the board of the THECB (Board) at its April 2021 meeting, and the list on the 2023 report was approved by the Board at its April 2023 meeting.

The low-producing programs recommended to be closed or consolidated in the 2021 and 2023 reports are identified on the list. *If they are not closed or consolidated in the meantime, institutions would list their identified programs with the LAR for the 2026-27 biennium.*

This year's list also includes programs identified as low producing for three consecutive reviews during the 2024 review. *THECB staff does not recommend programs for closure or consolidation for these programs this year, because systems and institutions would not have time to decide on appropriate action before submission of their LAR for the 2026-27 biennium.*

Low-Producing Programs Identified for Three or More Consecutive Years			Review Year			First Year of Recommendation
Academic Year -- Review			AY 22	AY 23	AY 24	
Institution	Program		Graduates Over Five Year Periods			
Non-System - Community and Technical Colleges						
Angelina College	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	AAS	18	21	18	2019
Blinn College District	Surgical Technology/Technologist	AAS	16	19	23	2023
Brazosport College	Human Development, Family Studies, and Related Services	AAS	21	22	17	--
Central Texas College	Computer Engineering Technologies/Technicians	AAS	8	8	3	2023
Clarendon College	Emergency Medical Technology/Technician (EMT Paramedic)	AAS	0	0	0	--
Del Mar College	Electrical/Electronics Maintenance and Repair Technologies/Technicians	AAS	12	5	5	--
Grayson College	Air Transportation	AAS	0	0	0	2023
Hill College	Heavy/Industrial Equipment Maintenance Technologies/Technicians	AAS	21	22	22	2017
Kilgore College	Surgical Technology/Technologist	AAS	13	1	1	2023
Lee College	Criminal Justice and Corrections, General	AAS	12	11	6	2017
Midland College	Human Development, Family Studies, and Related Services	AAS	17	22	23	--
Navarro College	Design and Applied Arts	AAS	14	6	2	2023
Northeast Texas Community College	Agricultural Production Operations	AAS	20	20	16	--
Paris Junior College	Business Administration, Management and Operations	AAS	19	18	22	2023

Paris Junior College	Business Operations Support and Assistant Services	AAS	11	10	11	2021
San Jacinto Community College	Air Transportation	AAS	12	7	0	--
Temple College	Computer and Information Sciences, General	AAS	16	16	12	2023
Temple College	Computer/Information Technology Administration and Management	AAS	24	20	14	--
Texarkana College	Computer Programming	AAS	24	22	18	--
Texarkana College	Marketing	AAS	0	0	0	2017
Trinity Valley Community College	Fire Protection	AAS	24	20	21	2023
¹ Year of LPP Report with which a low-producing program was first recommended for consolidation or closure. Programs without a year, indicated by dashes (--), are currently not recommended for closure or consolidation.						
Alamo Community College District						
Alamo Community College District - St. Philips College	Accounting and Related Services	AAS	23	17	22	--
Howard County Junior College District						
Howard College-Southwest Collegiate Institute for the Deaf	American Sign Language	AAS	13	10	10	2021
Non-System - Universities						
Texas Southern University	Spanish	BA	15	13	12	2017
Texas Southern University	Mathematics	MS	0	7	9	2021
Texas Southern University	Chemistry	MS	12	13	11	2023
Texas Southern University	Nutritional Sciences and Dietetics	BS	4	2	7	2023
Texas A&M University System						
Prairie View A&M University	Clinical Adolescent Psychology	PHD	5	9	9	2017
Tarleton State University	Performance	BM	16	17	23	2023
Texas A&M University	Agricultural Economics	MAGR	0	0	0	2023
Texas A&M University	Veterinary Public Health - Epidemiology	MS	13	13	14	2023

Texas A&M University	Applied Physics	PHD	7	8	3	2023
Texas A&M University-Corpus Christi	Early Childhood Education	MS	10	8	9	2021
Texas A&M University-Kingsville	Spanish	BA	15	16	17	2021
Texas A&M University-Kingsville	Applied Arts and Sciences	BAAS	16	16	15	2023
Texas A&M University-Kingsville	General Business Administration	BBA	15	15	14	2021
Texas A&M University-TeXarkana	English	MA	14	7	8	--
Texas A&M University-TeXarkana	Nursing Administration	MSN	11	7	8	--
Texas A&M University-TeXarkana	History	MS	10	12	12	2021
West Texas A&M University	Spanish	BA BS	20	20	10	--
West Texas A&M University	School Psychology	SSP	12	8	11	--
West Texas A&M University	Social Sciences	BA BS	5	6	9	2023
West Texas A&M University	Art	BA BS	24	24	22	2017
West Texas A&M University	Studio Art	MFA	12	10	12	2017
West Texas A&M University	Athletic Training	BS	24	21	17	--
Texas State University System						
Lamar University	Environmental Studies	MS	4	5	8	2017
Lamar University	Advertising	BBA	11	7	8	2017
Lamar University	Biochemistry	BA	13	16	15	2019
Lamar University	Forensic Chemistry	BS	9	8	7	2019
Lamar University	Earth Science/Geology	BS	18	23	19	2023
Lamar University	Music Business	BA	0	0	0	2019
Lamar University	Retail Merchandising	BBA	2	3	1	2017
Lamar University	History	MA	13	11	8	2017
Sam Houston State University	Food Service Management	BA BS	19	17	15	2023

Sam Houston State University	Composite Science	BS	4	4	9	2017
Sul Ross State University	Industrial Technology	BS	13	14	17	2017
Sul Ross State University	Spanish	BA	5	5	5	2017
Sul Ross State University	English	BA	17	23	22	2021
Sul Ross State University	English	MA	5	5	5	2021
Sul Ross State University	Theatre	BFA	21	22	23	2017
Sul Ross State University	Mathematics	BS	9	9	10	2017
Sul Ross State University	Interdisciplinary Studies	BA	1	1	1	2023
Sul Ross State University	Interdisciplinary Studies	MA	11	8	4	2023
Sul Ross State University	Chemistry	BS	3	3	3	2017
Sul Ross State University	Social Science	BA	2	1	3	2017
Sul Ross State University	Political Science	BA	6	7	6	2017
Sul Ross State University	Political Science	MA	3	6	8	2017
Sul Ross State University	Art	BFA	17	20	22	2017
Sul Ross State University	Art	MA	2	3	4	2017
Sul Ross State University	Music	BM	11	9	6	2017
Sul Ross State University Rio Grande College	Reading	MED	8	8	10	2017
Sul Ross State University Rio Grande College	Biology	BS	17	16	18	2019
Sul Ross State University Rio Grande College	Mathematics	BS	17	20	16	2019
Sul Ross State University Rio Grande College	Interdisciplinary Studies	BS	0	0	0	2023
Sul Ross State University Rio Grande College	Social Science	BA	13	9	11	2017
Texas State University	Elementary Education Bilingual/Bicultural	MA MED	14	8	8	--

Texas Tech University System						
Angelo State University	Food Animal Science and Marketing	BS	12	13	14	2023
Midwestern State University	English	MA MS	14	13	10	--
Midwestern State University	Humanities	BA	8	7	6	2019
Midwestern State University	Global Studies	BA	18	19	17	2019
Midwestern State University	History	MA	14	13	13	--
Texas Tech University	Arid Land Studies	MS	1	2	2	--
Texas Tech University	Land Use Planning, Management, and Design	PHD	3	4	7	2017
Texas Tech University	Instructional Technology	EDD	9	6	5	2023
Texas Tech University	Language/Literacy Education	MED	0	1	3	2021
Texas Tech University	Multidisciplinary Science	BS	16	15	21	2021
Texas Tech University	Interdisciplinary Arts Studies	BA	10	14	15	2019
Texas Tech University	Art History	MA	2	2	3	--
Texas Woman's University System						
Texas Woman's University	School Counseling	MED	0	0	0	2023
Texas Woman's University	Political Science	MA	7	8	11	2023
The University of Texas System						
Stephen F. Austin State University	Forestry	PHD	3	5	3	2017
Stephen F. Austin State University	Art Education	MA	2	3	2	2023
Stephen F. Austin State University	Hispanic Studies	MA	8	9	8	--
Stephen F. Austin State University	Philosophy	BA	9	8	4	2019
Stephen F. Austin State University	Economics	BA	7	6	6	2017

The University of Texas at Arlington	Teaching English to Speakers of Other Languages	MA	13	10	11	--
The University of Texas at Arlington	Public Policy	MPP	9	7	2	2023
The University of Texas at Austin	Architectural History	MA	4	2	3	2017
The University of Texas at Austin	European Studies	BA	15	15	12	2021
The University of Texas at Austin	Italian Studies	BA	11	12	7	2017
The University of Texas at Austin	Italian Studies	PHD	7	5	7	2023
The University of Texas at Austin	Portuguese	BA	4	2	2	2021
The University of Texas at Austin	Jewish Studies	BA	6	5	5	2017
The University of Texas at Austin	Dance	MFA	3	6	8	2017
The University of Texas at Austin	Composition	BM	11	10	8	2017
The University of Texas at Austin	Jazz	BM	22	23	18	2017
The University of Texas at Austin	International Business	BBA	0	0	0	2021
The University of Texas at Dallas	American Studies	BA	16	13	9	2023
The University of Texas at Dallas	Latin American Studies	MA	3	3	3	2023
The University of Texas at Dallas	Telecommunications Engineering	PHD	7	5	6	--
The University of Texas at El Paso	Engineering	MS	10	7	13	2023
The University of Texas at San Antonio	Mathematics Education	MS	12	11	12	2023
The University of Texas at San Antonio	Art History	MA	7	5	6	2021
The University of Texas Health Science Center at San Antonio	Dental Hygiene	MS	10	10	10	2023
The University of Texas Health Science Center at San Antonio	Medical Health Physics	MS	2	2	2	2019

The University of Texas Health Science Center at San Antonio	Clinical Nurse Leader	MSN	2	0	0	--
The University of Texas M.D. Anderson Cancer Center	Cytotechnology	BS	10	19	24	2021
The University of Texas Medical Branch at Galveston	Aerospace Medicine	MS	0	0	0	2021
The University of Texas Medical Branch at Galveston	Rehabilitation Sciences	PHD	7	7	8	--
The University of Texas Medical Branch at Galveston	Clinical Science	PHD	3	3	4	2021
The University of Texas Permian Basin	Information Systems	BS	23	19	20	2017
The University of Texas Permian Basin	Spanish	MA	6	11	13	2021
The University of Texas Permian Basin	Biology	MS	7	11	13	2019
The University of Texas Permian Basin	Psychology	MA	12	13	14	--
The University of Texas Permian Basin	Athletic Training	BS	18	17	16	2021
The University of Texas Permian Basin	History	MA	10	11	10	2021
University of Houston System						
University of Houston	Architectural Studies	MA	5	5	5	2023
University of Houston-Victoria	Communication Design	BA	19	20	22	--
University of North Texas System						
University of North Texas	German Studies	BA	24	24	24	--

Committee on Academic and Workforce Success

AGENDA ITEM V-D (1)

Consideration and possible action to appoint members to the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities

RECOMMENDATION: Approval

Background Information:

The Texas Education Code, Section 61.06641, directs the Texas Higher Education Coordinating Board (THECB) to establish an advisory council to periodically review the policies and practices that increase access to higher education opportunities for persons with intellectual and developmental disabilities (IDD). THECB staff requests appointment of new members to the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities.

The council is composed of 16 members with expertise in postsecondary opportunities for persons with IDD. Recommendations for membership positions were selected from nominations by the Texas Workforce Commission, the Texas Education Agency, and the Texas Governor's Committee on People with Disabilities. Members represent higher education IDD programs at the two- and four-year levels, students, parents, and advocacy groups. Members serve two-year terms and elect a presiding officer to serve a two-year term. The council meets four times per year as called by the presiding officer.

The nominees for a new term are attached with current roles and organizations represented.

Dr. Jennielle Strother, Assistant Commissioner for Student Success, will be available to answer questions.

Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities

Linda Litzinger, Presiding Officer

Disability Advocacy Group
Representative Parent
Texas Parent to
Parent Austin

Aaron W. Bangor, Ph.D.

Continuing Advisory Committee
Representative for Special Education
AT&T Services, Inc.
Austin

Brenda Barrio, Ph.D.

IDD College Program Representative
Empower, Learn, Excel, enVision, Advance,
and Rise Program, University of North
Texas Denton

Elizabeth Fuller

Student
Representative
Texas Tech
University Lubbock

Tracy Glass

IDD College Program Representative
Postsecondary Access and Training in
Human Services Program, Texas A&M
University College Station

Christina Gushanas, Ph.D.

Transition to Employment Specialist
Representative
Sam Houston State University
Huntsville

Susan Moraska

IDD College Program Representative
Vocational Advancement and Skill Training
Academy, Houston Community College
Houston

Edward O'Neill, Ph.D.

Texas Education Agency Representative
Office of Special Populations and
Monitoring, Texas Education Agency
Austin

Christine Price

IDD College Program Representative
Skills, Training and Education for
Personal
Success Program, Austin Community
College Austin

Jolene Sanders

Disability Advocacy Group
Representative Parent
Coalition of Texans with
Disabilities Austin

Beth Stalvey, Ph.D.

Disability Advocacy Group
Representative Texas Council for
Developmental Disabilities Austin

Sabrina Gonzalez Saucedo

Disability Advocacy Group
Representative The Arc of Texas
Austin

Laura Villarreal

Texas Workforce Commission
Representative Vocational Rehabilitation,
Texas Workforce Commission
Austin

Tamara Shetron

IDD College Program
Representative Bobcat RISE,
Texas State University San Marcos

Lauryn Woolfolk

Student Representative
University of North Texas
Denton

Nina Zuna

University Centers for Excellence in
Developmental Disabilities Representative
University of Texas at Austin
Austin

Committee on Academic Workforce and Success

AGENDA ITEM V-D (2)

Consideration and possible action to appoint members to the ApplyTexas Advisory Committee

RECOMMENDATION: Approval

Background Information

Texas Higher Education Coordinating Board (THECB) staff request appointment of a new member to the ApplyTexas Advisory Committee (ATAC). In accordance with Texas Administrative Code, Title 19, Chapter 1, Subchapter G, Rule 1.128, the ATAC provides the board of the THECB with advice and recommendations regarding the common admission applications and the ApplyTexas System.

The ATAC is composed of individuals representing two- and four-year institutions, both public and private. The committee discusses and votes on changes that may be needed to the state common admission applications for the upcoming academic year. The committee also focuses on additional initiatives to strengthen student participation in and access to higher education. This committee may meet up to four times annually as needed to recommend appropriate changes to the common admission applications and the ApplyTexas System.

Members serve two-year staggered terms. Membership positions are selected from institutions' nominations, considering the type of institution, geographic location, as well as gender composition and college admission experience.

Nominee's current position and highest degree awarded:

Brandie Eneks, Director, Freshman Admissions, Texas A&M University
MBA, Prairie View A&M University

Laura Brennan, Assistant Commissioner for College and Career Advising, will be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-E (1)

Consideration and possible action to appoint a student representative to the ApplyTexas Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.071, directs the Texas Higher Education Coordinating Board (THECB) to appoint student representatives to various advisory committees. This agenda item relates to the appointment of a student representative to the ApplyTexas Advisory Committee (ATAC).

On August 25, 2023, the Commissioner of Higher Education notified Texas institutions of higher education of these opportunities and provided the information required to solicit nominees. The nomination process began on August 25, 2023, and ended January 15, 2024. The term of membership for a student member of the ATAC starts June 1, 2024, and ends May 31, 2026.

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

- Academic achievement
- Community and school service
- Work or internship experience
- General commitment to higher education issues

A review committee, composed of staff who directly support the advisory committee, identified a finalist:

Qingyang Li

Ms. Li is pursuing her BA in Business Administration at The University of Texas at Austin.

The ATAC discusses and votes on changes that may be needed to the state common admission applications for the upcoming academic year. The committee also focuses on additional initiatives to strengthen student participation in and access to higher education.

Laura Brennan, Assistant Commissioner for College and Career Advising, will be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-E (2)

Consideration and possible action to appoint a student representative to the Learning Technology Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.071 directs the Texas Higher Education Coordinating Board (THECB) to appoint student representatives to various advisory committees. This agenda item relates to the appointment of a student representative to the Learning Technology Advisory Committee.

On August 25, 2023, the Commissioner of Higher Education notified Texas institutions of higher education of these opportunities and provided the information required to solicit nominees. The nominations process began on August 25, 2023, and ended January 15, 2024.

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

- Academic achievement
- Community and school service
- Work or internship experience
- General commitment to higher education issues

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

The term of membership for student members of this committee starts June 1, 2024, and ends May 31, 2026.

The recommended student representatives are named on the following page.

Dr. Michelle Singh, Assistant Commissioner for Digital Learning, will be available to answer questions.

The Learning Technology Advisory Committee is charged with engaging in substantive policy research regarding the role that learning technology plays in Texas higher education and providing advice and recommendations to the Board. It is composed of 24 members, with representation from public community colleges, public universities, public health-related institutions, and an independent institution. Members have extensive experience with learning technology from a broad array of educational perspectives. The committee meets quarterly and may do so more frequently as needed.

Finalist: Esmeralda Gonzalez

Ms. Gonzalez is a student at The University of Texas Rio Grande Valley pursuing her Bachelor of Science in Civil Engineering.

Committee on Academic and Workforce Success

AGENDA ITEM V-F

Consideration and possible action to approve receipt of Fiscal Year 2025 Carl D. Perkins Community and Technical Colleges Consolidated Grant funds not to exceed \$43 million, and receipt of Fiscal Year 2025 Carl D. Perkins State Leadership Grant funds not to exceed \$5 million

RECOMMENDATION: Approval

Background Information:

Texas Administrative Code, Title 19, Part 1, Chapter 1, Subchapter A, Rule 1.16(2)(b), requires that the board of the Texas Higher Education Coordinating Board approve any agreement over \$5 million, inclusive of all amendments.

The Texas Education Agency (TEA) is the designated eligible agency for the state of Texas for receipt of the annual federal allocation of Carl D. Perkins under the Strengthening Career and Technical Education for the 21st Century Act of 2019 (Perkins V). TEA is responsible for state administration of Perkins V funds as set forth in Title I, Part B, Section 121(a) of the act.

The State Board of Education allocates 30% of the state's annual federal Perkins V allocation to the Texas Higher Education Coordinating Board (THECB) for administration of postsecondary career and technical funds as permitted under Title I, Part B, Section 121(b) of the act.

It is anticipated that TEA will make state Fiscal Year 2024-2025 funds available to the THECB through TEA's annual Carl D. Perkins Community and Technical Colleges Consolidated Grant program and Carl D. Perkins Community and Technical Colleges Leadership Grant. Staff anticipate that TEA will make state Fiscal Year 2024-2025 Consolidated Grant funds available in an amount up to but not exceeding \$43 million, and Leadership Grant funds in an amount up to but not exceeding \$5 million.

TEA allocates The Carl D. Perkins Community and Technical Colleges Consolidated Grant program for one year under three categories:

- 1) the Formula (Basic);
- 2) the Administration Grant; and
- 3) the Leadership Grant, including funding for the Nontraditional Grant.

Title I, Part B, Section 112(a) sets forth allowable percentage caps for each allocation category:

Not more than	Allocation Breakout
85%	Formula (Basic) Grant for noncompetitive distribution to public, two-year colleges consistent with the formula set forth in Title I, Part C, Section 132(2) to support postsecondary career and technical education
5%	Administration Grant for THECB's administration of postsecondary Perkins funds
10%	Leadership Grant for state leadership activities to improve career and technical education, including a Nontraditional Grant for activities supporting entry into fields for which individuals of one gender comprise less than 25% of the workforce consistent with Title I, Part B, Section 121(a)(1)

Dr. Tina Jackson, Assistant Commissioner for Workforce Education, will present this item and be available to answer questions.

The Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act of 2019 (“Perkins V”), requires the Secretary of Education to allocate Perkins V funds to each state’s eligible agency consistently with the requirements of Title I, Part A, Section 111, of the act.

The Texas Education Agency (TEA) is the designated eligible agency for the state of Texas. TEA is responsible for state administration of Perkins V funds as set forth in Title I, Part B, Section 121(a) of the act:

- A. “coordination of the development, submission, and implementation of the State plan, and the evaluation of the program, services, and activities assisted under this title, including preparation for non-traditional fields;
- B. consultation with the Governor and appropriate agencies, groups, and individuals including teachers, faculty, specialized instructional support personnel, paraprofessionals, school leaders, authorized public chartering agencies and charter school leaders (consistent with State law), employers, representatives of business (including small businesses), labor organizations, eligible recipients, local program administrators, State and local officials, Indian Tribes or Tribal organizations present in the State, parents, students, and community organizations;
- C. convening and meeting as an eligible agency (consistent with State law and procedure for the conduct of such meetings) at such time as the eligible agency determines necessary to carry out the eligible agency's responsibilities under this title, but not less than 4 times annually; and
- D. the adoption of such procedures as the eligible agency considers necessary to--
 - i. implement State level coordination with the activities undertaken by the State boards under section 101 of the Workforce Innovation and Opportunity Act; and
 - ii. make available to the one-stop delivery system under section 121 of the Workforce Innovation and Opportunity Act within the State a listing of all school dropout, postsecondary education, and adult programs assisted under this title.”

Title I, Part B, Section 121(b) provides that TEA may delegate other responsibilities that involve the administration, operation, or supervision of Title I activities to one or more appropriate state agencies. Under this provision, the State Board of Education allocates 30% of the state’s annual Perkins V allocation to the Texas Higher Education Coordinating Board (THECB) for administration of postsecondary career and technical funds.

TEA makes postsecondary funds available annually to THECB through the Carl D. Perkins Community and Technical Colleges Consolidated Grant program and the Carl D. Perkins Community and Technical Colleges Leadership Grant program. Staff anticipate that TEA will make state Fiscal Year 2024-2025 Consolidated Grant funds available in an amount up to but not exceeding \$43 million, and Leadership Grant funds in an amount up to but not exceeding \$5 million.

The Consolidated Grant is allocated for one year under three categories:

- 1) the Formula (Basic) Grant;
- 2) the Administration Grant; and
- 3) the Leadership Grant, which includes funding for a Nontraditional Grant.

Title I, Part B, Section 112(a) sets forth allowable percentage caps for each allocation category:

Not more than	Allocation Breakout
85%	Formula (Basic) Grant for noncompetitive distribution to public, two-year colleges consistent with the formula set forth in Title I, Part C, Section 132(2) to support postsecondary career and technical education
5%	Administration Grant for THECB's administration of postsecondary Perkins funds
10%	Leadership Grant for state leadership activities to improve career and technical education, including funding for a Nontraditional Grant for activities supporting entry into fields for which individuals of one gender comprise less than 25% of the workforce consistent with Title I, Part B, Section 121(a)(1)

THECB distributes postsecondary noncompetitive Formula (Basic) Grant funds to colleges for the following required uses:

- 1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study;
- 2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals;
- 3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
- 4) support integration of academic skills into career and technical education programs and programs of study;
- 5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance; and
- 6) THECB adds the state requirement that colleges demonstrate in their local applications how they support Goal 1 of the *Building a Talent Strong Texas* supporting attainment of postsecondary credentials.

Administration Grant funds support THECB's workforce education division activities:

- 1) Salaries
- 2) Fringe benefits
- 3) Professional fees and services
- 4) Supplies
- 5) In-state and out-of-state travel
- 6) Other operating expenses

Leadership Grant funds are allocated for two years and funds support two competitive grant programs:

- 1) General Perkins State Leadership Grant Program supporting projects awarded under three competition categories:
 - a. Advancing *Building a Talent Strong Texas* through Postsecondary Credentials of Value
 - b. Field-Based Innovation, including the Nontraditional Grant
 - c. Funding for one-year continuation of existing Perkins Leadership Grants
- 2) Carl D. Perkins Excellence in Access and Opportunity Program addressing the Perkins V emphasis on the success of career and technical education students who belong to Perkins V's nine special populations categories:
 - a. Individuals with disabilities;
 - b. Individuals from economically disadvantaged families, including low-income youth and adults;
 - c. Individuals preparing for non-traditional fields
 - d. Single parents, including single pregnant women
 - e. Out-of-workforce individuals
 - f. English learners
 - g. Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11434a)
 - h. Youth who are in, or have aged out of, the foster care system
 - i. Youth with a parent who:
 - i. is a member of the armed forces (as such term is defined in Section 101(a)(4) of Title 10, United States Code); and
 - ii. is on active duty (as such term is defined in Section 101(d)(1) of such title)

Committee on Academic and Workforce Success

AGENDA ITEM V-G (1)

Consideration and possible action to approve the request from Tarleton State University for a Doctor of Occupational Therapy in Occupational Therapy

RECOMMENDATION: Approval

Program Summary:

Tarleton State University (TaSU) is seeking approval to offer a Doctor of Occupational Therapy (OTD) degree program in Occupational Therapy that would require 86 semester credit hours (SCH) for students entering with either a bachelor's or master's degree. The proposed face-to-face program on the Stephenville campus would provide professional training to develop entry level occupational therapists with an understanding of the occupational needs of clients, groups and populations in various contexts and communities.

Program Demand & Student Support

Estimated average annual <i>per student</i> costs*	Resident: \$16,468 Non-resident: \$28,508
Estimated average annual <i>per student</i> institutional financial support**	N/A
Projected state post-graduation first year annual earnings	\$86,674
Number of existing Texas doctoral programs in related fields	8
Minimum SCH required for completion	86 SCH beyond bachelor's

*Student costs assume full-time enrollment and include tuition, fees, course supplies and other annual expenses identified by the institution. Variable costs such as housing are not included.

**Includes total annual financial support made available by the institution (scholarships, teaching assistantships, research assistantships, etc.) divided by the annual number of enrollments projected. This does not include federal and state financial aid.

Similar Programs

Program Title & Designation	University	Region
Doctor of Occupational Therapy, OTD	Abilene Christian University	Northwest
Doctor of Occupational Therapy, OTD	Baylor University	Central Texas
Doctor of Occupational Therapy, OTD	Texas Tech University Health Sciences Center	High Plains

Doctor of Occupational Therapy, OTD	Texas Woman's University	Metroplex
Doctor of Occupational Therapy, OTD	The University of Texas at El Paso	Upper Rio Grande
Doctor of Occupational Therapy, OTD	The University of Texas Health Science Center at San Antonio	South Texas
Doctor of Occupational Therapy, OTD	The University of Texas Medical Branch at Galveston	Gulf Coast
Doctor of Occupational Therapy, OTD	The University of Texas Rio Grande Valley	South Texas

Labor Market Demand

The Bureau of Labor Statistics (BLS) predicts the national demand from 2022-2032 to grow 12 percent for occupational therapists, much faster than the average for all occupations. The median annual wage for occupational therapists was \$93,180 in May 2022, when the lowest 10 percent earned less than \$63,320, and the highest 10 percent earned more than \$123,870 (BLS, 2023). In May 2022, Texas was ranked as the 2nd highest employer of occupational therapists, with an average annual mean salary of \$96,900 (BLS, 2023).

Similarly, the Texas Workforce Commission (TWC) anticipates the state demand from 2020-2030 for occupational therapists to grow 24 percent.

Academic Quality/Site Visit Summary

External reviewers conducted a virtual site visit on February 5, 2024. They recognized that “the tuition for the OTD program at Asu will be one of the lowest in the state,” and “a sufficiently large pool of dedicated associated faculty who can provide additional support for student capstone projects.” The institution responded to the site visit report recommendations, including recruiting qualified faculty within the proposed timeframe and enrolling enough students to meet enrollment projections.

Projected 5-Year Enrollments, Costs, and Funding

Tas would begin the proposed program in summer 2025 with six core faculty dedicating 6 FTE. In accordance with the institution’s proposed hiring schedule, Asu plans to hire three additional core faculty within the first year of the proposed program, for a total of 9 headcount (9 FTE).

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Projected Cumulative Headcount	34	70	106	108	108	426
Estimated Total Costs	\$1,618,240	\$1,347,840	\$1,353,600	\$1,347,730	\$1,347,730	\$7,015,140

Estimated Total Funding	\$931,880	\$1,311,919	\$1,607,505	\$3,224,377	\$3,224,377	\$10,300,058
Net Funding	\$-686,360	\$-35,921	\$253,905	\$1,876,647	\$1,876,647	\$3,284,918

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers

TARLETON STATE UNIVERSITY

Location: Stephenville, Metroplex Region

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

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

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

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[Accountability System](#)

[Definitions](#)

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Enrollment						
Race/Ethnicity	Fall 2017		Fall 2021		Fall 2022	
	Number	Percent	Number	Percent	Number	Percent
White	8,615	66.2%	8,875	63.4%	8,820	62.6%
Hispanic	2,435	18.7%	3,030	21.7%	3,144	22.3%
African American	1,286	9.9%	1,350	9.6%	1,264	9.0%
Asian	183	1.4%	173	1.2%	176	1.2%
International	51	.4%	86	.6%	103	.7%
Other & Unknown	449	3.4%	481	3.4%	586	4.2%
Total	13,019	100.0%	13,995	100.0%	14,093	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	1,196	10.8%	1,058	9.1%	1,053	8.9%
Two-Year Institutions	Number	% of UG	Number	% of UG	Number	% of UG
	183	1.6%	260	2.2%	216	1.8%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2018	\$8,417	.0%	\$9,079	.0%
2019	\$8,692	3.3%	\$9,474	4.4%
2020	\$8,956	3.0%	\$9,759	3.0%
2021	\$9,529	6.4%	\$9,997	2.4%
2022	\$9,728	2.1%	\$10,144	1.5%
2023	\$10,294	5.8%	\$10,238	.9%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2020	53%	\$9,352	55%	\$6,640	46%	\$6,711
2021	52%	\$9,115	50%	\$6,643	42%	\$6,628
Federal, State, Institutional or Other Grants Known by Institutions						
2020	66%	\$6,892	74%	\$8,093	73%	\$7,937
2021	72%	\$7,676	79%	\$8,400	79%	\$8,077
Federal (Pell) Grants						
2020	39%	\$5,313	51%	\$4,701	35%	\$4,666
2021	39%	\$5,603	48%	\$5,031	33%	\$4,772

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
		Enter Fall 2016	Enter Fall 2020	Enter Fall 2021	Cohort	Rate
Cohort		2,043	2,177	2,011	Fall 2013 4-year	33.3%
Total		83.8%	81.7%	81.5%	Fall 2017 4-year	31.5%
Same		67.2%	69.6%	70.4%	Fall 2018 4-year	31.7%
Other		16.7%	12.1%	11.1%	Fall 2012 5-year	49.1%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates						
		Enter Fall 2015	Enter Fall 2019	Enter Fall 2020	Fall 2011 6-year	Rate
Institution Persistence					Fall 2015 6-year	53.8%
Cohort		1,830	1,981	2,172	Fall 2016 6-year	59.5%
Total		77.9%	72.4%	71.9%		54.0%
Same		57.7%	57.5%	57.6%		53.4%
Other		20.2%	14.9%	14.3%		
Peer Group Persistence				National Comparison (IPEDS Definition)		
Cohort		1,587	1,587	1,527		
Total		75.0%	72.5%	69.5%	Cohort	OOS Peers
Same		57.8%	59.7%	56.8%	Rate	Rate
Other		17.1%	12.7%	12.6%	Fall 2012 4-year	24.0%
					Fall 2016 4-year	30.0%
					Fall 2017 4-year	30.0%
					Fall 2011 5-year	39.0%
					Fall 2015 5-year	42.0%
					Fall 2016 5-year	44.0%
					Fall 2010 6-year	43.0%
					Fall 2014 6-year	46.0%
					Fall 2015 6-year	49.0%

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 2018	1,806	10.40	134.00	1,239	10.26	138.33
FY 2021	1,854	9.60	133.00	1,365	9.56	134.50
FY 2022	1,909	9.60	131.00	1,320	9.43	133.00

Six-year Graduation & Persistence Rate, Fall 2016		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	668	51.0%
Peer Group	653	47.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	1,375	69.2%
Peer Group	1,023	70.7%

*Peer Group data is average for peer group.

Funding						
Source	FY 2017 Amount	Pct of Total	FY 2021 Amount	Pct of Total	FY 2022 Amount	Pct of Total
Appropriated Funds	\$63,527,452	37.9%	\$62,943,792	27.6%	\$70,311,764	28.7%
Federal Funds	\$27,694,434	16.5%	\$57,260,009	25.1%	\$60,066,973	24.5%
Tuition & Fees	\$62,071,538	37.1%	\$83,273,755	36.5%	\$88,655,391	36.2%
Institution	\$14,155,997	8.5%	\$24,545,541	10.8%	\$25,746,562	10.5%
Total Revenue	\$167,449,421	100.0%	\$228,023,097	100.0%	\$244,780,690	100.0%

Online Resume for Prospective Students, Parents and the Public

TARLETON STATE UNIVERSITY

Location: Stephenville, Metroplex Region

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

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

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

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Enrollment		
Race/Ethnicity	Fall 2022	
	Number	Percent
White	8,820	62.6%
Hispanic	3,144	22.3%
African American	1,264	9.0%
Asian	176	1.2%
International	103	.7%
Other & Unknown	586	4.2%
Total	14,093	100.0%
TX First Time Transfers		
Number	% of UG	
Two-Year Institutions	1,053	8.9%
Other Institutions	216	1.8%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		Rate
	Fall		
4-year Rate Total	2018		38.4%
Same Institution			32.9%
Other Institutions			5.5%
5-year Rate Total	2017		55.5%
Same Institution			47.0%
Other Institutions			8.4%
6-year Rate Total	2016		56.7%
Same Institution			45.8%
Other Institutions			10.9%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2021	
Total	81.5%
Same	70.4%
Other	11.1%

2-Year Persistence, Fall 2020	
Total	71.9%
Same	57.6%
Other	14.3%

Avg Number SCH for Bachelor's Degree		
FY 2022 Average		
Sem	SCH	
All	9.60	131.00

Degrees Awarded	
Type	FY 2022
Bachelor's	2,713
Master's	812
Doctoral	38
Professional	0
Total	3,563

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2022 Rate
Law	%
Pharmacy	%
Nursing	94.1%
Engineering	%

*Data for FY 2021

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2022		
Test Section	ACT	SAT
Composite		
Math	https://nces.ed.gov/	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2022			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	4,512	78.5%	45.5%
African American	954	70.2%	17.6%
Hispanic	2,825	75.0%	25.3%
Asian	129	76.0%	24.5%
International	48	64.6%	51.6%
Other	512	77.0%	35.3%
Total	8,980	76.4%	35.7%

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2023
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	
2018	\$8,417	.0%	\$9,211	.0%	Type of Cost
2019	\$8,692	3.2%	\$9,631	4.4%	
2020	\$8,956	2.9%	\$9,920	2.9%	Total Academic Cost
2021	\$9,529	6.0%	\$10,091	1.7%	On-campus Room & Board
2022	\$9,728	2.0%	\$10,227	1.3%	Books & Supplies
2023	\$10,294	5.5%	\$10,227	.0%	Off-Campus Transportation & Personal Expenses
					Total Cost
					\$25,613

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

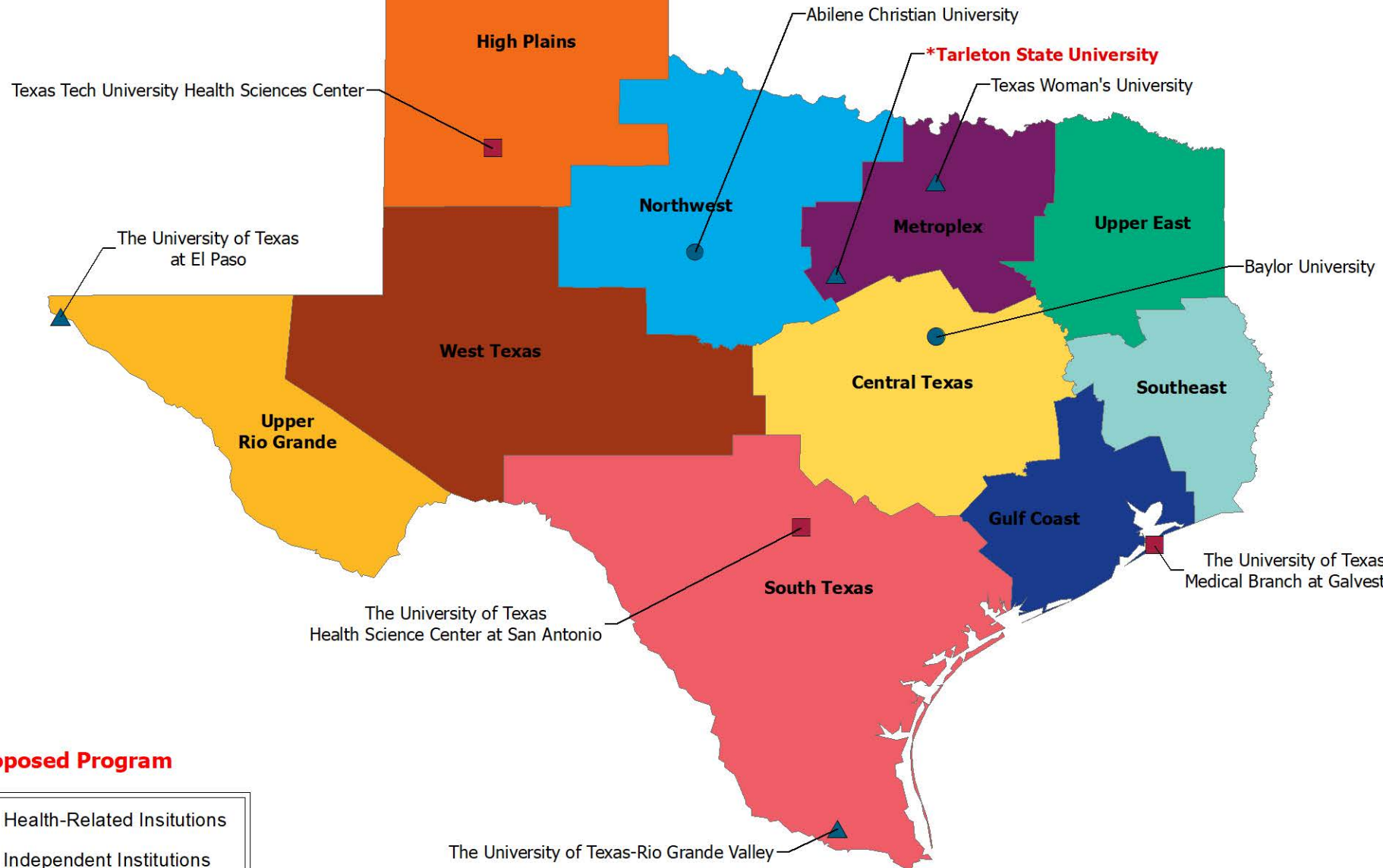
Instruction		
Measure of Excellence	Fall 2022	
Undergraduate Classes with < 20 Students	34.5%	
Undergraduate Classes with > 50 Students	7.0%	
% of Teaching Faculty Tenured/Tenure-track *	52.4%	
Student/Faculty Ratio *	24:1	

* Fall 2021 Data

Financial Aid		
Enrolled in FY 2021		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	72%	\$7,676
Federal (Pell) Grants	39%	\$5,603
Federal Student Loans	52%	\$9,115

Funding		
Source	FY 2022 Amount	Pct of Total
Appropriated Funds	\$70,311,764	28.7%
Federal Funds	\$60,066,973	24.5%
Tuition & Fees	\$88,655,391	36.2%
Institution	\$25,746,562	10.5%
Total Revenue	\$244,780,690	100.0%

Proposal for a Doctor of Occupational Therapy (OTD) degree in Occupational Therapy



* Proposed Program

- Health-Related Institutions
- Independent Institutions
- ▲ Public Universities

Committee on Academic and Workforce Success

AGENDA ITEM V-G (2)

Consideration and possible action to approve the request from Texas State University for a Doctor of Philosophy in Civil Engineering

RECOMMENDATION: Approval

Program Summary:

Texas State University (TXST) is seeking approval to offer a Doctor of Philosophy (PhD) degree program in Civil Engineering that would begin in fall 2024. The proposed program would be offered face to face on the San Marcos campus. The proposed program would require 54 SCHs for students entering with a master's degree and 78 SCHs for students entering with a bachelor's degree. The proposed program would incorporate components aimed at training students for research-oriented professions in both industry and academia, encompassing traditional civil engineering pathways.

Program Demand & Student Support

Estimated average annual <i>per student</i> costs*	Resident: \$39,103 Non-resident: \$71,863
Estimated average annual <i>per student</i> institutional financial support**	\$ 25,109
Projected state post-graduation first year annual earnings	\$94,000
Number of existing Texas doctoral programs in related fields	9
Minimum SCHs required for completion	78 beyond bachelor's 54 beyond master's

*Student costs assume full-time enrollment and include tuition, fees, course supplies and other annual expenses identified by the institution. Variable costs such as housing are not included.

**Includes total annual financial support made available by the institution (scholarships, teaching assistantships, research assistantships, etc.) divided by the annual number of enrollments projected. This does not include federal and state financial aid.

Similar Programs

Program Title & Designation	University	Region
Doctor of Philosophy (PhD) in Civil Engineering	Rice University	Gulf Coast
Doctor of Philosophy (PhD) in Civil Engineering	Southern Methodist University	Metroplex
Doctor of Philosophy (PhD) in Civil Engineering	Texas A&M University	Central Texas

Doctor of Philosophy (PhD) in Civil Engineering	Texas Tech University	High Plains
Doctor of Philosophy (PhD) in Civil Engineering	The University of Texas at Arlington	Metroplex
Doctor of Philosophy (PhD) in Civil Engineering	The University of Texas at Austin	Central Texas
Doctor of Philosophy (PhD) in Civil Engineering	The University of Texas at El Paso	Upper Rio Grande
Doctor of Philosophy (PhD) in Civil Engineering	The University of Texas at San Antonio	South Texas
Doctor of Philosophy (PhD) in Civil Engineering	University of Houston	Gulf Coast

Labor Market Demand

The Bureau of Labor Statistics (BLS) predicts the national demand from 2022-2032 to grow 5% for civil engineers, faster than the average for all occupations. The median annual wage for civil engineers was \$89,940 in May 2022, when the lowest 10% earned less than \$61,040, and the highest 10% earned more than \$138,690 (BLS, 2024). In May 2022, Texas was ranked as the 2nd-highest employer of civil engineers, with an average annual mean salary of \$93,970 (BLS, 2024).

Similarly, the Texas Workforce Commission anticipates the state demand from 2020-2030 for civil engineers to grow 22%.

Academic Quality/Site Visit Summary

External reviewers conducted a virtual site visit on February 20, 2024. They highlighted the success of the fact that “the university is well-positioned to nurture a thriving research ecosystem conducive to the proposed PhD program's objectives” and that “student feedback underscores the positive atmosphere within the CE Department and the School of Engineering, with students expressing satisfaction with job placement services and the overall academic experience.” The reviewers offered “recommendations for enhancing collaboration, growing the number of faculty and demographic representation, and expanding the curriculum to meet evolving industry demands are essential for the program's long-term success.” TXST responded to the site visit recommendation with specific implementation plans.

Projected 5-Year Enrollments, Costs, and Funding

TXST would begin the proposed program in fall 2024 with six core faculty dedicating 3 FTEs. In accordance with the institution’s proposed hiring schedule, TXST plans to hire two additional core faculty within the first five years of the proposed program, for a total of eight headcount (4 FTEs).

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Projected Cumulative Headcount	8	16	24	31	36	115
Estimated Total Costs	\$790,536	\$1,490,810	\$1,241,336	\$1,285,202	\$822,960	\$5,630,844
Estimated Total Funding	\$790,536	\$1,490,810	\$1,241,336	\$1,285,202	\$822,960	\$5,630,844
Net Funding	\$0	\$0	\$0	\$0	\$0	\$0

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions

Online Resume for Legislators and Other Policymakers

TEXAS STATE UNIVERSITY

Location: San Marcos, Central Region

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

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

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

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[Accountability System](#)

[Definitions](#)

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Enrollment						
Race/Ethnicity	Fall 2017		Fall 2021		Fall 2022	
	Number	Percent	Number	Percent	Number	Percent
White	18,090	46.8%	15,887	42.0%	15,452	40.5%
Hispanic	13,885	35.9%	15,041	39.7%	15,466	40.5%
African American	4,267	11.0%	4,217	11.1%	4,147	10.9%
Asian	957	2.5%	1,048	2.8%	1,040	2.7%
International	527	1.4%	554	1.5%	718	1.9%
Other & Unknown	940	2.4%	1,117	3.0%	1,348	3.5%
Total	38,666	100.0%	37,864	100.0%	38,171	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	2,524	7.4%	2,126	6.4%	1,758	5.2%
Two-Year Institutions	716	2.1%	628	1.9%	584	1.7%
Other Institutions						

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2018	\$10,620	.0%	\$10,443	.0%
2019	\$10,920	2.8%	\$10,712	2.6%
2020	\$11,240	2.9%	\$11,011	2.8%
2021	\$11,540	2.7%	\$11,455	4.0%
2022	\$11,860	2.8%	\$11,762	2.7%
2023	\$11,860	.0%	\$11,793	.3%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2020	49%	\$6,373	41%	\$6,704	39%	\$6,473
2021	47%	\$6,386	38%	\$6,753	37%	\$6,573
Federal, State, Institutional or Other Grants Known by Institutions						
2020	54%	\$7,757	66%	\$8,028	73%	\$7,171
2021	54%	\$7,722	65%	\$8,509	76%	\$7,403
Federal (Pell) Grants						
2020	36%	\$4,758	38%	\$4,753	29%	\$4,602
2021	36%	\$4,815	36%	\$4,726	29%	\$4,653

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates		
		Enter Fall 2016	Enter Fall 2020	Enter Fall 2021	Cohort	Institution Rate	Peer Group Rate
Cohort		5,573	5,431	6,196	Fall 2013 4-year	32.3%	34.4%
Total		89.1%	84.8%	87.3%	Fall 2017 4-year	40.5%	43.2%
Same		77.7%	76.7%	79.6%	Fall 2018 4-year	36.8%	42.9%
Other		11.4%	8.0%	7.7%	Fall 2012 5-year	56.1%	54.6%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2016 5-year	59.6%	60.5%
		Enter Fall 2015	Enter Fall 2019	Enter Fall 2020	Fall 2017 5-year	59.5%	60.7%
Institution Persistence					Fall 2011 6-year	62.8%	60.8%
Cohort		5,529	6,092	5,402	Fall 2015 6-year	66.2%	66.7%
Total		82.5%	78.7%	77.3%	Fall 2016 6-year	65.8%	66.6%
Same		67.6%	64.9%	65.5%	National Comparison (IPEDS Definition)		
Other		14.9%	13.8%	11.8%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2012 4-year	27.0%	30.4%
Cohort		4,012	4,707	4,460	Fall 2016 4-year	31.0%	39.4%
Total		82.5%	81.6%	79.9%	Fall 2017 4-year	33.0%	41.0%
Same		67.8%	70.6%	68.6%	Fall 2011 5-year	48.0%	50.8%
Other		14.7%	10.9%	11.2%	Fall 2015 5-year	50.0%	58.4%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2016 5-year	52.0%	59.6%
					Fall 2010 6-year	54.0%	57.0%
					Fall 2014 6-year	55.0%	63.0%
					Fall 2015 6-year	56.0%	64.2%
Institution	Sem	SCH	Peer Group Average	Sem	SCH		
Grade			Grade				

Six-year Graduation & Persistence Rate, Fall 2016		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	867	60.2%
Peer Group	495	56.8%
<i>For Students NOT Needing Dev Ed</i>		
Institution	4,706	75.4%
Peer Group	3,544	76.4%

*Peer Group data is average for peer group.

Funding						
Source	FY 2017 Amount	Pct of Total	FY 2021 Amount	Pct of Total	FY 2022 Amount	Pct of Total
Appropriated Funds	\$202,892,939	36.3%	\$206,842,810	32.3%	\$230,286,757	30.4%
Federal Funds	\$87,663,369	15.7%	\$142,660,412	22.3%	\$231,291,371	30.5%
Tuition & Fees	\$233,494,375	41.8%	\$242,535,976	37.9%	\$245,955,484	32.5%
Institution	\$35,049,371	6.3%	\$47,790,018	7.5%	\$50,189,208	6.6%
Total Revenue	\$559,100,054	100.0%	\$639,829,216	100.0%	\$757,722,820	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS STATE UNIVERSITY

Location: San Marcos, Central Region

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

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

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

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Enrollment		
Race/Ethnicity	Fall 2022	
	Number	Percent
White	15,452	40.5%
Hispanic	15,466	40.5%
African American	4,147	10.9%
Asian	1,040	2.7%
International	718	1.9%
Other & Unknown	1,348	3.5%
Total	38,171	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,758	5.2%
Other Institutions	584	1.7%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		Rate
	Fall		
4-year Rate Total	2018		36.8%
Same Institution			33.4%
Other Institutions			3.4%
5-year Rate Total	2017		59.5%
Same Institution			52.2%
Other Institutions			7.2%
6-year Rate Total	2016		65.8%
Same Institution			55.6%
Other Institutions			10.2%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2021	
Total	87.3%
Same	79.6%
Other	7.7%

2-Year Persistence, Fall 2020	
Total	77.3%
Same	65.5%
Other	11.8%

Avg Number SCH for Bachelor's Degree	
FY 2022 Average	
Sem	SCH
All	9.40 129.00

Degrees Awarded	
Type	FY 2022
Bachelor's	7,088
Master's	1,391
Doctoral	49
Professional	40
Total	8,568

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
FY 2022	
Field	Rate
Law	%
Pharmacy	%
Nursing	100.0%
Engineering	57.5%

*Data for FY 2021

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2022		
Test Section	ACT	SAT
Composite		
Math		
English		
Critical Reading		

<https://nces.ed.gov/>

Application for First-time Undergraduate Admission			
Fall 2022			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	8,721	92.1%	35.6%
African American	3,680	84.8%	29.7%
Hispanic	13,878	89.4%	26.9%
Asian	1,072	92.4%	21.0%
International	561	87.3%	6.1%
Other	866	90.9%	30.1%
Total	28,778	89.7%	29.4%

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2023
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	
2018	\$10,620	.0%	\$10,417	.0%	Type of Cost
2019	\$10,920	2.7%	\$10,682	2.5%	
2020	\$11,240	2.8%	\$10,979	2.7%	Total Academic Cost
2021	\$11,540	2.6%	\$11,443	4.1%	On-campus Room & Board
2022	\$11,860	2.7%	\$11,748	2.6%	Books & Supplies
2023	\$11,860	.0%	\$11,783	.3%	Off-Campus Transportation & Personal Expenses
					Total Cost

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

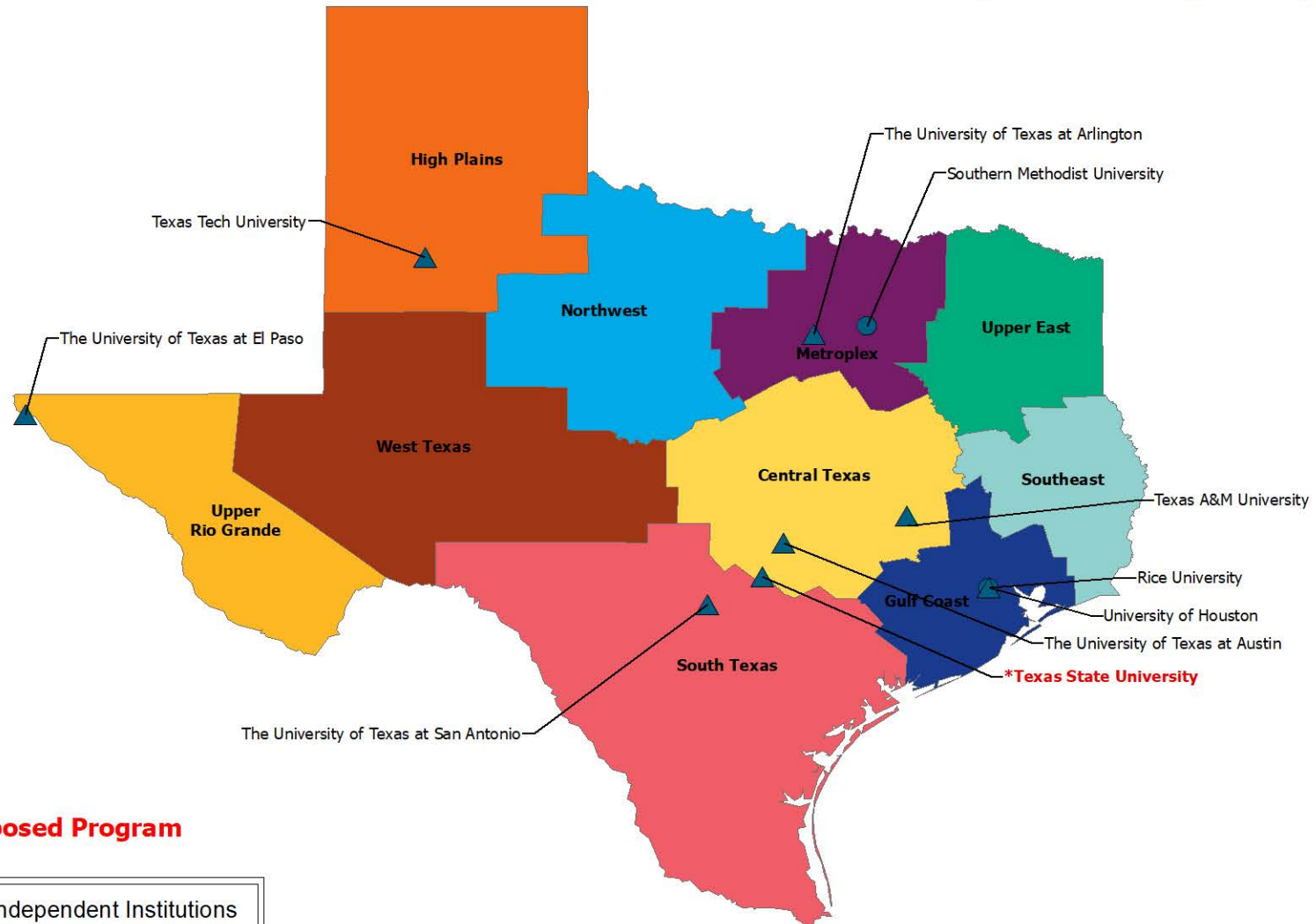
Instruction		
Measure of Excellence	Fall 2022	
Undergraduate Classes with < 20 Students		32.2%
Undergraduate Classes with > 50 Students		12.0%
% of Teaching Faculty Tenured/Tenure-track *		43.6%
Student/Faculty Ratio *		26:1

Financial Aid		
Enrolled in FY 2021		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	54%	\$7,722
Federal (Pell) Grants	36%	\$4,815
Federal Student Loans	47%	\$6,386

Funding		
Source	FY 2022 Amount	Pct of Total
Appropriated Funds	\$230,286,757	30.4%
Federal Funds	\$231,291,371	30.5%
Tuition & Fees	\$245,955,484	32.5%
Institution	\$50,189,208	6.6%
Total Revenue	\$757,722,820	100.0%

* Fall 2021 Data

Proposal for a Doctor of Philosophy (PhD) degree in Civil Engineering



*** Proposed Program**

- Independent Institutions
- ▲ Public Universities

Committee on Academic and Workforce Success

AGENDA ITEM V-G (3)

Consideration and possible action to approve the request from Texas State University for a Doctor of Philosophy in Integrated Molecular and Biophysical Chemistry

RECOMMENDATION: Approval, beginning fall of 2024

Program Summary:

Texas State University (Texas State) is seeking approval to offer a Doctor of Philosophy (PhD) degree program in Integrated Molecular and Biophysical Chemistry (26.0210) that would begin in fall 2024. The proposed program would be offered in person to students in San Marcos, and would train PhD-level biochemists, biophysicists, and chemists for the growing biomedical and life science industry in Texas and the nation. This PhD program will be focused on the chemistry and biochemistry of natural systems.

The unique features of the proposed program include: the interdisciplinary training of students through coursework that integrates biochemistry, biophysics, organic synthesis, medicinal chemistry, cell biology, biological chemistry, and molecular genetics; a focus on training students to enter the workforce in industry coupled with a foundation in business fundamentals, leadership, and innovation training both in the classroom and through business boot camps; and a prominent location in the rapidly growing Austin-San Antonio biotechnology business corridor. The proposed program would be unique in Texas for its emphasis on commercialization and industrial collaboration, and thus would be positioned to support and enhance the growing role of biomedical research and development in Texas and the nation.

Program Demand & Student Support

Estimated average annual <i>per student</i> costs*	Resident: \$9,740 Non-resident: \$17,300
Estimated average annual <i>per student</i> institutional financial support**	\$35,000
Projected state post-graduation first year annual earnings	\$60,000
Number of existing Texas doctoral programs in related fields	2
Minimum SCHs required for completion	51 SCHs beyond master's 72 SCHs beyond bachelor's

*Student costs assume full-time enrollment and include tuition, fees, course supplies, and other annual expenses identified by the institution. Variable costs such as housing are not included.

**Includes total annual financial support made available by the institution (scholarships, teaching assistantships, research assistantships, etc.) divided by the annual number of enrollments projected. This does not include federal and state financial aid.

Similar Programs

Program Title & Designation	University	Region
Biochemistry and Molecular Biology PhD	University of North Texas	Metroplex
Biochemistry and Molecular Biology PhD	UT Medical Branch Galveston	Gulf Coast

Labor Market Demand

The Bureau of Labor Statistics projects that nationally, between 2021 and 2031, there will be on average about 4,000 new jobs for biochemists and biophysicists, a 15% increase, which is much higher than the average rate of growth for all occupations.

Similar to national trends, the Texas Workforce Commission (TWC) projects 20% growth in the number of biochemistry and biophysics positions in Texas from 2020-2030, which is well above the average growth in all positions, with 162 annual openings available. Both nationally and in Texas, there is high demand for biochemists and biophysicists, especially to support the growing needs of the life science industry.

There are two existing Biochemistry and Molecular Biology doctoral programs at Texas public institutions under the CIP code of 26.0210: one at University of North Texas and one at The University of Texas Medical Branch-Galveston. Together, these two programs graduate on average (2018-2022 data) 12 PhD students a year combined, far less than the 162 annual openings projected by TWC data.

Academic Quality/Site Visit Summary

External reviewers assessed the program on March 27, 2024, and found the proposed program will support a critical regional and national need for PhD programs that feed into the rapidly expanding biotechnology and related industry sectors. The unique aspect of this proposed program is the focus on industry and business development to meet projected needs in those sectors both regionally and nationally. The reviewers recommended the institution increase the amount and number of graduate assistantships to attract and retain high-quality students into the program.

Projected 5-Year Enrollments, Costs, and Funding

In accordance with the institution's proposed hiring schedule, Texas State will hire one new tenure-track faculty member in Year 2, an administrative assistant in Year 1, and a senior lab services technician in Year 3 for the program.

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Projected Cumulative Headcount	6	13	20	28	35	102
Estimated Total Costs	\$170,709	\$1,257,635	\$590,788	\$650,751	\$675,821 -	\$3,345,703 -
Estimated Total Funding	\$170,709	\$1,257,635 -	\$590,788	\$650,751	\$675,821 -	\$3,345,703
Net Funding	\$0	\$0	\$ 0	\$0	\$0	\$0

Elizabeth Mayer, Assistant Commissioner for Academic and Health affairs will present this item and be available for questions.

Online Resume for Legislators and Other Policymakers

TEXAS STATE UNIVERSITY

Location: San Marcos, Central Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2017		Fall 2021		Fall 2022	
	Number	Percent	Number	Percent	Number	Percent
White	18,090	46.8%	15,887	42.0%	15,452	40.5%
Hispanic	13,885	35.9%	15,041	39.7%	15,466	40.5%
African American	4,267	11.0%	4,217	11.1%	4,147	10.9%
Asian	957	2.5%	1,048	2.8%	1,040	2.7%
International	527	1.4%	554	1.5%	718	1.9%
Other & Unknown	940	2.4%	1,117	3.0%	1,348	3.5%
Total	38,666	100.0%	37,864	100.0%	38,171	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	2,524	7.4%	2,126	6.4%	1,758	5.2%
Two-Year Institutions	Number	% of UG	Number	% of UG	Number	% of UG
	716	2.1%	628	1.9%	584	1.7%

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
2018	\$10,620	.0%	\$10,443	.0%
2019	\$10,920	2.8%	\$10,712	2.6%
2020	\$11,240	2.9%	\$11,011	2.8%
2021	\$11,540	2.7%	\$11,455	4.0%
2022	\$11,860	2.8%	\$11,762	2.7%
2023	\$11,860	.0%	\$11,793	.3%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2020	49%	\$6,373	41%	\$6,704	39%	\$6,473
2021	47%	\$6,386	38%	\$6,753	37%	\$6,573
Federal, State, Institutional or Other Grants Known by Institutions						
2020	54%	\$7,757	66%	\$8,028	73%	\$7,171
2021	54%	\$7,722	65%	\$8,509	76%	\$7,403
Federal (Pell) Grants						
2020	36%	\$4,758	38%	\$4,753	29%	\$4,602
2021	36%	\$4,815	36%	\$4,726	29%	\$4,653

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates		
		Enter Fall 2016	Enter Fall 2020	Enter Fall 2021	Cohort	Institution Rate	Peer Group Rate
Cohort		5,573	5,431	6,196	Fall 2013 4-year	32.3%	34.4%
Total		89.1%	84.8%	87.3%	Fall 2017 4-year	40.5%	43.2%
Same		77.7%	76.7%	79.6%	Fall 2018 4-year	36.8%	42.9%
Other		11.4%	8.0%	7.7%	Fall 2012 5-year	56.1%	54.6%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2016 5-year	59.6%	60.5%
		Enter Fall 2015	Enter Fall 2019	Enter Fall 2020	Fall 2017 5-year	59.5%	60.7%
Institution Persistence					Fall 2011 6-year	62.8%	60.8%
Cohort		5,529	6,092	5,402	Fall 2015 6-year	66.2%	66.7%
Total		82.5%	78.7%	77.3%	Fall 2016 6-year	65.8%	66.6%
Same		67.6%	64.9%	65.5%	National Comparison (IPEDS Definition)		
Other		14.9%	13.8%	11.8%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2012 4-year	27.0%	30.4%
Cohort		4,012	4,707	4,460	Fall 2016 4-year	31.0%	39.4%
Total		82.5%	81.6%	79.9%	Fall 2017 4-year	33.0%	41.0%
Same		67.8%	70.6%	68.6%	Fall 2011 5-year	48.0%	50.8%
Other		14.7%	10.9%	11.2%	Fall 2015 5-year	50.0%	58.4%
					Fall 2016 5-year	52.0%	59.6%
					Fall 2010 6-year	54.0%	57.0%
					Fall 2014 6-year	55.0%	63.0%
					Fall 2015 6-year	56.0%	64.2%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree							
Institution	Peer Group Average						
Grade	Sem	SCH	Grade	Sem	SCH		

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2018	5,454	10.00	134.00	4,194	10.62	138.12
FY 2021	5,701	9.60	130.00	4,850	9.82	134.25
FY 2022	5,460	9.40	129.00	4,700	9.62	132.25

Six-year Graduation & Persistence Rate, Fall 2016		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	867	60.2%
Peer Group	495	56.8%
<i>For Students NOT Needing Dev Ed</i>		
Institution	4,706	75.4%
Peer Group	3,544	76.4%

*Peer Group data is average for peer group.

Funding						
Source	FY 2017 Amount	Pct of Total	FY 2021 Amount	Pct of Total	FY 2022 Amount	Pct of Total
Appropriated Funds	\$202,892,939	36.3%	\$206,842,810	32.3%	\$230,286,757	30.4%
Federal Funds	\$87,663,369	15.7%	\$142,660,412	22.3%	\$231,291,371	30.5%
Tuition & Fees	\$233,494,375	41.8%	\$242,535,976	37.9%	\$245,955,484	32.5%
Institution	\$35,049,371	6.3%	\$47,790,018	7.5%	\$50,189,208	6.6%
Total Revenue	\$559,100,054	100.0%	\$639,829,216	100.0%	\$757,722,820	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS STATE UNIVERSITY

Location: San Marcos, Central Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2022	
	Number	Percent
White	15,452	40.5%
Hispanic	15,466	40.5%
African American	4,147	10.9%
Asian	1,040	2.7%
International	718	1.9%
Other & Unknown	1,348	3.5%
Total	38,171	100.0%
TX First Time Transfers		
Number	% of UG	
Two-Year Institutions	1,758	5.2%
Other Institutions	584	1.7%

Baccalaureate Success				
Graduation Rate of First-time, Full-time Degree-seeking Students			1-Year Persistence, Fall 2021	
Entering		Rate	Total	87.3%
Measure	Fall		Same	79.6%
4-year Rate Total	2018	36.8%	Other	7.7%
Same Institution		33.4%	2-Year Persistence, Fall 2020	
Other Institutions		3.4%	Total	77.3%
5-year Rate Total	2017	59.5%	Same	65.5%
Same Institution		52.2%	Other	11.8%
Other Institutions		7.2%		
6-year Rate Total	2016	65.8%		
Same Institution		55.6%		
Other Institutions		10.2%		
Grad Rates by Ethnicity				
			Avg Number SCH for Bachelor's Degree	
			FY 2022 Average	
			Sem	SCH
			All	9.40 129.00

Degrees Awarded	
Type	FY 2022
Bachelor's	7,088
Master's	1,391
Doctoral	49
Professional	40
Total	8,568

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
FY 2022	
Field	Rate
Law	%
Pharmacy	%
Nursing	100.0%
Engineering	57.5%

*Data for FY 2021

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2022		
Test Section	ACT	SAT
Composite	https://nces.ed.gov/	
Math		
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2022			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	8,721	92.1%	35.6%
African American	3,680	84.8%	29.7%
Hispanic	13,878	89.4%	26.9%
Asian	1,072	92.4%	21.0%
International	561	87.3%	6.1%
Other	866	90.9%	30.1%
Total	28,778	89.7%	29.4%

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2023
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	
2018	\$10,620	.0%	\$10,417	.0%	Type of Cost
2019	\$10,920	2.7%	\$10,682	2.5%	
2020	\$11,240	2.8%	\$10,979	2.7%	Total Academic Cost
2021	\$11,540	2.6%	\$11,443	4.1%	On-campus Room & Board
2022	\$11,860	2.7%	\$11,748	2.6%	Books & Supplies
2023	\$11,860	.0%	\$11,783	.3%	Off-Campus Transportation & Personal Expenses
					Total Cost
					\$27,720

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

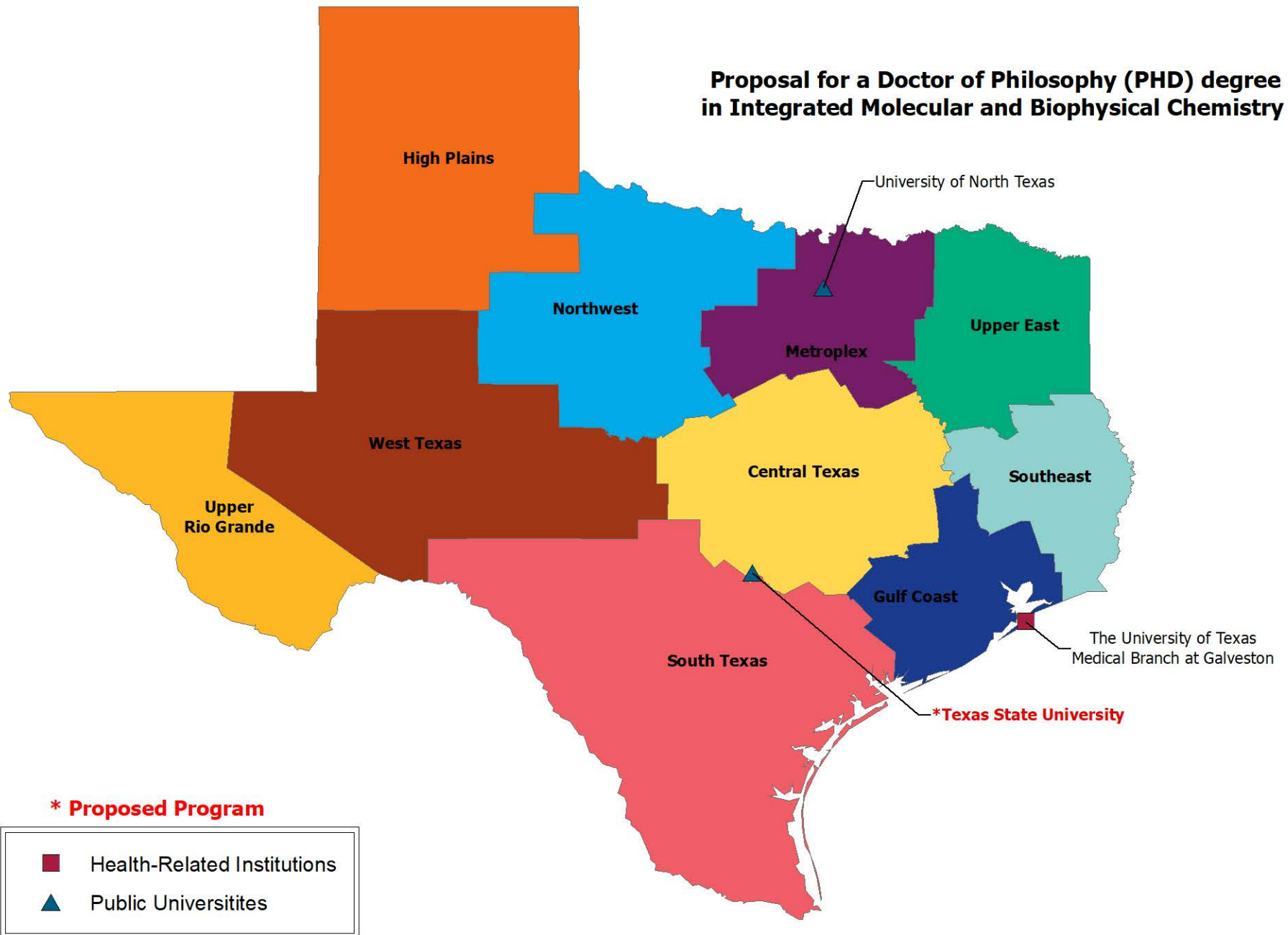
Instruction		
Measure of Excellence	Fall 2022	
Undergraduate Classes with < 20 Students	32.2%	
Undergraduate Classes with > 50 Students	12.0%	
% of Teaching Faculty Tenured/Tenure-track *	43.6%	
Student/Faculty Ratio *	26:1	

* Fall 2021 Data

Financial Aid		
Enrolled in FY 2021		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	54%	\$7,722
Federal (Pell) Grants	36%	\$4,815
Federal Student Loans	47%	\$6,386

Funding		
Source	FY 2022 Amount	Pct of Total
Appropriated Funds	\$230,286,757	30.4%
Federal Funds	\$231,291,371	30.5%
Tuition & Fees	\$245,955,484	32.5%
Institution	\$50,189,208	6.6%
Total Revenue	\$757,722,820	100.0%

Proposal for a Doctor of Philosophy (PHD) degree in Integrated Molecular and Biophysical Chemistry



Committee on Academic and Workforce Success

AGENDA ITEM V-G (4)

Consideration and possible action to approve the request from The University of Texas at San Antonio for a Doctor of Philosophy in Computer Engineering.

RECOMMENDATION: Approval, beginning fall 2024

Program Summary:

The University of Texas at San Antonio (UT-San Antonio) is seeking approval to offer a Doctor of Philosophy (PhD) degree program in Computer Engineering (14.0901.00) that would begin in fall 2024. The proposed program would be offered face-to-face to students in San Antonio. If approved, the program would be the sixth PhD Computer Engineering program in Texas and the first in South Texas. UT-San Antonio intends to provide full financial coverage to its Computer Engineering PhD students. In addition to having their tuition and fees and student health insurance paid by the college, full-time PhD students appointed as graduate teaching assistants will receive an annual salary of \$24,000 per year for Fiscal Year 2024.

Program Demand & Student Support

Estimated average annual <i>per student</i> costs*	Resident: \$9,466 Non-resident: \$18,432
Estimated average annual <i>per student</i> institutional financial support**	100%
Projected state post-graduation first year annual earnings	\$107, 439
Number of existing Texas doctoral programs in related fields	5
Minimum SCHs required for completion	54 SCHs beyond master's 81 SCHs beyond bachelor's

*Student costs assume full-time enrollment and include tuition, fees, course supplies, and other annual expenses identified by the institution. Variable costs such as housing are not included.

**Includes total annual financial support made available by the institution (scholarships, teaching assistantships, research assistantships, etc.) divided by the annual number of enrollments projected. This does not include federal and state financial aid.

Similar Programs

Program Title & Designation	University	Region
PhD in Computer Engineering	TAMU	Central
PhD in Computer Engineering	TAMU	Central
PhD in Computer Engineering	UTA	Metroplex
PhD in Computer Engineering	UTD	Metroplex
PhD in Computer Engineering	UH	Gulf Coast

Labor Market Demand

The Bureau of Labor Statistics (BLS) does not have a category specific to computer engineering; however, BLS data for computer and information research scientists, a field that a PhD Computer Engineering graduate is likely to enter, predicts a 22.7% employment growth from 2022-2032.

According to the Texas Workforce Commission report on Texas Growth Occupations, the proposed program would produce graduates seeking occupations within the Professional, Scientific, and Technical Services industry. When focusing on the demand in Texas, the occupations in this industry are equal to or higher than the national demand. The Texas Workforce Commission projects an average 2.4% increase in professional services employment each year between 2020 to 2030. This equates to an increase of 204,135 jobs, or 26.8% growth over the 10-year period. By 2030, Texas employment for this industry is projected to reach 965,920.

Academic Quality/Site Visit Summary

Feedback from the site visit team indicates that the UTSA team submitted a well-crafted proposal that provides strong supporting evidence for the creation of the proposed degree program. In particular, the proposal and the discussion with the UTSA team demonstrates a clear need for the establishment of this program in response to both local demand as well as national need. As a newly recognized Carnegie R1 University with several active research and education centers and institutes, the need for this program is clear. The program is well defined and supported by the administration, faculty, and graduate students.

Projected 5-Year Enrollments, Costs, and Funding

The UT-San Antonio Electrical and Computer Engineering (ECE) Department has administered the current PhD in Electrical Engineering program since 2002. The proposed Computer Engineering PhD program will further strengthen the existing research ties between UT-San Antonio's mechanical engineering, civil engineering, biomedical engineering, environmental science, and engineering and chemical engineering faculty. The proposed program will allow Computer Engineering doctoral students to interact with their counterparts at other departments within the engineering college, offering them a unique multidisciplinary research experience. The department plans to hire two new core faculty in the disciplines of Hardware Security and AI Accelerator and two support faculty in the disciplines of bioinformatics and robotics. UT-San Antonio does not anticipate any immediate needs for additional support staff. The staff who currently support the PhD in Electrical Engineering program with Computer Engineering concentration will also support the new PhD in Computer Engineering program. Recently, UT-San Antonio has made significant progress in improving library collections, facilities, and services. The proposal also noted that the department currently has four National Science Foundation CAREER Award recipients.

AGENDA ITEM V-G (4)

Page 3

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Projected Cumulative Headcount	38	39	40	41	41	199
Estimated Total Costs	\$1,273,568	\$1,068,568	\$1,068,568	\$1,068,568	\$868,568	\$5,347,839
Estimated Total Funding	\$1,300,682	\$2,018,393	\$2,957,513	\$3,012,653	\$3,044,327	\$12,333,568

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available for questions.

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Location: San Antonio, South Texas Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2017		Fall 2021		Fall 2022	
	Number	Percent	Number	Percent	Number	Percent
White	7,484	24.4%	7,381	21.6%	6,865	20.5%
Hispanic	16,232	52.9%	19,693	57.6%	19,733	58.8%
African American	3,108	10.1%	3,325	9.7%	3,153	9.4%
Asian	1,708	5.6%	1,924	5.6%	1,903	5.7%
International	1,034	3.4%	955	2.8%	973	2.9%
Other & Unknown	1,108	3.6%	899	2.6%	930	2.8%
Total	30,674	100.0%	34,177	100.0%	33,557	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	2,068	8.0%	2,147	7.4%	1,908	6.7%
Other Institutions	535	2.1%	556	1.9%	515	1.8%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2018	\$10,013	.0%	\$10,443	.0%
2019	\$9,978	-.3%	\$10,712	2.6%
2020	\$9,724	-2.5%	\$11,011	2.8%
2021	\$10,600	9.0%	\$11,455	4.0%
2022	\$10,966	3.5%	\$11,762	2.7%
2023	\$10,966	.0%	\$11,793	.3%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2020	49%	\$6,449	41%	\$6,704	38%	\$6,453
2021	45%	\$6,438	38%	\$6,753	35%	\$6,508
Federal, State, Institutional or Other Grants Known by Institutions						
2020	75%	\$7,561	66%	\$8,028	76%	\$8,059
2021	77%	\$7,653	65%	\$8,509	78%	\$8,204
Federal (Pell) Grants						
2020	45%	\$4,439	38%	\$4,753	36%	\$5,017
2021	44%	\$4,463	36%	\$4,726	36%	\$5,083

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
		Enter Fall 2016	Enter Fall 2020	Enter Fall 2021	Cohort	Peer Group
Cohort		4,306	4,498	4,430	Fall 2013 4-year	34.4%
Total		88.1%	85.0%	86.7%	Fall 2017 4-year	43.2%
Same		73.6%	77.6%	80.3%	Fall 2018 4-year	42.9%
Other		14.6%	7.4%	6.5%	Fall 2012 5-year	54.6%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2016 5-year	60.5%	
		Enter Fall 2015	Enter Fall 2019	Enter Fall 2020	Fall 2017 5-year	60.7%
Institution Persistence				Fall 2011 6-year	60.8%	
Cohort		4,892	4,321	4,465	Fall 2015 6-year	66.7%
Total		81.9%	80.1%	75.7%	Fall 2016 6-year	66.6%
Same		59.7%	64.5%	64.1%	National Comparison (IPEDS Definition)	
Other		22.2%	15.7%	11.6%	Cohort	OOS Peers
Peer Group Persistence				Fall 2012 4-year	Rate	Rate
Cohort		4,012	4,707	4,460	Fall 2016 4-year	27.6%
Total		82.5%	81.6%	79.9%	Fall 2017 4-year	37.6%
Same		67.8%	70.6%	68.6%	Fall 2011 5-year	40.2%
Other		14.7%	10.9%	11.2%	Fall 2015 5-year	49.2%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2016 5-year	57.2%
					Fall 2010 6-year	58.6%
					Fall 2014 6-year	56.8%
					Fall 2015 6-year	61.8%
Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2018	3,698	10.00	135.00	4,194	10.62	138.12
FY 2021	4,868	9.80	132.00	4,850	9.82	134.25
FY 2022	4,522	9.60	130.00	4,700	9.62	132.25

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 2018	3,698	10.00	135.00	4,194	10.62	138.12
FY 2021	4,868	9.80	132.00	4,850	9.82	134.25
FY 2022	4,522	9.60	130.00	4,700	9.62	132.25

Six-year Graduation & Persistence Rate, Fall 2016		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	320	58.4%
Peer Group	495	56.8%
<i>For Students NOT Needing Dev Ed</i>		
Institution	3,986	75.7%
Peer Group	3,544	76.4%

*Peer Group data is average for peer group.

Funding						
Source	FY 2017 Amount	Pct of Total	FY 2021 Amount	Pct of Total	FY 2022 Amount	Pct of Total
Appropriated Funds	\$149,019,310	32.6%	\$162,176,413	22.3%	\$192,373,707	27.3%
Federal Funds	\$92,265,798	20.2%	\$200,914,830	27.7%	\$197,006,303	28.0%
Tuition & Fees	\$166,834,508	36.5%	\$228,192,154	31.4%	\$225,236,431	32.0%
Institution	\$49,366,776	10.8%	\$134,488,033	18.5%	\$89,054,987	12.7%
Total Revenue	\$457,486,392	100.0%	\$725,771,430	100.0%	\$703,671,428	100.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Location: San Antonio, South Texas Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2022 Number	Percent
White	6,865	20.5%
Hispanic	19,733	58.8%
African American	3,153	9.4%
Asian	1,903	5.7%
International	973	2.9%
Other & Unknown	930	2.8%
Total	33,557	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,908	6.7%
Other Institutions	515	1.8%

Baccalaureate Success				
Graduation Rate of First-time, Full-time Degree-seeking Students Entering			1-Year Persistence, Fall 2021	
Measure	Fall	Rate	Total	86.7%
4-year Rate Total	2018	38.8%	Same	80.3%
Same Institution		32.2%	Other	6.5%
Other Institutions		6.5%	2-Year Persistence, Fall 2020	
5-year Rate Total	2017	57.8%	Total	75.7%
Same Institution		46.4%	Same	64.1%
Other Institutions		11.4%	Other	11.6%
6-year Rate Total	2016	66.8%	Avg Number SCH for Bachelor's Degree	
Same Institution		53.5%	FY 2022 Average	
Other Institutions		13.4%	Sem SCH	
Grad Rates by Ethnicity			All	9.60 130.00

Degrees Awarded	
Type	FY 2022
Bachelor's	5,843
Master's	1,343
Doctoral	143
Professional	0
Total	7,329

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2022 Rate
Law	%
Pharmacy	%
Nursing	%
Engineering	70.7%

*Data for FY 2021

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2022		
Test Section	ACT	SAT
Composite	https://nces.ed.gov/	
Math		
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2022			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	3,739	87.8%	30.4%
African American	2,478	80.8%	28.7%
Hispanic	14,163	86.9%	27.9%
Asian	1,825	91.9%	24.4%
International	233	95.7%	26.9%
Other	864	88.1%	24.6%
Total	23,302	86.9%	28.0%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2018	\$10,013	.0%	\$10,504	.0%
2019	\$9,978	-.4%	\$10,817	2.9%
2020	\$9,724	-2.6%	\$11,195	3.4%
2021	\$10,600	8.3%	\$11,578	3.3%
2022	\$10,966	3.3%	\$11,876	2.5%
2023	\$10,966	.0%	\$11,911	.3%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2023	
Type of Cost	Average Amount
Total Academic Cost	\$10,966
On-campus Room & Board	\$12,934
Books & Supplies	\$1,000
Off-Campus Transportation & Personal Expenses	\$2,784
Total Cost	\$27,684

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

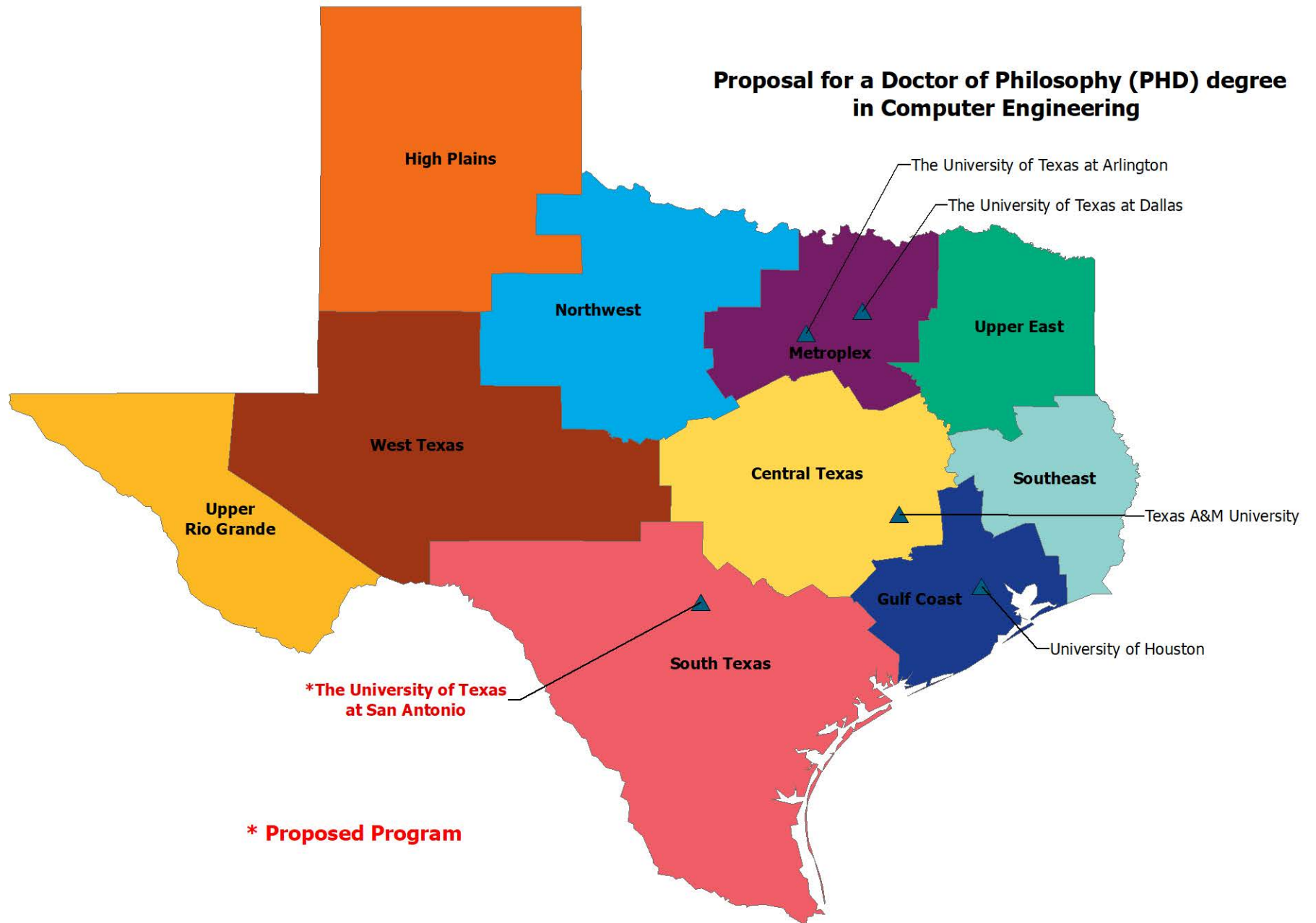
Instruction	
Measure of Excellence	Fall 2022
Undergraduate Classes with < 20 Students	25.8%
Undergraduate Classes with > 50 Students	28.4%
% of Teaching Faculty Tenured/Tenure-track *	56.2%
Student/Faculty Ratio *	25:1

* Fall 2021 Data

Financial Aid		
Enrolled in FY 2021		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	77%	\$7,653
Federal (Pell) Grants	44%	\$4,463
Federal Student Loans	45%	\$6,438

Funding		
Source	FY 2022 Amount	Pct of Total
Appropriated Funds	\$192,373,707	27.3%
Federal Funds	\$197,006,303	28.0%
Tuition & Fees	\$225,236,431	32.0%
Institution	\$89,054,987	12.7%
Total Revenue	\$703,671,428	100.0%

Proposal for a Doctor of Philosophy (PHD) degree in Computer Engineering



Committee on Academic and Workforce Success

AGENDA ITEM V-G (5)

Consideration and possible action to approve the request from University of Houston for a Doctor of Global Hospitality Leadership (DGHL) in Global Hospitality Leadership

RECOMMENDATION: Approval, beginning fall 2024

Program Summary:

University of Houston (UH) is seeking approval to offer a Doctor of Global Hospitality Leadership (DGHL) degree program in Global Hospitality Leadership that would begin in fall 2024. The proposed program would be offered completely online. This would be a professional program intended for executives already in the workforce, not a research-based PhD program intended for academics. Candidates would need at least five years of executive work experience for admission. It would be the first such program in Texas, and only the third in the world (the others are at Iowa State University and Hong Kong Polytechnic University).

Program Demand & Student Support

Estimated average annual <i>per student</i> costs*	Resident: \$18,444 Non-resident: \$18,444
Estimated average annual <i>per student</i> institutional financial support**	\$422
Projected state post-graduation first year annual earnings	\$92,072
Number of existing Texas doctoral programs in related fields	3
Minimum SCHs required for completion	54 beyond master's

*Student costs assume full-time enrollment and include tuition, fees, course supplies and other annual expenses identified by the institution. Variable costs such as housing are not included.

**Includes total annual financial support made available by the institution (scholarships, teaching assistantships, research assistantships, etc.) divided by the annual number of enrollments projected. This does not include federal and state financial aid.

Similar Programs

Program Title & Designation	University	Region
Hospitality, Hotel Management, and Tourism	Texas A&M University	Central
Hospitality, Tourism, and Retail Management PhD	Texas Tech University	High Plains
Hospitality Administration PhD	University of Houston	Gulf Coast

Labor Market Demand

Job demand information has limited relevance in this case because students are expected to have at least five years of high-level employment in the industry before the program, remain employed during the part-time program, and remain with their employer after the program. Some graduates may advance to higher positions with new employers, some may branch out into part-time or full-time teaching, and some may work as industry consultants.

The Bureau of Labor Statistics (BLS) projects lodging managers to grow 7% from 2022 to 2032, which is over twice the average for all occupations (3%). The BLS projects an average of 5,400 openings per year. For the BLS category of “top executives,” growth is projected at 5% through 2032 with an average of 311,600 openings per year (including all industries, not just hospitality or lodging).

In Texas, the Texas Workforce Commission (TWC) projects lodging manager positions to grow 19.3% through 2030. The TWC projects an average of 85.4 openings per year, not including replacement positions. For “chief executives” from all industries, the TWC projects a 3.4% increase with an average of 30.9 new openings per year, not including replacement positions.

Academic Quality/Site Visit Summary

External reviewers conducted a virtual site visit on December 14, 2023. They recognized the Conrad N. Hilton College of Global Hospitality Leadership as "one of the leading colleges of its kind in the world," and they congratulated UH for the design of the program and its "innovative contribution to the future of hospitality doctoral education." The reviewers recommended ensuring that students understand the differences between DGHL and PhD degrees and that they are acclimated to online education. UH agreed with the recommendations and responded with specific implementation plans.

Projected 5-Year Enrollments, Costs, and Funding

In accordance with the institution’s proposed hiring schedule, UH will hire two core faculty members, with 100% of the time dedicated to the program, to start in fall 2024.

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Projected Cumulative Headcount	12	24	36	39	45	156
Estimated Total Costs	\$377,645	\$392,455	\$456,475	\$594,126	\$622,266	\$2,442,967
Estimated Total Funding	\$346,697	\$526,794	\$1,128,37	\$2,018,90	\$2,110,861	\$6,131,627
Net Funding	\$30,948	\$134,339	\$671,896	\$1,424,778	\$1,488,595	\$3,688,660

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions

Online Resume for Legislators and Other Policymakers

UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2017		Fall 2021		Fall 2022	
	Number	Percent	Number	Percent	Number	Percent
White	11,629	25.6%	10,171	21.7%	9,326	20.0%
Hispanic	13,873	30.6%	15,638	33.3%	15,493	33.3%
African American	4,884	10.8%	5,590	11.9%	5,588	12.0%
Asian	9,415	20.8%	10,370	22.1%	10,292	22.1%
International	3,865	8.5%	3,619	7.7%	4,387	9.4%
Other & Unknown	1,698	3.7%	1,583	3.4%	1,494	3.2%
Total	45,364	100.0%	46,971	100.0%	46,580	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	4,011	11.1%	3,468	9.2%	3,199	8.6%
Other Institutions	777	2.2%	661	1.7%	623	1.7%

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
2018	\$11,078	.0%	\$10,443	.0%
2019	\$10,890	-1.7%	\$10,712	2.6%
2020	\$11,276	3.5%	\$11,011	2.8%
2021	\$11,569	2.6%	\$11,455	4.0%
2022	\$11,870	2.6%	\$11,762	2.7%
2023	\$11,876	.1%	\$11,793	.3%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2020	36%	\$6,482	41%	\$6,704	40%	\$6,392
2021	30%	\$6,413	38%	\$6,753	38%	\$6,542
Federal, State, Institutional or Other Grants Known by Institutions						
2020	82%	\$6,544	66%	\$8,028	80%	\$7,696
2021	69%	\$8,290	65%	\$8,509	76%	\$8,373
Federal (Pell) Grants						
2020	41%	\$4,856	38%	\$4,753	29%	\$4,746
2021	40%	\$4,881	36%	\$4,726	29%	\$4,816

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
Enter Fall 2016		Enter Fall 2020	Enter Fall 2021	Cohort	Institution Rate	Peer Group Rate
Cohort	4,263	4,715	4,998			
Total	90.9%	90.0%	88.8%			
Same	84.3%	84.4%	83.1%			
Other	6.5%	5.6%	5.7%	Fall 2012 5-year	56.7%	54.6%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2016 5-year	61.7%	60.5%
Enter Fall 2015		Enter Fall 2019	Enter Fall 2020	Fall 2017 5-year	63.3%	60.7%
Institution Persistence				Fall 2011 6-year	61.4%	60.8%
Cohort	4,004	5,356	4,699	Fall 2015 6-year	68.9%	66.7%
Total	83.5%	84.4%	83.6%	Fall 2016 6-year	68.4%	66.6%
Same	72.5%	76.1%	74.4%	National Comparison (IPEDS Definition)		
Other	11.1%	8.3%	9.2%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2012 4-year	23.0%	34.4%
Cohort	4,012	4,707	4,460	Fall 2016 4-year	36.0%	43.8%
Total	82.5%	81.6%	79.9%	Fall 2017 4-year	38.0%	45.0%
Same	67.8%	70.6%	68.6%	Fall 2011 5-year	43.0%	56.8%
Other	14.7%	10.9%	11.2%	Fall 2015 5-year	56.0%	64.2%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree				Fall 2016 5-year	56.0%	64.6%
				Fall 2010 6-year	51.0%	61.8%
				Fall 2014 6-year	62.0%	68.0%
				Fall 2015 6-year	62.0%	68.2%
Institution	Peer Group Average					
Grade	Sem	SCH	Grade	Sem	SCH	

Six-year Graduation & Persistence Rate, Fall 2016		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	165	54.5%
Peer Group	495	56.8%
<i>For Students NOT Needing Dev Ed</i>		
Institution	4,098	77.7%
Peer Group	3,544	76.4%

*Peer Group data is average for peer group.

Funding						
Source	FY 2017 Amount	Pct of Total	FY 2021 Amount	Pct of Total	FY 2022 Amount	Pct of Total
Appropriated Funds	\$284,455,030	27.5%	\$303,577,526	23.6%	\$316,084,764	24.1%
Federal Funds	\$126,578,428	12.3%	\$263,368,751	20.4%	\$268,192,086	20.4%
Tuition & Fees	\$351,843,198	34.1%	\$379,222,889	29.4%	\$375,664,423	28.6%
Institution	\$270,239,040	26.2%	\$342,523,259	26.6%	\$352,184,290	26.8%
Total Revenue	\$1,033,115,696	100.0%	\$1,288,692,425	100.0%	\$1,312,125,563	100.0%

Online Resume for Prospective Students, Parents and the Public

UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2022	
	Number	Percent
White	9,326	20.0%
Hispanic	15,493	33.3%
African American	5,588	12.0%
Asian	10,292	22.1%
International	4,387	9.4%
Other & Unknown	1,494	3.2%
Total	46,580	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	3,199	8.6%
Other Institutions	623	1.7%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		Rate
	Fall		
4-year Rate Total	2018		44.5%
Same Institution			41.9%
Other Institutions			2.6%
5-year Rate Total	2017		63.3%
Same Institution			59.0%
Other Institutions			4.3%
6-year Rate Total	2016		68.4%
Same Institution			62.0%
Other Institutions			6.4%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2021	
Total	88.8%
Same	83.1%
Other	5.7%

2-Year Persistence, Fall 2020	
Total	83.6%
Same	74.4%
Other	9.2%

Avg Number SCH for Bachelor's Degree		
FY 2022 Average		
Sem	SCH	
All	10.00	136.00

Degrees Awarded	
Type	FY 2022
Bachelor's	8,017
Master's	1,862
Doctoral	406
Professional	414
Total	10,699

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
FY 2022	
Field	Rate
Law	86.0%
Pharmacy	88.0%
Nursing	%
Engineering	72.0%

*Data for FY 2021

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2022		
Test Section	ACT	SAT
Composite		
Math		
English		
Critical Reading		

<https://nces.ed.gov/>

Application for First-time Undergraduate Admission Fall 2022			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	4,103	76.6%	25.1%
African American	6,000	52.9%	25.1%
Hispanic	11,580	62.6%	28.4%
Asian	5,151	84.0%	35.3%
International	1,585	76.2%	18.5%
Other	1,022	77.6%	24.3%
Total	29,441	67.6%	28.1%

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2023
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	
2018	\$11,078	.0%	\$10,352	.0%	Type of Cost
2019	\$10,890	-1.7%	\$10,687	3.1%	
2020	\$11,276	3.4%	\$10,974	2.6%	Total Academic Cost
2021	\$11,569	2.5%	\$11,439	4.1%	On-campus Room & Board
2022	\$11,870	2.5%	\$11,747	2.6%	Books & Supplies
2023	\$11,876	.1%	\$11,781	.3%	Off-Campus Transportation & Personal Expenses
					Total Cost

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Instruction		
Measure of Excellence	Fall 2022	
Undergraduate Classes with < 20 Students	29.5%	
Undergraduate Classes with > 50 Students	22.7%	
% of Teaching Faculty Tenured/Tenure-track *	59.0%	
Student/Faculty Ratio *	23:1	

* Fall 2021 Data

Financial Aid		
Enrolled in FY 2021		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	69%	\$8,290
Federal (Pell) Grants	40%	\$4,881
Federal Student Loans	30%	\$6,413

Funding		
Source	FY 2022 Amount	Pct of Total
Appropriated Funds	\$316,084,764	24.1%
Federal Funds	\$268,192,086	20.4%
Tuition & Fees	\$375,664,423	28.6%
Institution	\$352,184,290	26.8%
Total Revenue	\$1,312,125,563	100.0%

Proposal for a Doctor of Global Hospitality Leadership (DGHL) degree in Global Hospitality Leadership.



Committee on Academic and Workforce Success

AGENDA ITEM V-H (1)

Consideration and possible action to adopt proposed amendments to Board Rules, Chapter 1, Subchapter G, Section 1.128(b), concerning the authority and specific purposes of the ApplyTexas Advisory Committee

RECOMMENDATION: Adoption

Background Information:

The proposed amendment will provide institutions of higher education with a reference to the accurate rule.

The amendments align with the agency's authority under Board Rules, Chapter 1, Subchapter A, General Provisions, Rule 1.15, which provides the authority for the commissioner to approve proposed board rules for publication in the Texas Register.

Laura Brennan, Assistant Commissioner for College and Career Advising, will be available to answer questions.

Date Published in the *Texas Register*: January 26, 2024.

The 30-day comment period with the *Texas Register* ended on: February 26, 2024.

Summary of comments received: No comments were received regarding this rule.

CHAPTER 1:
AGENCY ADMINISTRATION

SUBCHAPTER G:
APPLY TEXAS ADVISORY COMMITTEE

Section 1.128. Authority and Specific Purposes of the Apply Texas Advisory Committee.

- (a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §51.762, and in accordance with the Texas Education Code, §61.0331, regarding requirements for Negotiated Rulemaking. Moreover, the committee is governed in accordance with the Texas Administrative Code, Title 19, Part 1, Chapter 1, Subchapter A, §1.6 (relating to Advisory Committees ~~[General Provisions]~~).
- (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, §4.10 ~~[§4.11]~~ of this title (relating to Common Admission Application Forms).

Committee on Academic and Workforce Success

AGENDA ITEM V-H (2)

Consideration and possible action to adopt proposed amendments to Board Rules, Chapter 4, Subchapter A, Section 4.10(h)(2)-(4), concerning the Common Admission Application forms

RECOMMENDATION: Adoption

Background Information:

The proposed amendments to this rule allow options for recovering costs related to the common application form, including not recovering costs if appropriate appropriations are identified.

The amendments align rules with House Bill 1, General Appropriations, Article III, Rider 9 (87th Legislature, Regular Session), Cost Recovery for the Common Application Form, which provides the Texas Higher Education Coordinating Board with the authority to recover costs related to the common application form for each general academic institution, each participating public two-year institution, and each participating independent institution.

Laura Brennan, Assistant Commissioner for College and Career Advising, will be available to answer questions.

Date Published in the *Texas Register*: January 26, 2024.

The 30-day comment period with the *Texas Register* ended on: February 26, 2024.

Summary of comments received: No comments were received regarding this rule.

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

SUBCHAPTER A:
GENERAL PROVISIONS

Section 4.10. Common Admission Application Forms.

(a) – (g). No change.

(h) Costs.

- (1) Participating institutions may charge a reasonable fee for the filing of a common application form.
- (2) Operating costs of the system may ~~shall~~ be paid for by all institutions required to use the common application plus independent and health-related institutions that contract to use the electronic application.
- (3) Each participating institution may ~~shall~~ pay a portion of the cost based on the percentage of its enrollment compared to the total enrollment of all participating institutions based on the certified enrollment data of the most recent fall semester. The Coordinating Board will monitor the cost of the system and notify the institutions on an annual basis of their share of the cost. Billings for the services for the coming year will be calculated and sent to the institutions by September 1 of each fiscal year and payments must be received no later than December 1 of each fiscal year.
- (4) The Coordinating Board may ~~shall~~ send participating institutions reminders of payment amounts and the due date. Institutions failing to pay their share of the cost by the due date may be denied access to in-coming application data until such time that payments are received.

Committee on Academic and Workforce Success

AGENDA ITEM V-H (3)

Consideration and possible action to adopt amendments to Board Rules, Chapter 4, Subchapter B, Sections 4.21-4.23, 4.27, 4.29, 4.31, 4.32, 4.34, and 4.39, concerning transfer of credit, core curriculum, and field of study curricula

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes amendments to Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter B, Sections 4.21-4.23, 4.27, 4.29, 4.31, 4.32, 4.34, and 4.39, concerning transfer of credit, core curriculum, and fields of study. Specifically, this amendment will encourage transferability of lower-division course credit among institutions of higher education.

These amendments will encourage the free and appropriate transferability of lower-division course credit among institutions of higher education and provide for the smooth transfer of lower-division credit through core curricula, field of study curricula, and a procedure for the resolution of transfer disputes. The Coordinating Board is authorized to adopt rules and establish policies and procedures for the development, adoption, implementation, funding, and evaluation of Core Curricula, Field of Study Curricula, and a transfer dispute resolution process under Texas Education Code Sections 61.059, 61.0512, 61.0593, 61.821-61.828, and 61.834.

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

Date Published in the *Texas Register*: February 16, 2024.

The 30-day comment period with the *Texas Register* ended on: March 16, 2024.

The Coordinating Board received comments from two public community college institutions/organizations during the 30-day public period.

Comment from South Texas College

Comment: Regarding proposed rule 4.39 which states "A junior college, public state college, or public technical institute shall award a student a "Texas Direct" associate

degree and include a notation on the transcript of a student who completes any Board approved field of study curriculum developed by the Board”, there are some challenges when it comes to being able to accomplish this at the community college level. This is stemming from discussions that were held with other community college peers during the recent TACRAO quarterly meeting that also share the same concern. The group is seeking further clarification on the notation for “Texas Direct” associate degrees since it’s intended to streamline the transfer process from college to university; however, the challenge for the community colleges is not knowing what university the student intends to transfer to as there could be multiple options with varying directed electives. The same can be said about the board-approved field of studies (FOS), especially since some courses are also shared with the core curriculum and community colleges cannot double count credits the way universities can. The FOS structure is not the same as the one we have for Core Curriculum in terms of scheme whereby we can code the courses based on the foundation area they fall under. Below is a snapshot of how core courses are identified on transcripts with a common code, so this would make it easier for the receiving institution to apply the course in the correctly on the declared program. If something similar can be developed for the FOS, the receiving institution would be able to identify the courses easily.

Response: The Coordinating Board thanks the institution for its comment, and recognizes the concerns raised about transcribing the Texas Direct. The community college will need to include on the student transcript the notation for the Texas Direct if the student has completed the components of the field of study including: the discipline-specific core curriculum, discipline foundation courses, as well as the directed electives from any of the general academic teaching Institutions. Additional guidance for institutions will be provided in an FAQ and other mechanisms for communicating with institutions.

Comments Received from San Jacinto College

Comment: §4.27. Resolution of Transfer Disputes for Lower-Division Courses - In 4.27(a)(1) we believe "accept" should be clarified as "accept and apply." That ensures clarity and consistency with subsequent language in 4.27(1)(c), "the receiving institution shall apply the credit toward the core curriculum or the field of study..." Further, we believe it will be beneficial to define all instances of "transfer of credit" throughout Texas Administrative Code Title 19 Part 1 as "the acceptance of credit and the application of that credit to a student's degree plan at the receiving institution." The instances in this statute are examples of the need for that broader change.

Response: Regarding the clarification proposed in 4.27(a)(1) and 4.27(c), the Coordinating Board agrees with the changes proposed and has aligned language in both sections to be “accept and apply”. Regarding the request for a definition of "transfer of credit," while the Coordinating Board agrees that having a standardized definition would be helpful, Coordinating Board staff need to gather more information on what sections of Texas Administrative Code would be affected by a broad definition.

Comment: §4.34.Revision of Approved Fields of Study Curricula.- Regarding 4.34(c), we believe it is important to consider revisions to the “two academic years” limit; the rule should align with and honor a student’s catalog year, e.g., "A student is entitled to apply an institution's approved directed electives specified in the catalog for the year the student began the field of study at the community college." (1) If it is a truly contiguous pathway, this suggested change may be essential. The "two academic years after" effectively disregards catalog years for transfer students. (2) The "two academic years after" may likely have a disproportionately negative effect on part-time students, at universities and community colleges. By definition, it often will take those students longer than 2 years to complete the FOS/AA. If the FOS revisions - including directed electives - are not tied to catalog years, part-time students may inevitably be caught in a bind when revisions have been made to the FOS in the time since they started the program 2.5 to 3 or more years ago.

Response: The Coordinating Board thanks the institution for its comment. A provision has been included in rule text 4.32(3)(G) that a receiving institution must accept a directed elective upon transfer if it was listed as an active directed elective in the Coordinating Boards field of study directed electives inventory at the time the student completed the course. Additional clarification has been added in 4.34(c) and 4.34(d) that institutions may add directed electives, but if there is a request to delete a directed elective there must be a two-year phase-out period. The Coordinating Board will notate deletion and phase out dates on its inventory to ensure there is a historical record.

Comment: §4.32. Field of Study Curriculum - Regarding 4.32(b), may the Texas Transfer Advisory Committee (TTAC) consider whether (1) Selected Texas Core Curriculum Courses and (2) Discipline Foundation Courses should also include a minimum number of semester credit hours (SCH), similar to the Directed Electives? Without such a minimum, select fields of study do not seem to present a viable lower division transfer pathway. For example, the Political Science Field of Study currently includes no selected core curriculum courses, yet 9 of the 12 SCH in the discipline foundation are commonly core courses, and with 40 of the 52 SCH directed electives also commonly being core courses, the Political Science FOS is effectively the core curriculum and 3 SCH, GOVT 2304. Similarly/alternatively, may the Academic Course Guide Manual (ACGM) Advisory Committee consider the breadth of political science courses available in the ACGM? It may be in the discipline’s and students’ best interest for there to be more political science courses available in the ACGM such that a more substantive transfer pathway may be defined by the field of study.

Response: The Coordinating Board thanks the institution for its comment. While the field of study curriculum (FOSC) does not list a minimum for Discipline Foundation Courses the total field of study courses must be 18 semester credit hours. Having a maximum but not a minimum requirement ensures that faculty subcommittees can customize the field of study curriculum as much as possible within the framework. The core curriculum courses do not count toward the 18 SCH and are additional core courses the student must take to be FOSC complete. The ACGM Advisory Committee can recommend the development of new courses in the ACGM, at which point THECB staff would convene faculty committees for course development.

The Board is authorized to adopt rules and establish policies and procedures for the development, adoption, implementation, funding, and evaluation of Core Curricula, Field of Study Curricula, and a transfer dispute resolution process under Texas Education Code §§61.059, 61.0512, 61.0593, 61.821-61.828, and 61.834.

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

SUBCHAPTER B. TRANSFER OF CREDIT, CORE CURRICULUM AND FIELD OF STUDY CURRICULA

4.21. Purpose.

4.22. Authority.

The Board is authorized to adopt rules and establish policies and procedures for the development, adoption, implementation, funding, and evaluation of Core Curricula, Field of Study Curricula, and a transfer dispute resolution process under Texas Education Code §§61.059, 61.0512, 61.0593, ~~61.823~~, 61.821-61.828, and 61.834.

4.23. Definitions.

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

(1) Academic Associate Degree--A type of degree program generally intended to transfer to an upper-level baccalaureate program that will satisfy the lower-division requirements for a baccalaureate degree in a specific discipline. The Academic Associate Degree includes, but is not limited to, the Associate of Arts (A.A.), Associate of Science (A.S.), or Associate of Arts in Teaching (A.A.T.) degrees.

(2) Applied Associate Degree--A type of degree program designed to lead the individual directly to employment in a specific career. The Applied Associate Degree Program includes, but is not limited to, the Associate of Applied Arts (A.A.A.) or Associate of Applied Science (A.A.S.).

(3) Board--The governing body of the agency known as the Texas Higher Education Coordinating Board.

(4) Commissioner--The Commissioner of Higher Education.

(5) Core Curriculum or Texas Core Curriculum--the curriculum in the liberal arts, humanities, sciences, and political, social, and cultural history that all undergraduates of an institution of higher education are required to complete before receiving an academic undergraduate degree. Core curriculum provisions apply to all institutions of higher education that offer academic undergraduate degree programs.

(6) Directed Electives--a set of courses within a major course of study, consisting of at least six semester credit hours, specific to each general academic teaching institution and prescribed by the faculty of each general academic teaching institution. Directed Electives form part of the Field of Study Curriculum.

(7) Discipline Foundation Courses (DFC)--a set of courses within a major course of study, consisting of up to twelve (12) semester credit hours. The Discipline Foundation Courses form part of the Field of Study Curriculum.

(8) Discipline-Specific Subcommittee--a subcommittee established under Title 19, Chapter 1, Subchapter V, §1.242 and §1.243. Each subcommittee is comprised of faculty from general academic teaching institutions and public junior colleges in a single discipline.

~~(97)~~ Field of Study Curriculum--Field of Study Curriculum--a set of courses that will satisfy lower-division requirements for an academic major at a general academic teaching institution. The Field of Study Curriculum has three components: (a) selected discipline-relevant Texas Core Curriculum courses, (b) the Discipline Foundation Courses, and (c) the Directed Electives.

~~(108)~~ General academic teaching institution--an institution of higher education defined in Texas Education Code, §61.003(3).

~~(119)~~ Public junior college--an institution of higher education defined in Texas Education Code, §61.003(2).

~~(1210)~~ Texas Common Course Numbering System (TCCNS)--a Board-approved course numbering system for lower-division academic courses that assigns common course numbers in order to facilitate the transfer of lower-division academic courses among institutions of higher education by promoting consistency in course designation and identification.

~~(134)~~ Texas Transfer Advisory Committee--the advisory committee established under Title 19, Chapter 1, Subchapter V. The Texas Transfer Advisory Committee has responsibility for advising the Commissioner and Board on Field of Study Curricula, including their establishment and revision. The Texas Transfer Advisory Committee may request to form a Discipline-Specific Committee to assist in the development of a Field of Study Curriculum.

~~(1412)~~ Institution of Higher Education or Institution--any public technical institute, public junior college, public senior college or university, medical or dental unit, other agency of higher education as defined in Texas Education Code, §61.003.

~~(1513)~~ Lower-Division Academic Course Guide Manual (ACGM)--a Board-approved publication listing academic courses that public two-year colleges may teach and report for contact hour reimbursement from state appropriations without special approval from the Board. Courses (except for developmental courses) listed in the ACGM are freely transferable among all public institutions of higher education in Texas in accordance with the Texas Education Code, §61.822.

~~(1614)~~ Faculty Member--a person employed full-time by an institution of higher education as a member of the faculty whose primary duties include teaching, research, academic service, or administration. However, the term does not include a person holding faculty rank who spends a majority of the person's time for the institution engaged in managerial or supervisory activities, including a chancellor, vice chancellor, president, vice president, provost, associate of assistant provost, or dean.

4.24. General Provisions.

No changes.

4.25. Requirements and Limitations.

No changes.

4.26. Penalty for Noncompliance with Transfer Rules.

No changes.

4.27. Resolution of Transfer Disputes.

(a) ~~Each institution~~ Institutions of higher education shall apply the following procedures in the resolution of credit transfer disputes involving lower-division courses:

(1) If an institution of higher education does not accept a course included in the field of study curriculum for the program in which a student is enrolled or a course in the core curriculum ~~course credit~~ earned by a student at another institution of higher education, the receiving institution shall give written notice to the student and to the sending institution that it intends to deny the transfer of the course credit and shall include in that notice the reasons for the proposed denial. The receiving institution must attach the procedures for resolution of transfer disputes ~~for lower-division courses~~ as outlined in this section to the notice. The notice and procedure must include:

(A) clear instructions for appealing the decision to the Commissioner; and

(B) the name and contact information for the designated official at the receiving institution who is authorized to resolve the credit transfer dispute.

(2) A student who receives notice as specified in paragraph (1) of this subsection may dispute the denial of credit by contacting a designated official at either the sending or the receiving institution.

(3) An institution that proposes to deny the credit shall resolve the dispute not later than the 45th day after the date that the student enrolls at the institution. ~~The two institutions and the student shall attempt to resolve the transfer of the course credit in accordance with this section.~~

(4) If the student or the sending institution is not satisfied with the resolution of the credit transfer dispute, the student or the sending institution may notify the Commissioner in writing of the denial of the course credit and the reasons for denial. ~~request for transfer dispute resolution. A receiving institution that denies course credit for transfer shall notify the Commissioner in writing of its denial and the reasons for the denial not later than the 45th day after the date the receiving institution provided the required notice of the transfer credit denial under subsection (a)(1) of this section.~~

(b) Not later than the 20th business day after the date that the commissioner receives the notice of dispute concerning the application of credit for the core curriculum or field of study curriculum. ~~The~~ The Commissioner or the Commissioner's designee shall make the final determination about a credit transfer dispute and give written notice of the determination to the student and each institution. ~~institutions. The decision is not a contested case. The Commissioner's decision is final and may not be appealed.~~

(c) A decision under this section is not a contested case. The Commissioner or the Commissioner's Designee's decision is final and may not be appealed. Each transfer credit dispute resolved by the Commissioner shall be posted on the Board website, including the final determination.

~~(d)~~ Each institution of higher education shall publish in its course catalogs the procedures specified in this section.

~~(e)~~ The Board shall collect data on the types of transfer disputes that are reported and the disposition of each case that is considered by the Commissioner or the Commissioner's designee.

~~(f)~~ If a receiving institution has cause to believe that a course being presented by a student for transfer from another institution is not of an acceptable level of quality, it should first contact the sending institution and attempt to resolve the problem. In the event that the two

~~institutions are unable to come to a satisfactory resolution, the receiving institution may notify the Commissioner who may investigate the course. If its quality is found to be unacceptable, the Board may discontinue funding for the course.~~

4.28. Core Curriculum.

No changes.

4.29. Core Curricula Larger than 42 Semester Credit Hours.

(a) No institution may adopt a core curriculum of more than 42 semester credit hours.

(b) An institution may, with Board approval, have a core curriculum of fewer than 42 semester credit hours for an associate degree program if it would facilitate the award of a degree or transfer of credit.

4.30. Institutional Assessment and Reporting.

No changes

4.31. Implementation and Revision of Core Curricula.

No changes

4.32. Field of Study Curriculum.

(a) In accordance with Texas Education Code, §61.823, the Board is authorized to approve Field of Study Curricula for certain fields of study/academic disciplines. The Board delegates to the Commissioner development of Field of Study Curricula with the assistance of the Texas Transfer Advisory Committee, as defined by Title 19, Subchapter V, Chapter 1. The Texas Transfer Advisory Committee is responsible for convening Discipline-Specific Subcommittees. Discipline-Specific Subcommittees shall provide subject-matter expertise to the Texas Transfer Advisory Committee in developing Field of Study Curricula in specific disciplines.

(b) A complete Field of Study Curriculum will consist of the following components:

(1) Selected Texas Core Curriculum courses.

(A) Selected Texas Core Curriculum courses relevant to the discipline may be included in the Field of Study Curriculum for that discipline.

(B) Discipline-Specific Subcommittees are responsible for identifying discipline-relevant courses from a list of all Texas Core Curriculum courses provided by the Board that may be used to satisfy core curriculum requirements. Each Discipline-Specific Subcommittee shall recommend identified Texas Core Curriculum courses to the Texas Transfer Advisory Committee.

(C) The Texas Transfer Advisory Committee shall recommend the Texas Core Curriculum courses selected for inclusion in a Field of Study Curriculum to the Commissioner who may approve or deny the inclusion of the recommended Texas Core Curriculum courses in the Field of Study Curriculum.

(D) Each institution of higher education must publish on its public website in manner easily accessed by students the Texas Core Curriculum courses selected for inclusion in a Field of Study Curriculum with the cross-listed TCCNS course number.

(2) Discipline Foundation Courses (DFC).

(A) Discipline Foundation Courses are a set of courses within a major course of study, consisting of up to twelve (12) semester credit hours, selected for inclusion in a Field of Study Curriculum for that discipline. These courses will apply toward undergraduate degrees within the Field of Study Curriculum at all Texas public institutions that offer a corresponding major or track, except for those institutions approved to require alternative Discipline Foundation Courses under Title 19, Chapter 4, Subchapter B, §4.35 (relating to Petition for Alternative Discipline Foundation Courses).

(B) Each receiving institution must apply the semester credit hours a student has completed in a Discipline Foundation Course upon the student's transfer into a corresponding major or track. The sending institution must indicate Discipline Foundation Courses on the transfer student's transcript.

(C) Discipline-Specific Subcommittees are responsible for identifying discipline-relevant courses for inclusion on the Discipline Foundation Courses list. The Discipline-Specific Subcommittees must select from courses listed in the Lower-Division Academic Course Guide Manual. Each Discipline-Specific Subcommittee shall report this course list to the Texas Transfer Advisory Committee.

(D) The Texas Transfer Advisory Committee shall recommend the Discipline Foundation Courses selected by the Discipline Specific Subcommittees for inclusion in a Field of Study Curriculum to the Commissioner. The Commissioner may approve or deny the Discipline Foundation Courses recommended by the Texas Transfer Advisory Committee for inclusion in a Field of Study Curriculum.

(E) General academic teaching institutions may submit a request for an alternative set of Discipline Foundation Courses for a specific program of study according to the process in Title 19, Chapter 4, Subchapter B, §4.35.

(F) Each institution of higher education must report to the Coordinating Board and publish on its public website in manner easily accessed by students the Discipline Foundation Courses with the cross-listed TCCNS course numbers for each course.

(G) The Commissioner must publish the list of Discipline Foundation Courses for each approved Field of Study Curriculum on the agency website with the cross-listed TCCNS course number for each course.

(3) Directed Electives.

(A) Directed Electives are a set of courses that apply toward a major course of study within a Field of Study Curriculum at a specific general academic teaching institution.

(B) The Directed Electives for each Field of Study Curriculum must consist of at least six (6) semester credit hours. The Directed Electives and Discipline Foundation Courses components combined may not exceed twenty (20) semester credit hours in total.

(C) Faculty from each general academic teaching institution may select a list of Directed Electives for the major course of study corresponding to each Field of Study curriculum. Faculty must select the Directed Electives only from courses listed in the Lower-Division Academic Course Guide Manual.

(D) The Chief Academic Officer of the institution ~~shall~~ must submit the list of Directed Electives for inclusion in a Field of Study Curriculum with the cross-

listed TCCNS course number to the Commissioner not later than 45 days after being sent the request from the Coordinating Board. The Coordinating Board ~~who~~ shall publish the list of each institution's Directed Electives for each approved Field of Study Curriculum on the agency website with the cross-listed TCCNS course numbers for each course.

(E) An institution that does not submit timely its Directed Electives in accordance with subsection (D) shall be required to accept any Directed Elective courses that appear on the Board's list for the Texas Direct Associate Degree for any institution's Field of Study Curriculum. Each institution of higher education must publish on its public website in manner easily accessed by students Directed Electives with the cross-listed TCCNS course number.

(F) Each institution of higher education must publish on its public website in manner easily accessed by students Directed Electives with the cross-listed TCCNS course number.

(G) An institution shall accept and apply directed electives for fields of study upon transfer as long as the directed elective was active on the Coordinating Board's inventory of directed electives at the time the student completed the course at the community college.

- (c) A receiving general academic teaching institution shall determine whether a transfer student is Field of Study Curriculum complete upon the transfer student's enrollment. If a student successfully completes an approved Field of Study Curriculum, a general academic teaching institution must substitute that block of courses for the receiving institution's lower-division requirements for the degree program for the corresponding Field of Study Curriculum into which the student transfers. Upon enrollment, the general academic teaching institution must grant the student full academic credit toward the degree program for the block of courses transferred.
- (d) If a student transfers from one institution of higher education to another without completing the Field of Study Curriculum, the receiving institution must grant academic credit in the Field of Study Curriculum for each of the courses that the student has successfully completed in the Field of Study Curriculum of the sending institution. After granting the student credit for these courses, the institution may require the student to satisfy remaining course requirements in the current Field of Study Curriculum of the receiving general academic teaching institution, or to complete additional requirements in the receiving institution's program, as long as those requirements do not duplicate course content the student previously completed through the Field of Study Curriculum.
- (e) Each institution must note the selected Texas Core Curriculum component and Discipline Foundation Courses components of the Field of Study Curriculum courses on student transcripts as recommended by the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO).
- (f) The Board shall publish on its website the components of each Field of Study Curriculum, including the selected Texas Core Curriculum courses, the Discipline Foundation Courses, and the Directed Electives of each general academic teaching institution.
- (g) Effective Dates.
 - (1) Unless repealed or replaced, Field of Study Curricula in effect as of March 1, 2021 will remain in effect until August 31, 2025, upon which date those Field of Study Curricula

expire by operation of law. For Field of Study Curricula that are repealed, replaced, or expire by operation of law, the following transition or "teach out" provisions apply:

(A) A student who has earned credit on or before August 31, 2022, in one or more courses included in a Field of Study Curriculum that exists on March 1, 2021, is entitled to complete that Field of Study Curriculum on or before August 31, 2025.

(B) A student who has not, on or before August 31, 2022, earned any course credit toward a Field of Study Curriculum in effect on March 1, 2021, is not entitled to transfer credit for that Field of Study Curriculum.

(2) After an institution's Spring 2026 enrollment deadline, a receiving institution is not required to transfer a complete Field of Study Curricula that expired prior to that date.

A receiving institution may, at its discretion, choose to accept a complete or partial Field of Study Curricula that has expired.

4.33. Approval of Field of Study Curricula.

No changes.

4.34. Revision of Approved Field of Study Curricula.

(a) The Commissioner may modify or revise a Field of Study Curriculum when a need for such a revision is identified.

(b) Any Chief Academic Officer of an institution that offers a corresponding major or track may request a modification or revision to an approved Field of Study Curriculum. The Texas Transfer Advisory Committee shall evaluate institutions' proposed modifications or revisions to Field of Study Curricula and may refer the proposed revisions to Discipline-Specific Subcommittees prior to making a final recommendation to the Commissioner.

(c) Institutions may request deletion of directed electives not more than once a year in a manner prescribed by the Board. Each directed elective requested for deletion is subject to a two-year phase out period to be noted on the Coordinating Board and institutional websites.

(d) Institutions may add directed electives once every year in a manner and timeline prescribed by the Board. The institution must demonstrate a compelling academic reason for the change in directed electives.

4.35. Petition for Alternative Discipline Foundational Courses.

No changes.

4.36. Evaluation of Field of Study Curricula.

No changes.

4.37. Texas Common Course Numbering System.

No changes.

4.38. Undergraduate Academic Certificate.

No changes

4.39. Texas Direct Associate Degree

A junior college, public state college, or public technical institute shall award a student a “Texas Direct” associate degree and include a notation on the student’s transcript to a student who:

(1) completes any Board approved a field of study curriculum developed by the Board
and:

(2) The college’s core curriculum; or

(3) An abbreviated core curriculum related to a specific approved field of study curriculum transferable to one or more general academic institutions.

Committee on Academic and Workforce Success

AGENDA ITEM V-H (4)

Consideration and possible action for repeal Board Rules, Chapter 4, Subchapter C, Sections 4.51–4.63, and adopt new Board Rules, Chapter 4, Subchapter C, Sections 4.51–4.62, concerning college readiness standards and the Texas Success Initiative (TSI)

RECOMMENDATION: Approval

Background Information:

The repeal of Sections 4.51-4.63 will allow the Texas Higher Education Coordinating Board (Coordinating Board) to adopt new rules relating to college readiness standards and the Texas Success Initiative (TSI).

No comments were received regarding the repeal of these rules.

The Coordinating Board proposes new rules in Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter C, Sections 4.51-4.62, concerning college readiness standards and the Texas Success Initiative (TSI). The TSI is a system established in statute for assessing whether students have met requirements to be deemed college-ready, requiring advising and academic assistance supporting students' successful course completions and momentum towards meeting academic and career goals. Specifically, this new section will modernize existing rules related to the TSI to reflect best practices in the delivery of developmental education.

Rule 4.51 provides the purpose and authority for this subchapter. Rules establishing the TSI derive from Texas Education Code (TEC), Chapter 51, Subchapter F-1, and the Coordinating Board's authority to promulgate TSI-related rules is established in TEC, Section 51.344.

Rule 4.52 sets out categories of students to whom TSI and college-readiness requirements do not apply. This rule implements statutory language in TEC, Section 51.332, which carves out certain student categories (like students in military service or students who have already earned an associate or baccalaureate degree) from TSI requirements. This rule clarifies that college-readiness standards do not apply to a high school student who is a non-degree seeking student, and an institution shall not require a non-degree seeking high school student to be assessed for college readiness. This revision aligns the rule to TEC, Section 51.333, which applies to an entering undergraduate student.

Rule 4.53 contains definitions for the subchapter. The Coordinating Board proposes to refine the definitions to match current practices and developmental education and other support models more closely – for example, by changing the advising definition to reflect that

students receive college guidance from a wide variety of sources. The rule adds definitions for degree seeking and non-degree seeking students to clarify which students are required to meet college-readiness standards. These definitions implement TEC, Section 51.9685, and will be applicable across the definitions in Board rules.

Rule 4.54 lists the standards set by the Coordinating Board for institutions to determine whether a student has met requirements for exemption from the TSI. Statute provides for students to qualify for TSI exemption upon achieving certain scores on assessments or upon completion of certain college-level coursework (TEC, Section 51.338). Rule 4.54 complies by establishing benchmarks for commonly administered assessments like the SAT and the ACT, as well as stating how students can qualify for TSI exemptions through demonstrations of success on prior college-level coursework. Revisions to this section align the exemptions to Texas Education Code, Chapter 51, Subchapter F-1, and eliminate obsolete assessment instruments and standards. The section additionally clarifies that students who have successfully earned college credit in math or English via dual credit are deemed exempt from TSI assessment because the student has demonstrated they are ready to perform college-level course work through course completion. Additionally, a student who has earned the Texas First Diploma is exempt from TSI assessment because a student must meet standards that demonstrate early readiness from college pursuant to TEC, Section 28.0253, in order to earn the diploma.

Rule 4.55 outlines steps for institutions to assess and place students on an individualized basis, including delivering pre-assessment information to students and describing relevant factors to place students in appropriate coursework or interventions. This rule carries out statutory provisions, including TEC, Section 51.333(b).

Rule 4.56 establishes the Texas Success Initiative Assessment Instrument (TSIA and TSIA2) in rule, which is the Coordinating Board-approved assessment instrument required by TEC, Section 51.334. Test results are valid for a five-year period, and institutions must follow Coordinating Board and vendor requirements to administer the assessment.

Rule 4.57 sets out the benchmarks required on the TSIA for a student to demonstrate college readiness as required by TEC, Section 51.334(c). The Coordinating Board designates benchmarks with the objective of ensuring appropriate placement of students to achieve success in coursework.

Rule 4.58 requires institutions to develop advising and academic success plans for non-exempt students who do not meet college readiness assessment benchmarks. These plans must be individualized to the student and created in partnership with the student, a best practice required by law (TEC, Section 51.335). The Coordinating Board encourages institutions to adopt Non-Course-Based models where possible, to address needs in a targeted manner intended to keep students engaged and enrolled in their programs.

Rule 4.59 states how institutions may determine whether to enroll students in college-level coursework.

Rule 4.60 complies with a statutory requirement that the Coordinating Board periodically evaluate effectiveness of the TSI program by setting out required reporting necessary to conduct the evaluation (TEC, Section 51.343).

Rule 4.61 describes the required components of a developmental education program, in keeping with statutory requirements in TEC, Section 51.336(e). The revised rule gives institutions greater flexibility to design and offer different models of developmental education to students.

Rule 4.62 pertains to the privacy of student information. This provision ensures compliance with federal law and state law on data privacy (TEC, Section 51.344(c)).

Dr. Jennielle Strother, Assistant Commissioner for Student Success, will present this item and be available to answer questions.

Date Published in the *Texas Register*: January 26, 2024.

The 30-day comment period with the *Texas Register* ended on: February 26, 2024.

Summary of comments received:

Comment 1 from South Texas College:

Starr EOC Math Exemption is not included in the proposed changes under TSI exemptions, pg. 333 Section 4.54 – Exemption. Clarification is needed if STARR EOC Math exemption is to be included or will be excluded under the new recommended proposal. They are only referencing reading and writing.

Response 1:

The omission of Algebra II EOC with a score of 4000 as a demonstration of college readiness for mathematics was not intentional. The Algebra II STAAR End-of-Course test with a minimum score of 4000 should be added to Section 4.54(E).

Comment 2 from San Jacinto College:

Regarding TAC, Title 19, Sections 4.51-4.62

There is a massive body of national research that supports the efficacy of having students on focused pathways with defined goals and exit points along the pathway. Research clearly shows that students are retained, complete, and pursue further education (transfer) at a significantly higher rate if students have well-defined pathways and clear objectives relative to completion, both in technical pathways and transfer pathways. To promote dual credit through a non-degree seeking entrance into dual credit is diametrically opposed to ensuring that students have goals and clear paths to credentials that lead to jobs, transfer, and enhanced quality of life.

To promote dual credit through the non-degree seeking status also circumvents the requirement that students are “college ready,” meaning that no TSIA or other qualifying test or

course is required to be placed into dual credit college courses. This will limit what courses can be offered to students, and courses will likely not meet requirements for associate degrees and will not transfer if the student wishes to transfer to a four-year institution. Even if the courses are accepted in transfer, it is extremely unlikely that they will count for anything other than electives.

Regarding Section 4.52 Applicability(b)(4) and 4.53 Definitions(19)

If nearly all of dual credit students are now non-degree seeking, can the funded 15 credit hours be courses that are not included in degree requirements? Currently, we are not funded for courses that fall outside of degree requirements. Thus, we have eliminated EDUC 1300, BCIS 1305, and physical education from dual credit offerings because these are not degree requirements for San Jacinto College and not funded for contact hours. With the change to funding for 15 non-specific hours, can that be courses that are not in our degree requirements?

Regarding Section 4.52 Applicability(b)(4) and Section 4.54 Exemption(d)

In addition, once the dual credit student has completed the 15 hours that do not require college readiness and now chooses a degree pathway and is “degree seeking,” does the TSIA or other qualifying test come into play? If so, then community colleges’ developmental education programs will grow substantially because none of these students will be college ready and cannot take courses that have reading, writing, and mathematics competency requirements. This again is diametrically opposed to what has been the community college goal, and that is the reduction of developmental education in the pursuit to ensure that students graduating high school are college ready and can enroll in gateway courses. Or is it expected that the high school program and faculty deliver the college readiness portions of a College Connect or similar course which would also facilitate the separation of the college credit from the high school credit described in the College Connect rules?

Regarding Section 4.52 Applicability(b)(4)

How does the non-degree seeking status align with the high school endorsements that students must choose at eighth grade? What is the point of that if the student is not going to enter a pathway that is based on the chosen endorsement? Since it is unlikely that the courses that can be taken by non-college ready non-degree seeking students will align with any transfer pathway, these 15 hours will be wasted in terms of applying toward an associate degree or a transfer degree. If a student is on a technical pathway at the certificate level, it may be that courses count. But even technical pathways that are degrees (not certificates) require students to be college ready for gateway math and English. So are we unintentionally steering all students into technical certificates, even if that is not the student’s intent?

Response 2:

The Coordinating Board appreciates these comments and provides the following responses.

1) The term "degree seeking student" is defined in Section 4.83(9) as a student who has filed a degree plan with an institution of higher education or is required to do so pursuant to Education Code Section 51.9685. A non-degree seeking student is one who has not filed a degree plan or is not required to do so. This designation has no impact on advising students and providing information about well-defined pathways and clear objectives relative to completion, both in technical and transfer pathways, as noted in the comment.

2) Institutions may still require students to meet the institution's regular prerequisite requirements designated for that course (4.85(b)(3)) or may impose additional requirements that do not conflict with this subchapter (4.85(b)(4)). A dual credit course must be in the approved undergraduate course inventory of the institution and must meet the definition as outlined in 4.83(10). Courses are fundable, must count towards a degree plan, and must be transferable.

3) See previous response.

4) Successful completion of a college-level course that is reading/writing or mathematics-intensive is demonstration of college readiness by applicable subject area. Students who successfully complete such courses are TSI-met/complete (4.54(2)(b)).

Comment 3 from CHILDREN AT RISK:

Recommendations Summary:

We recommend that the committee reconsiders maintaining the exemption criteria for Algebra II End of Course (EOC) exams as is in the present Texas Administration Code. (Subchapter C, 4.54)

SUBCHAPTER C TEXAS SUCCESS INITIATIVE

Section 4.54 Exemptions, Exceptions, and Waivers

Rule 4.54 lists the standards set by the Coordinating Board for institutions to determine whether a student has met requirements for exemption from the TSI. Part (b) states that a student who achieves the passing standard on an assessment as set out in this subsection shall be deemed exempt from the requirements of the Texas Success Initiative.

(E) STAAR End of Course Test. A student who achieves a minimum score of 4000 on STAAR English III EOC shall be exempt for both reading and writing.

We recommend that the committee reconsiders maintaining the exemption criteria for Algebra II End of Course (EOC) exams as is in the present Texas Administration Code.

Per current the Texas Administration Code, the exemption related to STAAR testing included a minimum Level 2 score of 4000 on the Algebra II EOC for exemption from the mathematics section.

Data from the 2022-23 Texas Education Agency Performance Report reveals that only 19.9% of the 2021-22 graduates in the state completed advanced/dual-credit courses in mathematics. Comparing this to the 2017-18 school year, where 32% of students mastered the Algebra I EOC, it's evident that there has been a decline in students accessing advanced math coursework over time.

The proposal mentions that the proposed rule seeks to “eliminate obsolete assessment instruments and standards” though it's essential to recognize that districts retain the autonomy to request the Texas Education Agency (TEA) to administer an Algebra II End-of-Course (EOC) exam. This autonomy is crucial because it ensures that districts can tailor their educational offerings to meet the diverse needs of their students. By preserving this flexibility, we uphold the principle of providing equitable access to opportunities for all students, irrespective of their geographical location or educational background. Stripping away the

language and opportunity for districts to make such requests could inadvertently limit students' access to vital educational resources and pathways for academic advancement. It is imperative to maintain language in the proposal that safeguards districts' ability to facilitate students' access to these opportunities.

This decline in access to advanced math coursework directly impacts students' pathways to postsecondary success. Research consistently demonstrates the importance of advanced math education for college and career readiness. Mastery of Algebra II and beyond is crucial for developing critical thinking skills, problem-solving abilities, and analytical reasoning—all of which are essential for success in higher education and the workforce.

- “Students who study math through Algebra II are more than twice as likely to earn a four-year degree than those who do not” Achieve.
- “The highest level of mathematics reached in high school continues to be a key marker in precollegiate momentum, with the tipping point of momentum toward a bachelor’s degree now firmly above Algebra II” Anneberg Institute for School Reform.
- “After controlling for demographic factors, 73% of students who took calculus during high school later earned a bachelor’s degree, while just 3% of those who took “vocational” math (e.g. courses labeled vocational, general, basic, or consumer math) did” Public Policy Institute of California.

The primary focus is on the potential consequences of removing the exemption and the need to carefully consider the broader impact on student access to higher education opportunities include:

1. Concerns regarding the impact on students who struggle to meet TSI math passing standards, especially considering that only 18.7% of students in the state currently meet these standards.
2. Some students may experience TSI burnout after multiple failed attempts, affecting their psychological well-being and readiness for college-level math.
3. The removal of exemptions could limit access to dual credit classes requiring math readiness and potentially hinder college access and success for affected students.
4. The importance of ensuring equitable access to college readiness programs and support for students of all backgrounds.

Eliminating the exemption related to the mathematics section of the TSI not only restricts students' access to higher education but also narrows their pathways to associate degrees and workforce opportunities. With the TSI serving as a prerequisite for enrollment in Dual Credit courses, removing this exemption directly impedes students' access to classes that require college readiness in mathematics.

Maintaining an exemption pathway for students who demonstrate proficiency in Algebra II coursework is essential for promoting equitable access to post-secondary education and fostering students' long-term success in their academic and professional endeavors.

Response 3:

The Coordinating Board appreciates these comments and provides the following responses.

The omission of Algebra II EOC with a score of 4000 as a demonstration of college readiness for mathematics was not intentional. The Algebra II STAAR End-of-Course test with a minimum score of 4000 should be added to Section 4.54(E).

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

SUBCHAPTER C. TEXAS SUCCESS INITIATIVE

~~§4.51. through §4.63.~~

§4.51.Purpose and Authority.

(a) The purpose of this subchapter is to establish the college readiness standards and assessment instruments for students, including implementing the Texas Success Initiative for Texas public institutions of higher education. It is the intent of the Texas Higher Education Coordinating Board that Texas public institutions of higher education use the flexibility and responsibility granted under these rules to improve individualized programs to ensure the success of students in higher education.

(b) Under Texas Education Code, §51.344, the Board is authorized to adopt rules to implement the provisions of Texas Education Code, chapter 51, subchapter F-1, Texas Success Initiative.

§4.52.Applicability.

(a) Except as set out in subsection (b) of this section, this subchapter applies to each entering undergraduate student not otherwise exempt under §4.54 of this subchapter (relating to Exemption).

(b) This subchapter does not apply to the following students, and an institution shall not require these students to demonstrate college readiness pursuant to this subchapter. The following figure contains the full list of student categories to whom this subchapter does not apply.

[Figure: 19 TAC §4.52\(b\) \(.pdf\)](#)

(1) A student who has earned an associate or baccalaureate degree from an institution of higher education;

(2) A student who transfers to an institution of higher education from a private or independent institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed college-level coursework in the corresponding subject area, as transcribed or otherwise determined by the receiving institution;

(3) A student who is enrolled in a certificate program of one year or less at a public junior college, a public technical institute, or a public state college;

(4) A student enrolled in high school who is a non-degree-seeking student as defined in §4.53(8) of this subchapter (relating to Definitions);

(5) A student who is serving on active duty as a member of the armed forces of the United States, the Texas National Guard, or as a member of a reserve component of the armed forces of the United States; or

(6) A student who on or after August 1, 1990, was honorably discharged, retired, or released from active duty as a member of the armed forces of the United States or the Texas National Guard or service as a member of a reserve component of the armed forces of the United States.

§4.53.Definitions.

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

(1) Acceleration--The reorganization of instruction and curricula in ways that expedite the completion of coursework or credentials based on an assessment of students' strengths and needs. It involves a departure from a traditional multi-course sequence in favor of a more streamlined approach to academic support, resulting in students' achievement of college readiness in one year or less. Some examples include, but are not limited to, non-course-based options (NCBOs), emporium models, co-requisites, course-pairing, and computer-assisted instruction.

(2) Advising--The ongoing and intentional process by which students receive guidance in selecting and navigating their choice of courses or majors, accessing campus and community services, and developing career goals and short/long-term plans. Advising may be provided by faculty, staff members, peer mentors, interactive technology-based resources, or other means.

(3) Assessment--The use of a Board-approved instrument to determine the academic skills of an undergraduate student and evaluate the likelihood that a student is ready to enroll and succeed in entry-level academic coursework, with or without academic support.

(4) Board--The governing body of the agency known as the Texas Higher Education Coordinating Board.

(5) Compressed or Intensive Course--A course that addresses the same learning outcomes as a traditional course but meets in a shortened overall time period and generally has the same number of contact hours as a traditional course (e.g., four weeks at twelve contact hours per week or eight weeks at six contact hours per week instead of sixteen weeks at three contact hours per week), thus allowing for multiple courses to be completed in the same time period as one traditional course.

(6) Contextualized Coursework--Strategies that accelerate learning for learners whereby contextualized coursework integrates career subject matter with pre-college skills development in reading, writing, and mathematics.

(7) Co-requisite (also known as corequisite, mainstreaming, or course pairing)--An instructional strategy whereby an undergraduate student as defined in paragraph (23) of this section is co-

enrolled or concurrently enrolled in a developmental education course or in NCBO academic support as defined in paragraph (18) of this section and the entry-level academic course of the same subject matter within the same semester. The developmental education component should provide support aligned directly with the learning outcomes, instruction, and assessment of the entry-level academic course, and make necessary adjustments as needed to advance the student's success in the entry-level course. Participation in and completion of the entry-level academic course may not be contingent upon a student's performance in the developmental education course or NCBO.

(8) Non-Degree-Seeking Student--A student who has not filed a degree plan with an institution of higher education and is not required to do so pursuant to Texas Education Code, §51.9685.

(9) Developmental Education Course or Developmental Course--A non-credit course designed to address a student's skills, strengths and needs in the areas of reading, writing, integrated reading and writing (IRW), mathematics, and student success, to help that student be ready to succeed in entry-level academic coursework.

(10) Developmental Education--Non-credit Developmental Education Courses or Non-Course-Based Developmental Education Interventions such as co-requisites, tutorials, laboratories, interactive modules, and other means of assistance that may be included in a student's academic plan to help the student succeed in entry-level academic coursework.

(11) Differentiated Instruction--Different instructional processes used to engage a student based on their individual strengths, skills, motivational attitudes, and learning needs and preferences.

(12) Differentiated Placement--Advising and placement of students based on individual strengths and needs.

(13) Entry-level academic course (sometimes referred to as an entry-level freshman course or freshman-level academic coursework)--Any college level course for academic credit in which a first-time in college student might typically enroll. An entry-level course may not have prerequisite college courses. These courses (or their local equivalents based on the Texas Common Core Numbering System) may include, but are not limited to, ENGL 1301, HIST 1301, PSYC 2301, GOVT 2305/2306, MATH 1314/1414/1324/1332/1342, SOCI 1301, PHIL 1301, SPCH 1311/1315, COSC 1301, HUMA 1301, ARTS 1301, and BIOL 1306/1406.

(14) Institution of Higher Education or institution--Any public technical institute, public junior college, public senior college or university, medical or dental unit, or other agency of higher education as defined in Texas Education Code, §61.003(8).

(15) Mathematics Pathway Models--Developmental and basic academic skills coursework and interventions designed to prepare students for academic and workforce training programs and careers with mathematics content relevant for their programs.

(16) Measurable Learning Outcomes--Knowledge, skills, and abilities students should be able to demonstrate upon completion of a course or intervention.

(17) Minimum Passing Standards--A score that must be attained by a student in reading, writing, and mathematics on an assessment instrument designated for use by institutions of higher education by the board that indicates the student's readiness to enroll in entry-level academic courses as defined in paragraph (13) of this section. These scores are set forth in §4.57 of this subchapter (relating to Texas Success Initiative Assessment College Readiness Standards).

(18) Non-Course-Based Developmental Education Interventions (also known as NCBO or Non-Semester-Length Interventions)--Interventions that are selected or designed to address a student's specific identified academic skills, strengths, and learning needs, to effectively and efficiently prepare the student to succeed in college-level work. These interventions must be overseen by an instructor of record and are beyond academic advising or learning support activities provided generally to all students in a course, program, or institution; interventions may include, but are not limited to, individual or group tutoring, supplemental instruction, interactive online resources, emporium models, or labs.

(19) Non-Degree Credit Course--A specific course which may not be counted toward a degree or certificate. The term includes developmental education, pre-collegiate, and general continuing education courses.

(20) Professional Development--The provision of ongoing and systematic learning opportunities for educators and support staff to support the use of research-based strategies, methodologies, and effective instructional practices to support the design and delivery of programs, coursework, and interventions advancing the cognitive and non-cognitive skills of students pursuing post-secondary courses and credentials including certificates and degrees.

(21) Program Evaluation--Systematic methods of collecting, analyzing, and using information to examine and assess the costs, efficiency, and effectiveness of courses, interventions, and policies.

(22) TSI Assessment--A Board-approved assessment instrument designated in §4.56 of this subchapter (relating to Texas Success Initiative Assessment Instrument) pursuant to Texas Education Code, §51.334, for use by institutions of higher education to assess a student's readiness to enroll in an entry-level academic course.

(23) Undergraduate Student--A student, other than a high school student enrolled in college-level coursework for dual credit, who enrolls at a Texas public institution of higher education in a course or program of study leading to a certificate, degree, or other undergraduate credential.

§4.54.Exemption.

(a) For the purpose of demonstrating exemption under subsection (b) of this section, the Board shall ensure that the passing standard on each approved assessment meets the college readiness standard under §4.57(a) of this subchapter (relating to Texas Success Initiative Assessment College Readiness Standards).

(b) A student who achieves the passing standard on an assessment as set out in this subsection shall be deemed exempt from the requirements of the Texas Success Initiative. An institution shall not require an exempt student to provide any additional demonstration of college readiness and shall allow an exempt student to enroll in an entry-level academic course as defined in §4.53(13) of this title (relating to Definitions). The following figure contains the full list of assessments, minimum required scores, and eligible exemptions.

[Figure: 19 TAC §4.54\(b\) \(.pdf\)](#)

(1) For a period of five (5) years from the date of testing, a student who is tested and performs at or above the following standards that cannot be raised by institutions:

(A) ACT. A student who has achieved the applicable standard under this subsection shall be deemed exempt under this subchapter.

(i) ACT administered prior to February 15, 2023: composite score of 23 with a minimum of 19 on the English test shall be exempt for both the reading and writing sections of the TSI Assessment, and/or 19 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment.

(ii) ACT administered on or after February 15, 2023: a combined score of 40 on the English and Reading (E+R) tests shall be exempt for both reading and writing or ELAR sections of the TSI Assessment. A score of 22 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment. There is no composite score.

(iii) The use of scores from both the ACT administered prior to February 15, 2023, and the ACT administered after February 15, 2023, is allowable, as long as the benchmarks set forth in clause (ii) of this subparagraph are met.

(B) SAT. A student who has achieved the applicable standard under this subsection shall be deemed exempt under this subchapter.

(i) SAT administered on or after March 5, 2016: a minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test shall be exempt for both reading and writing sections of the TSI Assessment. A minimum score of 530 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment. There is no minimum combined EBRW and mathematics score.

(ii) Mixing or combining scores from the SAT administered prior to March 5, 2016, and the SAT administered on or after March 5, 2016, is not allowable.

(C) GED: minimum score of 165 on the Mathematical Reasoning subject test shall be exempt for the mathematics section of the TSI Assessment. A minimum score of 165 on the Reasoning Through Language Arts (RLA) subject test shall be exempt for the English Language Arts Reading (ELAR) section of the TSI Assessment.

(D) HiSET: minimum score of 15 on the Mathematics subtest shall be used to determine exemption on the mathematics section of the TSI Assessment. A minimum score of 15 on the Reading subtest and a minimum score of 15 on the Writing subtest, including a minimum score of 4 on the essay, shall be exempt for the English Language Arts Reading (ELAR) section of the TSI Assessment.

(E) STAAR End of Course Test. A student who achieves a minimum score of 4000 on STAAR English III EOC shall be exempt for both reading and writing. A student who achieves a minimum score of 4000 on STAAR Algebra II EOC shall be exempt from mathematics.

(c) A student who has met one of the following criteria shall be exempt from the requirements of the Texas Success Initiative for the respective content area in which they have demonstrated college readiness. The following chart contains the full list of course and program completions and eligible exemptions.

[Figure: 19 TAC §4.54\(c\) \(.pdf\)](#)

(1) A student who successfully completes a college preparatory course under Texas Education Code, §28.014, is exempt for a period of twenty-four (24) months from the date of high school graduation with respect to the content area of the course, under the following conditions:

(A) The student enrolls in the student's first college-level course in the exempted content area in the student's first year of enrollment in an institution of higher education; and

(B) The student enrolls at the institution of higher education:

(i) that partnered with the school district in which the student is enrolled to provide the course, or

(ii) with an institution that deems the student TSI-met based on the completion of a course that meets the requirements of subsection (c)(1) of this section.

(2) A student who has previously enrolled in any public, private, or independent institution of higher education or an accredited out-of-state institution of higher education and:

(A) has met college readiness standards in mathematics, reading, or writing as determined by the receiving institution, or

(B) who has satisfactorily completed college-level coursework in mathematics, reading, or writing with a grade of 'C' or better, including a high school student who has earned college credit for a dual credit course or a course offered under §4.86 of this chapter (relating to

Optional Dual Credit or Dual Enrollment Program: College Connect Courses), with a grade of 'C' or better.

(3) A student who has earned the Texas First Diploma under chapter 21, subchapter D of this title (relating to Texas First Early High School Completion Program).

(d) An institution may exempt a non-degree-seeking or non-certificate-seeking student not otherwise exempt under this section.

(e) In accordance with the requirements of this subchapter, an institution shall not require a student who is exempt in mathematics, reading, and/or writing or to whom this subchapter is inapplicable under §4.52 of this subchapter (relating to Applicability) to be assessed under this subchapter or to enroll in developmental coursework or interventions in the corresponding area of exemption. This limitation does not restrict an institution from advising a student to complete additional coursework or interventions to increase the likelihood of the student's success in completing the courses and program in which the student enrolls.

(f) ESOL Waiver--An institution may grant a temporary waiver from the assessment required under this title for students with demonstrated limited English proficiency in order to provide appropriate ESOL/ESL coursework and interventions. The waiver must be removed after the student attempts 15 credit hours of developmental ESOL coursework at a public junior college, public technical institute, or public state college; nine (9) credit hours of developmental ESOL coursework at a general academic teaching institution; or prior to enrolling in entry-level academic coursework, whichever comes first, at which time the student would be assessed by the institution with a Board-approved instrument as defined by §4.56 of this subchapter (relating to Texas Success Initiative Assessment Instrument). Funding limits as defined in Texas Education Code, §51.340, for developmental education still apply.

§4.55.Assessment and Placement.

(a) An institution shall assess, by an instrument approved in §4.56 of this subchapter (relating to Texas Success Initiative Assessment Instrument), the academic skills of each entering, non-exempt undergraduate student as defined in §4.53(23) of this subchapter (relating to Definitions) prior to enrollment of the student.

(b) For each student, including a student who is exempt as provided by §4.54 of this subchapter (relating to Exemption) or who has been determined by an institution to be ready to enroll in entry-level academic courses as provided by §4.54, institutions are strongly encouraged to provide the student with advising, appropriate course and program placement, and support based on the individual student's skills, strengths, and needs, to increase the likelihood of the student's success in completing the courses and program in which the student enrolls.

(c) Under exceptional circumstances, an institution may permit a student to enroll in entry-level academic coursework without assessment but shall require the student to be assessed not later than the end of the first semester of enrollment in entry-level academic coursework.

(d) Prior to the administration of an approved instrument in §4.56, a test administrator shall provide to the student a pre-assessment activity or activities that address at a minimum the following components in an effective and efficient manner, such as through workshops, orientations, and/or online modules:

(1) Importance of assessment for identifying a student's academic skills, strengths, and needs;

(2) Assessment process and components, including practice with feedback of sample test questions in all disciplinary areas;

(3) Developmental education options offered by the institution including Non-Course-Based Options; and/or

(4) Institutional and/or community student resources (e.g., supplemental instruction, tutoring, transportation, childcare, basic needs support, or emergency financial aid).

(e) For placement of a non-exempt undergraduate student not meeting standards as defined in §4.57(a) of this subchapter (relating to Texas Success Initiative Assessment College Readiness Standards), institutions shall use for determination of appropriate courses, interventions, and other support the student's TSI Assessment results and accompanying Diagnostic Profile, along with other relevant information such as:

(1) High school Grade Point Average/class ranking;

(2) Prior academic coursework or work experience;

(3) Demonstrated personal achievement (e.g., leadership, motivation, self-efficacy); and

(4) Family-life issues (e.g., job, childcare, transportation, finances).

(f) An institution offering collegiate-level credit to students via a Multi-Institution Teaching Center (MITC) or a university system center, or to in-state students by distance learning delivery systems shall ensure that students are assessed as required by this section.

(g) An institution may not use the assessment or the results of the Board-approved assessment instrument as provided by §4.56 as a condition of admission to the institution.

§4.56. Texas Success Initiative Assessment Instrument.

(a) Effective fall 2013, the Texas Success Initiative Assessment (TSIA) is the only Board-approved assessment instrument used under this title.

(b) Effective January 11, 2021, the TSIA, Version 2.0 (TSIA2) replaced the TSIA as the only Board-approved TSI assessment instrument offered under this title.

(c) A student is entitled to use a TSIA or TSIA2 test result for a period of no more than five years after the date of testing to meet the requirements of this subchapter.

(d) Each administrator of the TSI Assessment must follow the requirements and processes for test administration as set forth by the Coordinating Board and the test vendor.

§4.57.Texas Success Initiative Assessment College Readiness Standards.

(a) For the purpose of this section and §4.54(b)(1) of this subchapter (relating to Exemption), the Board shall approve a passing standard ("cut score") on an assessment that corresponds to a 70-75% likelihood of a student earning an 'A', 'B', or 'C' in a college level course for which the assessment instrument is used to establish college readiness.

(b) Effective the institution's first class day of fall 2017, for a student who is not otherwise exempt under this subchapter, the institution shall use the following minimum college readiness standards (also known as "cut scores") for reading, mathematics, and writing on the TSI Assessment (TSIA) to determine a student's readiness to enroll in entry-level freshman coursework:

(1) Reading 351;

(2) Mathematics 350; and

(3) Writing;

(A) a placement score of at least 340, and an essay score of at least 4; or

(B) a placement score of less than 340 and an ABE Diagnostic level of at least 4 and an essay score of at least 5.

(c) Effective January 11, 2021, for a student who is not otherwise exempt under this subchapter, an institution shall use the following minimum college readiness standards (also known as "cut scores") for English Language Arts Reading (ELAR) and mathematics on the TSI Assessment, Version 2.0 (TSIA2) to determine a student's readiness to enroll in entry-level academic coursework:

(1) Mathematics (for college-level coursework with mathematics-intensive designation by the offering institution):

(A) a College Readiness Classification (CRC) score of at least 950; or

(B) a CRC score below 950 and a Diagnostic level of 6.

(2) ELAR (for college-level coursework with reading, writing, or reading and writing-intensive designation by the offering institution):

(A) a College Readiness Classification (CRC) score of at least 945 and an essay score of at least 5; or

(B) a CRC score below 945 and a Diagnostic level of 5 or 6 and an essay score of at least 5.

(d) An institution shall use the TSI Assessment (TSIA or TSIA2) diagnostic results, along with other holistic factors, in their consideration of courses and/or interventions addressing the educational and training needs of undergraduate students not meeting the college readiness standards as defined in subsections (a) - (c) of this section.

(e) An institution shall not require higher or lower college readiness standards on any or all portions of the TSI Assessment (TSIA or TSIA2) to determine a student's readiness to enroll in entry-level academic coursework.

(f) For a student with an existing plan for academic success as required in §4.58 of this title (relating to Advisement and Plan for Academic Success), the institution shall revise the plan as needed to align with the college readiness standards as defined in subsections (a) - (c), as applicable, of this section.

§4.58. Advisement and Plan for Academic Success.

(a) For each undergraduate student as defined in §4.53(23) of this subchapter (relating to Definitions) who fails to meet the minimum passing standards described in §4.57 of this subchapter (relating to Texas Success Initiative Assessment College Readiness Standards), an institution shall:

(1) Establish a program to advise the student regarding developmental education support necessary to ensure the readiness of that student in performing freshman-level academic coursework.

(2) Determine a plan, working with the student, for the student's academic success, which shall include developmental education and may include provisions for enrollment in appropriate non-developmental coursework. Institutions must ensure developmental education courses and interventions meet at minimum the criteria set forth in the Lower Division Academic Course Guide Manual (ACGM).

(b) Each plan for academic success shall:

(1) Be designed on an individual basis to provide the best opportunity for each student to succeed in obtaining his or her career and/or academic goals. At a minimum, the individual plan shall address:

(A) Career advising;

(B) Recommended Developmental Education options;

(C) Campus and/or community student support services/resources;

(D) Degree plan or plan of study;

(E) Regular interactions between student and designated points of contact (e.g., advisor, faculty member, peer or community mentor, etc.);

(F) Registration for next semester/next steps; and

(G) Differentiated placement.

(2) Promote the most efficient and cost-effective developmental education options to increase the likelihood of the student's success in college level courses and programs; institutions are strongly encouraged to assign students to Non-Course-Based options where feasible.

(3) Provide to the student a description of the developmental education options and other resources and interventions recommended to increase the likelihood the student will succeed in entry-level and subsequent academic coursework and complete their selected program.

(4) Provide to the student an appropriate measure for determining readiness to perform freshman-level academic coursework, as described in §4.59 of this subchapter (relating to Determination of Readiness to Enroll and Succeed in Entry-Level Academic Coursework).

(c) Each institution shall apply all state and federal laws pertaining to individuals with disabilities when assessing and advising such students.

(d) An institution must advise any student who is exempt from the TSI assessment as outlined in §4.54 of this subchapter (relating to Exemption) who earns less than a 'C' in the student's first college-level course in the exempted content area of Developmental Education Interventions available to the student to increase the likelihood that the student will succeed in subsequent college courses and complete their selected program, especially through Non-Course-Based options.

(e) For undergraduate students enrolled in a corequisite model as defined in §4.53(7) who fail to satisfactorily complete the freshman-level course, the institution of higher education must:

(1) review the plan developed for the student under this section and, if necessary, work with the student to revise the plan; and

(2) offer to the student a range of resources including Non-Course Based Options to assist the student in becoming ready to perform freshman-level academic coursework in the applicable subject area(s).

§4.59.Determination of Readiness to Enroll and Succeed in Entry-Level Academic Coursework.

(a) An institution shall determine when a student is ready to enroll and succeed in entry-level academic coursework using:

(1) Student performance on one or more assessments as provided by §4.57 of this subchapter (relating to Texas Success Initiative Assessment College Readiness Standards), including scores resulting from a student's retaking of a board approved assessment instrument; and

(2) Developmental Courses or Non-Course-Based Developmental Education Interventions.

(b) An institution may enroll a non-exempt, undergraduate student who has not met the readiness standard on the TSI Assessment in an entry-level academic course if the student is co-enrolled in developmental education, as defined in §4.53(7) of this subchapter (relating to Definitions). Successful completion of the entry-level academic course with a grade of 'C' or better shall be demonstration of the student's college readiness for the corresponding subject area, as provided in §4.54(c)(3) of this subchapter (relating to Exemption), independent of the student's performance in Developmental Courses or Non-Course-Based Developmental Education Interventions.

(c) A student may retake a Board-approved assessment instrument at any time, subject to availability, to determine the student's readiness to perform entry-level freshman coursework.

(d) An institution shall, as soon as practicable and feasible, indicate a student's readiness in reading, mathematics, and writing on the transcript of each student. Student readiness in mathematics shall be indicated as either:

(1) ready for entry-level mathematics coursework; or

(2) ready only for non-Algebra intensive courses, including MATH 1332/1342/1442 (or their local equivalent).

§4.60.Evaluation and Reporting.

(a) The Coordinating Board shall evaluate the effectiveness of the Texas Success Initiative on a statewide basis and with respect to each institution, assessment, and strategy used to assess and support student success in entry-level academic courses and completion of programs. This evaluation shall be based primarily on students' success in subsequent courses and progress towards completion in their academic programs. To inform this evaluation, each institution shall analyze and report to the Coordinating Board on the annual Developmental Education Program Survey (DEPS) the fiscal and/or instructional impacts of the following on student outcomes, along with other success-related topics as requested:

(1) Technological delivery of developmental education courses that allows students to complete course work;

(2) Diagnostic assessments to determine a student's specific educational needs to allow for appropriate developmental instruction;

(3) Modular developmental education course materials;

(4) Use of tutors and instructional aides to supplement developmental education course instruction as needed for particular students;

(5) Internal monitoring mechanisms used to identify a student's area(s) of academic difficulty; and

(6) Periodic updates of developmental education course materials.

(b) At the end of each semester, each institution shall report to the Coordinating Board the following information for each undergraduate student: Social Security Number (SSN), semester credit hours (SCH), grade points earned, ethnicity, gender, date of birth, Texas Success Initiative status, initial assessment instrument, score on initial assessment, type of developmental education received for each area (reading, mathematics, writing), and grade in first related non-developmental course.

§4.61.Required Components of Developmental Education Programs.

(a) Each institution of higher education shall develop and administer a developmental education program using research-based practices that include all the following components:

(1) assessment;

(2) differentiated placement and instruction based on an individual student's skills, strengths, and needs;

(3) faculty development;

(4) student support services;

(5) program evaluation;

(6) integration of technology; and

(7) Non-Course-Based Options.

(b) Each institution of higher education shall develop and implement corequisite model(s) of developmental education as defined in §4.53(7) of this subchapter (relating to Definitions) for developmental mathematics and integrated reading/writing (IRW) courses and interventions for all the institution's non-exempt students, except as provided under subsection (c) of this section.

(c) An institution may enroll the following students in a developmental education course as necessary to address deficiencies in the students' readiness to perform freshman-level academic coursework:

(1) a student assessed at Diagnostic levels 1-4 on the Board-approved assessment instrument as provided by §4.56 of this subchapter (relating to Texas Success Initiative Assessment Instrument);

(2) a student enrolled in adult education; or

(3) a student enrolled in a degree plan not requiring an entry-level academic mathematics course.

(d) An institution must inform a student enrolled in a mathematics pathway model (e.g., New Mathways Project, modular/Emporium models, etc.) that successful completion of this model will result in meeting the mathematics college readiness standard only for specific college credit courses. The institution must also inform the student that changing degree plans may require the student to complete additional developmental education support or Non-Course-Based Developmental Education Interventions.

(e) As part of subsection (a)(7) of this section, each institution shall offer at least one section of each entry-level academic course per developmental education subject area that incorporates non-course-based interventions (NCBO).

§4.62.Privacy of Student Information.

Each institution of higher education must ensure that the Texas Success Initiative and the collection and release of any related data is administered in a manner that complies with federal law regarding confidentiality of student medical or educational information, including the Health Insurance Portability and Accountability Act of 1996 (42 U.S.C. Section 1320d et seq.), the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g), and any state law relating to the privacy of student information.

Figure: 19 TAC §4.52(b) (.pdf)

APPLICABILITY CATEGORIES			
Category	Student	Subject Area	Time Period
Prior or Current Academic Coursework	Student has earned an associate or baccalaureate degree from an institution of higher education	All	No expiration
	Student transfers from a private or independent institution of higher education or an accredited out-of-state institution of higher education and has satisfactorily completed college-level coursework	The subject area in which the student has satisfactorily completed college-level coursework	No expiration
	Student is enrolled in a certificate program of one year or less at a public junior college, public technical institute, or public state college	All	Applicable while the student is enrolled in the certificate program of one year or less
	Student is enrolled in high school who is not a degree-seeking student as defined in 19 Texas Administrative Code §4.58(8) and 4.83(10)	All	Applicable while the student is enrolled in high school and classified as a non-degree-seeking student
Military Service	Student is serving on active duty as a member of the armed forces of the United States, the Texas National Guard, or as a member of a reserve component of the armed forces of the United States	All	Applicable while the student is serving on active duty
	Student was honorably discharged, retired, or released from active duty as a member of the armed forces of the United States or the Texas National Guard or service as a member of a reserve component of the armed forces of the United States	All	No expiration

Figure: 19 TAC §4.54(b) (.pdf)

ASSESSMENT EXEMPTIONS					
Assessment Type	Assessment Version	Minimum Score	Combined?	TSI Exemption?	Exemption Expiration
ACT					
ACT Composite + English	Prior to 2/15/23	Composite 23 and English 19	May combine with scores on test administered after 2/15/23	English Language Arts and Reading (ELAR) Section	5 years from date of test
ACT Composite + Math	Prior to 2/15/23	Composite 23 and Math 19	N/A	Mathematics Section	5 years from date of test
ACT Math	After 2/15/23	Score of 22; No Composite	N/A	Mathematics Section	5 years from date of test
ACT English + Reading	After 2/15/23	Combined score of 40; No Composite	May combine with scores on test administered prior to 2/15/23	ELAR Section	5 years from date of test
SAT					
SAT Evidence-Based Reading & Writing (EBRW)	After 3/5/16	EBRW 480	Not allowable	ELAR Section	5 years from date of test
SAT Mathematics	After 3/5/16	Math 530	Not allowable	Mathematics Section	5 years from date of test
GED					
GED Mathematical Reasoning		Mathematical Reasoning 165	N/A	Mathematics Section	5 years from date of test
GED Reasoning Through Language Arts (RLA)		RLA 165	N/A	ELAR Section	5 years from date of test
HiSET					

HiSET Mathematics Subtest		Math Subtest minimum of 15	N/A	Mathematics Section	5 years from date of test
HiSET Reading Subtest, Writing Subtest, and Essay		Reading minimum of 15, Writing minimum of 15, and Essay minimum of 4.	N/A	ELAR Section	5 years from date of test
STAAR EOC					
STAAR EOC - English III		English III EOC 4000	N/A	ELAR Section	5 years from date of test
STAAR EOC - Algebra II		Algebra II EOC 4000	N/A	Mathematics Section	5 years from date of test

Figure: 19 TAC §4.54(c) (.pdf)

COURSE AND PROGRAM COMPLETION EXEMPTIONS				
Student Category	Institution Where Course or Program Completed	Applicability	Exemption	Exemption Expiration
High School Student who successfully completes College Prep Course (TEC 28.014)	School district partners with any public, private, independent institution of higher education	Applies at the institution of higher education that partners with the school district in which the student is enrolled to provide course(s), or at an institution that accepts the student as TSI-met based on course completion	Corresponding English Language Arts and Reading (ELAR) and/or Mathematics sections	24 months from date of high school graduation & student must enroll in college-level course in exempted content within first year of enrollment at institution
Student enrolled and met readiness standards in mathematics and/or ELAR by institution	Any Texas public, private, independent institution of higher education or accredited out-of-state institution	Student has met college readiness standards in mathematics, reading, or writing as determined by receiving institution	Corresponding ELAR and/or Mathematics sections	No Expiration
Student completed college level coursework with C or better	Any Texas public, private, independent institution of higher education or accredited	A student with a transcribed grade of 'C' or better is not subject to TSI in	Corresponding ELAR and/or Mathematics sections	No Expiration

	out-of-state institution	accordance with Rule 4.52(b).		
College level coursework in a dual credit course as defined by Rule 4.83(11), including a College Connect dual credit course offered under Rule 4.86, with C or better.	Any Texas public institution of higher education	A student with a transcribed grade of 'C' or better is not subject to TSI in accordance with Rule 4.54(c)(2)(b).	Corresponding ELAR and/or Mathematics sections	No Expiration
Student earned Texas First Diploma	Any Texas public institution of higher education	A student who has earned the Texas First Diploma is TSI-exempt under Rule 4.54(c)(3).	ELAR and Mathematics sections	No Expiration

Committee on Academic and Workforce Success

AGENDA ITEM V-H (5)

Consideration and possible action to repeal and adopt new Board Rules, Chapter 4, Subchapter D, Sections 4.81–4.87, concerning dual credit partnerships between secondary schools and Texas public colleges

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes adoption Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, §4.81-§4.87 concerning dual credit. These new rules are designed to replace the existing rules in §4.81 to §4.86 which will be submitted for repeal.

Prior to the 88th Legislative Session, Education Code §61.059(p) defined how the state can fund dual credit courses. With the Legislature's addition of the Financial Aid for Swift Transfer (FAST) Program in Education Code §28.0095, the Coordinating Board is replacing its dual credit rules to ensure alignment of the Board's rules and to clarify which dual credit courses the agency can fund in the base and performance tiers under Chapter 130A. The new rules clarify reporting and funding requirements for institutions and make the definitions uniform across the Board's rules. The definitions for dual credit will be used across all Board rules and will streamline the institutions' compliance and reporting obligations.

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

Date Published in the *Texas Register*: January 26, 2024

The 30-day comment period with the *Texas Register* ended on: February 26, 2024

The Coordinating Board received comments from two Texas institutions of higher education and one nonprofit organization during the public comment period for the proposed new dual credit rules, including comments regarding the proposed rules for College Connect Courses. The following comments and the Coordinating Board response to comments cover a variety of topics relating to the new dual credit rules.

Comments Received by McLennan Community College

Comment: Regarding the definition of Career and Technical Education Course in 4.83(3) - What about courses that are not workforce on the IHE side but are CTE on the K12 side? These include rubrics such as ENGR, BUSI, AGRI. Would like those included in this definition.

Response: The Coordinating Board thanks the institution for the comment. These courses are not fundable courses for an institution of higher education as Career and Technical Education Courses so therefore they are not included as part of the definition. Approved Career and Technical Education Courses for institutions of higher education are listed in the Workforce Education Course Manual (WECM).

Comment: Regarding “Dual Credit Course or Dual Enrollment Course” in 4.83(10) - The current rule 4.85(b)(3) includes in the workforce section “a program leading to a credential of less than a Level 1 certificate.” This version does not include that, which could exclude OSAs. Would like that language included in this version of 4.85.

Response: The Coordinating Board thanks the institution for the comment. The definition for a Dual Credit Course includes a Career and Technical Education Course as defined in 4.83(3) that leads to a credential, which includes Occupational Skills Award certificates.

Comment: Regarding “Dual Credit Course or Dual Enrollment Course in 4.83(10) - If the course is not Career or Technical Education and is not in the core curriculum of the institution, it must be a requirement in an approved Field of Study Curriculum (FOSC). There is no option for a Dual Credit course outside of the core that is needed for an Associate of Arts(AA)/Associate of Science(AS) if the AA/AS unless it is in an approved FOSC. Currently there are only eight approved FOSC. Would like the FOSC restriction changed to an AA/AS degree plan, FOS preferred, until additional ones are approved.

Response: The Coordinating Board thanks the institution for the comment. Texas Education Code §§ 130.008 and 29.908 limit the dual credit courses that the Coordinating Board may fund to those in the Texas Core Curriculum, foreign language, or a Field of Study. The proposed definition of a dual credit course includes these types of courses in 4.83(11)(ii).

Comment: Regarding 4.85 “Dual Credit Requirements” under (a) Eligible Courses - Request clarification. This appears to read that Early College High School (ECHS) students can only take the same academic courses as any other Dual Credit student, which would restrict academic choices outside of the core to an approved FOSC. Is this correct? If yes, the earlier comment about the limited options for a FOSC apply to this area as well. Further, the restriction appears to apply only to an ECHS but not a PTECH since PTECHS aren’t specifically mentioned when they are mentioned separately in other areas of Texas Administrative Code and Texas Education Code.

Response: The Coordinating Board thanks the institution for the comment. The proposed rule 4.85(a)(3) exempts ECHS students from the more limited definition of

dual credit by referencing 130.008 (a-2). An ECHS student may be enrolled in a program that meets the requirements in 29.908.

Comments received from Children at Risk

Comment: Strongly advise the committee to maintain separate definitions for Dual Credit and Dual Enrollment. It is imperative to recognize the distinct differences between these two educational pathways and carefully deliberate the potential consequences for both the high schools and the colleges and universities. (Subchapter D, 4.83)

Response: The Coordinating Board thanks the entity for the comment. The term dual enrollment does not appear in the Texas Education Code therefore will not be utilized in the rules as a separate category. The definition of dual credit includes courses for which a student only earns college credit, including dual enrollment courses.

Comment: We recommend considering expanding access to College Connect Courses as early as 10th grade.

Response: The Coordinating Board thanks the entity for this comment. The rules do not limit a student's ability to access dual credit courses, including College Connect Courses, at any grade level.

Comments received from Tyler Junior College

Comment: Does the success course need to be offered in the same semester as the core course?

Response: The Coordinating Board thanks the institution for the comment. It is unclear to which course, "the success course" is referring. To clarify, the dual credit College Connect Course option is a college-level, dual credit course. In order to impact the student's performance in the college-level course, college readiness content must be delivered within the same semester and in the same subject matter as the college-level course. College readiness content should be integrated into the college-level course, to increase student success in the course. In response to comment, the Board will revise proposed Rule 4.86(d)(2) to specify that: The supplemental college readiness content shall be related to and integrated with the subject matter of the course.

This amendment should clarify that the intent of the College Connect Courses is to provide additional support to a student who has not yet demonstrated college readiness by integrating subject matter related content into the College Connect Course experience.

Comment: Is a co-requisite model an option for College Connect students? If so, could the co-requisite be offered in a different semester than the core course? Would that detrimentally impact co-requisite funding?

Response: The Coordinating Board thanks the institution for the comment. The institution has full discretion over the mode of delivery for supplemental college readiness content that is provided for a student enrolled in a College Connect Course who has not yet met the TSIA/TSIA2 college readiness benchmark(s), provided that the college readiness content is integrated with and related to the course content. Because the College Connect Course is a college-level dual credit course, it is eligible for formula and FAST funding. The supplemental/embedded college readiness content, if delivered as a separate, supplemental corequisite course, is not itself eligible for FAST funding. The Education Code limits funding for courses provided to high school students to those that meet the definition in new Rule 2.83(10).

Comment: Does the success course need to be in the subject matter of the core course? In other words, could we pair an EDUC 1300 Learning Framework with another core course, or does the success course need to be directly related to the core class being offered? As previously noted, for the student who is not exempt or has not yet met the college readiness benchmark(s) on the TSIA/TSIA2.

Response: The Coordinating Board thanks the institution for this comment. In response to the comment, the Board will revise proposed Rule 4.86(d)(2) to specify that: The supplemental college readiness content shall be related to and integrated with the subject matter of the course.

An institution must provide an integrated curriculum in the subject matter of the college-level course to ensure underprepared students achieve successful mastery of the college-level content. The college-level course content should adhere, at minimum, to the learning outcomes and contact hours outlined in the *Lower-Division Academic Course Guide Manual*. The college readiness content must be related to the specific content areas where a student needs additional support to be successful in the college-level course, rather than a paired EDUC 1300 course, as specified in the revised rule text.

Comment: Do you have examples of what other colleges are currently doing?

Response: The Coordinating Board's Division of Digital Learning is currently developing openly licensed course material that includes integrated college readiness skills, in partnership with Texas institutions of higher education. That course material may be of assistance to institutions seeking to offer College Connect Courses and will be available on OERTX.

Other rule amendments made at adoption:

Section 4.86(d)(2) is revised to clarify college readiness content must be related to the subject matter of the course:

(2) An institution must also incorporate supplemental college readiness content to support students who have not yet demonstrated college readiness, as defined in §4.57,

within these courses. The supplemental college readiness content shall be related to and integrated with the subject matter of the course. An institution may deliver this supplemental instruction through a method at their discretion, including through embedded course content, supplemental coursework, or other methods.

Section §4.85(g)(2) is revised to provide more flexibility in student support services without limiting them only to what is outlined in the institutional agreement. The proposed revision aligns with the Southern Association of Colleges and Schools Commission on Colleges guidance:

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

Section 4.87 is revised to delete subsection (d) to eliminate confusion about the eligibility for funding for a dual credit course delivered by an institution of higher education to a student enrolled in an Early College High School Program. Nothing in these rules modifies or eliminates the funding available for an institution that delivers a dual credit course to a high school student as authorized under Texas Education Code §§ 29.908 and 130.008. The subsequent subsections are renumbered accordingly.

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

SUBCHAPTER D. DUAL CREDIT PARTNERSHIPS BETWEEN SECONDARY SCHOOLS AND
PUBLIC COLLEGES

§4.81. Purpose.

This subchapter provides rules and regulations for public institutions of higher education to engage in dual credit partnerships with secondary schools, including partnerships for participation in the FAST Program pursuant to chapter 13, subchapter Q of this title (relating to Financial Aid for Swift Transfer (FAST) Program).

§4.82. Authority.

Texas Education Code, §§28.009(b), 28.0095, 61.059(p), 130.001(b)(3) - (4) and 130.008, provide the Board with the authority to regulate dual credit partnerships between public institutions of higher education and secondary schools with regard to lower division courses, and provide funding for dual credit courses, including courses offered under the FAST program.

§4.83. Definitions.

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

(1) Avocational Course--A course of study in a subject or activity that is usually engaged in by a person in addition to the person's regular work or profession for recreation or in relation to a hobby, including a community interest course, as defined in Texas Education Code, §130.351(2).

(2) Board--The governing body of the agency known as the Texas Higher Education Coordinating Board.

(3) Career and Technical Education Course--A workforce or continuing education college course offered by an institution of higher education for which a high school student may earn credit toward satisfaction of a requirement necessary to obtain an industry-recognized credential, certificate, or associate degree.

(A) A career and technical education course is listed in the Workforce Education Course Manual (WECM).

(B) For the purpose of this subchapter, this definition excludes:

(i) an avocational course;

(ii) a continuing education course that is ineligible for conversion as articulated college credit; and

(iii) a continuing education course that does not meet the institution's program or instructor accreditation standards.

(4) Certificate--A Certificate Program as defined in Texas Education Code, §61.003(12).

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

(6) Commissioner--The Commissioner of Higher Education.

(7) Coordinating Board--The agency known as the Texas Higher Education Coordinating Board, including the agency staff.

(8) Credit--College credit earned through the successful completion of a college career and technical education or academic course that fulfills specific requirements necessary to obtain an industry-recognized credential, certificate, associate degree, or other academic degree.

(9) Degree-Seeking Student--A student who has filed a degree plan with an institution of higher education or is required to do so pursuant to Texas Education Code §51.9685.

(10) Dual Credit Course or Dual Enrollment Course--A course that meets the following requirements:

(A) The course is offered pursuant to an agreement under §4.84 of this subchapter (relating to Institutional Agreements).

(B) A course for which the student may earn one or more of the following types of credit:

(i) joint high school and junior college credit under Texas Education Code, §130.008, or

(ii) another course offered by an institution of higher education, for which a high school student may earn semester credit hours or equivalent of semester credit hours toward satisfaction of:

(I) a course defined in paragraph (4) of this section that satisfies a requirement necessary to obtain an industry-recognized credential, certificate, or an associate degree;

(II) a foreign language requirement at an institution of higher education;

(III) a requirement in the core curriculum, as that term is defined by Texas Education Code, §61.821, at an institution of higher education; or

(IV) a requirement in a field of study curriculum developed by the Coordinating Board under Texas Education Code, §61.823.

(C) Dual credit includes a course for which a high school student may earn credit only at an institution of higher education (previously referred to as a dual enrollment course) if the course meets the requirements of this section.

(D) A student may earn a single grade toward both the college course and the high school credit or may earn two separate grades where the high school grade only reflects a student's mastery of secondary content.

(E) Dual credit and dual enrollment are synonymous in Title 19, Part 1 of these rules unless otherwise expressly provided by rule.

(F) Each dual credit course must meet the requirements of this subchapter.

(11) Equivalent of a Semester Credit Hour--A unit of measurement for a continuing education course, determined as a ratio of one continuing education unit to 10 contact hours of instruction, which may be expressed as a decimal. 1.6 continuing education units of instruction equals one semester credit hour of instruction. In a continuing education course, not fewer than 16 contact hours are equivalent to one semester credit hour.

(12) Field of Study Curriculum (FOSC)--A Board-approved set of courses authorized under subchapter B of this chapter (relating to Transfer of Credit, Core Curriculum and Field of Study Curricula) that satisfies lower-division requirements for a baccalaureate degree in a specific academic area at a general academic teaching institution. A field of study curriculum is designed to facilitate transfer of courses toward designated academic degree programs at public junior colleges, public technical institutes, or universities.

(13) Institution of Higher Education or Institution--A public institution of higher education as defined in Texas Education Code, §61.003(8).

(14) International Baccalaureate Diploma Program (also referred to as IB)--The curriculum and examinations leading to an International Baccalaureate diploma awarded by the International Baccalaureate Organization.

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

(16) Program of Study Curriculum (POSC)--A block of courses which is designed to progress in content specificity for an industry or career cluster while also incorporating rigorous college and career readiness standards, authorized under Texas Education Code §61.8235. A POSC generally incorporates multiple entry and exit points for participating students with portable demonstrations of technical or career competency, including credit transfer agreements or industry-recognized credentials.

(17) Public Two-Year College--Any public junior college, public technical institute, or public state college as defined in Texas Education Code, §61.003.

(18) School District--Under this subchapter, school district includes a charter school or district operating under Texas Education Code, chapter 12, unless otherwise specified.

(19) Semester Credit Hour--A unit of measure of instruction, represented in intended learning outcomes and verified by evidence of student achievement, that reasonably approximates one hour of classroom instruction or direct faculty instruction and a minimum of two hours out of class student work for each week over a 15-week period in a semester system or the equivalent amount of work over a different amount of time. An institution is responsible for determining the appropriate number of semester credit hours awarded for its programs in accordance with Federal definitions, requirements of the institution's accreditor, and commonly accepted practices in higher education.

§4.84. Institutional Agreements.

(a) Need for Institutional Agreements. For any dual credit partnership between a school district or private school and an institution, an agreement must be approved by the governing boards or designated authorities (e.g., superintendent or chief academic officer) of both the public school district or private secondary school, as applicable, and the institution prior to the offering of such courses. Each institution shall report to the Coordinating Board a list of school districts and private schools with which it has agreements under this section, and the URL where these agreements are posted on the institution's Internet website.

(b) Elements of Institutional Agreements. An Institutional Agreement entered into or renewed between an institution and a school district or private school, including a memorandum of understanding or articulation agreement, shall include the following elements:

(1) Eligible Courses;

(2) Student Eligibility

(3) Location of Class;

(4) Student Composition of Class;

(5) Faculty Selection, Supervision, and Evaluation;

(6) Course Curriculum, Instruction, and Grading;

(7) Academic Policies and Student Support Services;

(8) Transcribing of Credit;

- (9) Funding, including the sources of funding for courses offered under the program, including, at a minimum, the sources of funding for tuition, transportation, and any required fees, instructional materials, or textbooks for students participating in the program, including for students eligible to take dual credit courses at no cost to the student under the FAST program, under Texas Administrative Code Chapter 13 Subchapter Q.
- (10) All requirements for joint implementation of the FAST program under Texas Education Code, §28.0095, including ensuring the accurate and timely exchange of information necessary for an eligible student to enroll at no cost in a dual credit course, for eligible public schools and students participating in the FAST program, under Texas Administrative Code Chapter 13 Subchapter Q.
- (11) Defined sequences of courses that apply to academic or career and technical education program requirements at the institution or industry-recognized credentials, where applicable;
- (12) Specific program goals aligned with the statewide goals developed under Texas Education Code, §§28.009(b-1), 130A.004, and 130A.101(c)(3);
- (13) Coordinated advising strategies and terminology related to dual credit and college readiness, including strategies to assist students in selecting courses that will satisfy applicable high school and college requirements for the student's intended program;
- (14) Provision for the alignment of endorsements described by Texas Education Code, §28.025(c1), offered by the school district and dual credit courses offered under the agreement that apply toward those endorsements with postsecondary pathways and credentials at the institution and industry-recognized credentials;
- (15) Identification of tools, including online resources developed by the Texas Education Agency, Coordinating Board, or the Texas Workforce Commission, to assist counselors, students, and families in selecting endorsements offered by the school district and college courses offered by the institution under the agreement;
- (16) A procedure for establishing the course credits that may be earned under the agreement, including developing a course equivalency crosswalk or other method of identifying the number of high school and college credits that may be earned for each course completed through the program;
- (17) A description of the academic supports and, if applicable, other support that will be provided to students participating in the program (e.g., transportation to and from a college campus);
- (18) The respective roles and responsibilities of the institution of higher education and the school district or private school in providing the program and ensuring the quality of instruction and instructional rigor of the program;
- (19) A requirement that the school district and the institution consider the use of free or low-cost open educational resources in courses offered under the program; and
- (20) Designation of at least one employee of the school district or private school, or the institution as responsible for providing academic advising to a student who enrolls in a dual credit course under the program before the student begins the course.
- (c) Each Agreement must be posted each year on the institution of higher education's and the school district's respective Internet websites.

§4.85. Dual Credit Requirements.

(a) Eligible Courses.

(1) An institution may offer any dual credit course as defined in §4.83(11) of this subchapter (relating to Definitions).

(2) A dual credit course offered by an institution must be in the approved undergraduate course inventory of the institution.

(3) An Early College High School may offer any dual credit course as defined in §4.83(11) or Texas Education Code, §28.009 and §130.008, subject to the provisions of subchapter G of this chapter (relating to Early College High Schools).

(4) An institution may not offer a remedial or developmental education course for dual credit. This limitation does not prohibit an institution from offering a dual credit course that incorporates Non-Course-Based College Readiness content or other academic support designed to increase the likelihood of student success in the college course, including any course offered under §4.86 of this subchapter (relating to Optional Dual Credit Program: College Connect Courses).

(b) Student Eligibility.

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

(A) is not a degree-seeking student as defined in §4.83(10) of this subchapter (relating to Definitions);

(B) demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth in §4.54 of this chapter (relating to Exemption);

(C) demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in §4.57 of this chapter (relating to Texas Success Initiative Assessment College Readiness Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in §4.56 of this chapter (relating to Assessment Instrument); or

(D) Meets the eligibility requirements for a Texas First Diploma under §21.52 of this title (relating to Eligibility for Texas First Diploma).

(2) A student who is enrolled in private or non-accredited secondary schools or who is home-schooled must satisfy paragraph (b)(1) of this subsection.

(3) An institution may require a student who seeks to enroll in a dual credit course to meet all the institution's regular prerequisite requirements designated for that course (e.g., a minimum score on a specified placement test, minimum grade in a specified previous course, etc.).

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

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

(c) Location of Class. An institution may teach dual credit courses on the college campus or on the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught via distance education, the institution shall comply with chapter 2, subchapter J of this title (relating to Approval of Distance Education for Public Institutions).

(d) Composition of Class. A dual credit course may be composed of dual credit students only or of a mixture of dual credit and college students. Notwithstanding the requirements of subsection (e) of this section, exceptions for a mixed class that combines dual credit students and high school credit-only students may be allowed when the creation of a high school credit-only class is not financially viable for the high school and only under one of the following conditions:

(1) If the course involved is required for completion under the State Board of Education High School Program graduation requirements;

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

(3) If the course is a career and technical education course and the high school credit-only students are eligible to earn articulated college credit.

(e) Faculty Selection, Supervision, and Evaluation. Each institution shall apply the standards for selection, supervision, and evaluation for instructors of dual credit courses as required by the institution's accreditor. A high school teacher may only teach a high school course offered through a dual credit agreement if the teacher is approved by the institution offering the dual credit course.

(f) Course Curriculum, Instruction, and Grading. The institution shall ensure that a dual credit course offered at a high school is at least equivalent in quality to the corresponding course offered at the main campus of the institution with respect to academic rigor, curriculum, materials, instruction, and methods of student evaluation. These standards must be upheld regardless of the student composition of the class, location, and mode of delivery.

(g) Academic Policies and Student Support Services.

(1) Regular academic policies applicable to courses taught at an institution's main campus must also apply to dual credit courses. These policies may include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc. Additionally, each institution is strongly encouraged to provide maximum flexibility to high school students in dual credit courses, consistent with the institution's academic policies, especially with regard to drop policies, to encourage students to attempt rigorous courses without potential long-term adverse impacts on students' academic records.

(2) Each student in a dual credit course must be eligible to utilize support services that are appropriate for dual credit students. The institution is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.

(3) A student enrolled in a dual credit course at an institution shall file a degree plan with the institution as prescribed by Texas Education Code, §51.9685.

(h) Transcribing of Credit. Each institution or high school shall immediately transcript the credit earned by a student upon a student's completion of the performance required in the course.

§4.86. Optional Dual Credit or Dual Enrollment Program: College Connect Courses.

(a) Authority. These rules are authorized by Texas Education Code, §§28.009(b), 28.0095, 130.001(b)(3) – (4), and 130.008.

(b) Purpose. The purpose of this rule is to encourage and authorize public institutions of higher education to deliver innovatively designed dual credit courses that integrate both college-level content in the core curriculum of the institution alongside college-readiness content and skills instruction. These innovatively designed courses will allow students the maximum flexibility to obtain college credit and provide integrated college readiness skills to students who are on the continuum of college readiness and will benefit from exposure to college-level content.

(c) Student eligibility. An eligible student must be enrolled in a public school district or open-enrollment charter as defined in Texas Education Code, §5.001(6), and meet the requirements of §4.85(b) of this subchapter (relating to Dual Credit Requirements). Notwithstanding

§4.85(b), an institution may enroll a high school student who is not exempt or college ready under the requirements of §4.54 or §4.57 of this chapter (relating to Exemptions, Exceptions, and Waivers and College Ready Standards, respectively) in a math or communications College Connect Course offered by the institution.

(d) Course content. The following standards apply to delivery of College Connect Courses offered under this rule:

(1) An institution may only offer College Connect Courses within the institution's core curriculum in accordance with §4.28 of this chapter (relating to Core Curriculum).

(2) An institution shall also incorporate supplemental college readiness content to support students who have not yet demonstrated college readiness, as defined in §4.57, within these courses. The supplemental college readiness content shall be related to and integrated with the subject matter of the course. An institution may deliver this supplemental instruction through a method at their discretion, including through embedded course content, supplemental coursework, or other methods

(e) The Coordinating Board may provide technical assistance to an institution of higher education or school district in developing and providing these courses.

(f) Additional Academic Policies.

(1) College Connect Courses offered through dual credit must confer both a college-level grade and a secondary-level grade upon a student's successful completion of the course. A grade conferred for the college-level course may be different from the secondary-level grade, to reflect whether a student has appropriately demonstrated college-level knowledge and skills as well as secondary-level knowledge and skills. An institution may determine how a student enrolled in this course may earn college credit, whether through college-level course completion or successful completion of a recognized college-level assessment that the institution would otherwise use to award college credit.

(2) An institution must enter into an institutional agreement with the secondary school according to §4.84 of this subchapter (relating to Institutional Agreements) to offer College Connect Courses.

(3) An institution is strongly encouraged to provide the maximum latitude possible for a student to withdraw from the college-level course component beyond the census date, while still giving the student an opportunity to earn credit toward high school graduation requirements, in accordance with §4.85(g) of this subchapter (relating to Dual Credit Requirements).

(4) Hours earned through this program before the student graduates from high school that are used to satisfy high school graduation requirements do not count against the limitation on formula funding for excess semester credit hours under §13.104 of this title (relating to Exemptions for Excess Hours).

(g) Funding and Tuition. The Coordinating Board shall fund College Connect Courses in accordance with §4.87 of this subchapter (relating to Funding).

§4.87. Funding.

(a) A public junior college may submit for funding any course that meets the requirements of this subchapter as provided in chapter 13, subchapter S of this title (relating to Community College Finance Program), or chapter 13, subchapter P of this title (relating to Community College Finance Program for Fiscal Year 2024).

(b) A public junior college may report a course for funding for which a high school student may earn college credit that does not otherwise meet the requirements of this subchapter for the purpose of calculating base tier funding according to the provisions of chapter 13, subchapter S or subchapter P of this title. Such a course is not considered a dual credit or dual enrollment course under Title 19, Part 1.

(c) An institution may submit a dual credit course for funding under the FAST program of chapter 13, subchapter Q of this title (relating to Financial Aid for Swift Transfer (FAST) Program) only if the course meets all requirements of that subchapter.

(d) Nothing in this subchapter shall be construed to prohibit an Early College High School under Texas Education Code, §28.908, from participating in or receiving funding under the FAST program of chapter 13, subchapter Q of this title

(e) An institution may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.

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

SUBCHAPTER D. DUAL CREDIT PARTNERSHIPS BETWEEN SECONDARY SCHOOLS AND PUBLIC COLLEGES

~~§4.81. Purpose.~~

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

~~§4.82. Authority.~~

~~Texas Education Code, §28.009(b), §130.001(b)(3)–(4) and 130.008 provide the Board with the authority to regulate dual credit partnerships between public institutions of higher education and secondary schools with regard to lower division courses~~

~~§4.83. Definitions.~~

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

- ~~–(1) Articulated College Credit—Credit earned through a high school-level course that fulfills specific requirements of an identified college-level course and provides a pathway for high school students to earn credit toward a technical certificate or technical degree at a partnering institution of higher education.~~
- ~~–(2) Board or Coordinating Board—The Texas Higher Education Coordinating Board.~~
- ~~–(3) Career and Technical Education Course—A college-level course awarding semester credit hours and contained in the Workforce Education Course Manual (WECM) or a specified course contained in the Lower-Division Academic Course Guide manual that may be reported for state funding by institutions of higher education as a dual credit career and technical education course in the Coordinating Board Management (CBM) Reporting and Procedures Manual for Texas Community, Technical, and State Colleges.~~
- ~~–(4) College—Public institution of higher education as defined in TEC 61.003(8).~~
- ~~–(5) College Board Advanced Placement—College-Level courses and exams available to secondary students under the auspices of an approved College Board program.~~
- ~~–(6) Commissioner—The Commissioner of Higher Education.~~
- ~~–(7) Dual credit—A system under which an eligible high school student enrolls in college course(s) and receives credit for the course(s) from both the college and the high school. While dual credit courses are often taught on the secondary school campus to high school students only, applicable sections of these rules, §4.84(a) and §4.85(a), (b), (g), (h), (i) of this title (relating to Dual Credit Partnerships), apply irrespective of location or mode of delivery. Dual credit is also referred to as concurrent course credit; the terms are equivalent.~~
- ~~–(8) Dual enrollment (previously referred to as dual or concurrent enrollment)—Refers to a system under which a student is enrolled in more than one educational institution (including a high school and a public institution of higher education). When a student in a dual enrollment~~

~~system enrolls in courses that student earns appropriate course credit from each distinct educational institution that offered the course. Dual enrollment is not equivalent to dual credit.~~

~~–(9) Early College Education Program—A program as defined in TEC 29.908.~~

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

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

~~–(12) International Baccalaureate Diploma Program—The curriculum and examinations leading to an International Baccalaureate diploma awarded by the International Baccalaureate Organization.~~

~~–(13) Program of Study Curriculum (POSC)—The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.~~

~~–(14) Public two-year associate degree-granting institution—A community college, a technical college, or a state college.~~

~~§4.84. Institutional Agreements.~~

~~(a) Need for Institutional Agreements. For any dual credit partnership between a secondary school and a public college, an agreement must be approved by the governing boards or designated authorities (e.g., principal and chief academic officer) of both the public school district or private secondary school and the public college prior to the offering of such courses.~~

~~(b) Elements of Institutional Agreements. Any dual credit agreement must address the following elements:~~

~~–(1) Eligible Courses;~~

~~–(2) Student Eligibility;~~

~~–(3) Location of Class;~~

~~–(4) Student Composition of Class;~~

~~–(5) Faculty Selection, Supervision, and Evaluation;~~

~~–(6) Course Curriculum, Instruction, and Grading;~~

~~–(7) Academic Policies and Student Support Services;~~

~~–(8) Transcribing of Credit;~~

~~–(9) Funding; and~~

~~–(10) Defined sequences of courses, where applicable.~~

~~(c) Institutional Agreement between Public Institution of Higher Education and Public School District. Any agreement entered into or renewed between a public institution of higher education and public school district on or after September 1, 2021, including a memorandum of understanding or articulation agreement, must:~~

- ~~–(1) include specific program goals aligned with the statewide goals developed under TEC 28.009, Subsection (b-1);~~
- ~~–(2) establish common advising strategies and terminology related to dual credit and college readiness;~~
- ~~–(3) provide for the alignment of endorsements described by Section 28.025 (c-1) offered by the district, and dual credit courses offered under the agreement that apply towards those endorsements, with postsecondary pathways and credentials at the institution and industry certifications;~~
- ~~–(4) identify tools, including tools developed by the Texas Education Agency, Texas Higher Education Coordinating Board, or the Texas Workforce Commission, to assist counselors, students, and families in selecting endorsements offered by the district and dual credit courses offered under the agreement;~~
- ~~–(5) establish, or provide a procedure for establishing, the course credits that may be earned under the agreement, including developing a course equivalency crosswalk or other method of equating high school courses with college courses and identifying the number of credits that may be earned for each course completed through the program;~~
- ~~–(6) describe the academic supports and, if applicable, guidance that will be provided to students participating in the program;~~
- ~~–(7) establish the institution of higher education's and the school district's respective roles and responsibilities in providing the program and ensuring the quality and instructional rigor of the program;~~
- ~~–(8) state the sources of funding for courses offered under the program, including, at a minimum, the sources of funding for tuition, transportation, and any required fees or textbooks for students participating in the program;~~
- ~~–(9) require the district and the institution to consider the use of free or low-cost open educational resources in courses offered under the program;~~
- ~~–(10) designate at least one employee of the district or institution as responsible for providing academic advising to a student who enrolls in a dual credit course under the program before the student begins the course; and~~
- ~~–(11) be posted each year on the institution of higher education's and the school district's respective Internet websites~~

~~§4.85. Dual Credit Requirements.~~

~~(a) Eligible Courses:~~

- ~~–(1) Courses offered for dual credit by public two-year associate degree-granting institutions must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Board or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the Board.~~
- ~~–(2) Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university.~~
- ~~–(3) A college course offered for dual credit must be:~~
 - ~~—(A) in the core curriculum of the public institution of higher education providing the credit;~~
 - ~~—(B) a career and technical education course; or~~
 - ~~—(C) a foreign language course.~~

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

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

~~—(4) Public colleges may not offer remedial and developmental courses for dual credit.~~

~~(b) Student Eligibility.~~

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

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

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

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

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

~~—(i) if the student achieves a minimum score of 4000 on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or~~

~~—(ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):~~

~~—(I) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or~~

~~—(II) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or~~

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

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

~~—(i) if the student achieves a minimum score of 4000 on the Algebra I STAAR EOC and passing grade in the Algebra II course; or~~

~~—(ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):~~

~~—(I) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015; or~~

~~—(II) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or~~

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

~~—(3) A high school student is eligible to enroll in workforce education dual credit courses contained in a postsecondary Level 1 certificate program, or a program leading to a credential~~

~~of less than a Level 1 certificate, at a public junior college or public technical institute and shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility.~~

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

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

~~—(i) if the student achieves a minimum score of 4000 on the English II STAAR EOC; or~~

~~—(ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):~~

~~—(I) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or~~

~~—(II) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or~~

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

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

~~—(i) if the student achieves a minimum score of 4000 on the Algebra I STAAR EOC and passing grade in the Algebra II course; or~~

~~—(ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):~~

~~—(I) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015; or~~

~~—(II) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or~~

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

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

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

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

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

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

~~(c) Location of Class. Dual credit courses may be taught on the college campus or on the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, public colleges shall comply with applicable rules and procedures for offering courses at a distance in Subchapters P and Q~~

~~of this chapter (relating to Approval of Distance Education Courses and Programs for Public Institutions and Approval of Off-Campus and Self-Supporting Courses and Programs for Public Institutions). In addition, dual credit courses taught electronically shall comply with the Board's adopted Principles of Good Practice for Courses Offered Electronically.~~

~~(d) Composition of Class. Dual credit courses may be composed of dual credit students only or of dual and college credit students. Notwithstanding the requirements of subsection (e) of this section, exceptions for a mixed class that combines college credit and high school credit only students may be allowed only when the creation of a high school credit only class is not financially viable for the high school and only under one of the following conditions:~~

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

~~–(2) If the high school credit only students are College Board Advanced Placement or International Baccalaureate students;~~

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

~~(e) Faculty Selection, Supervision, and Evaluation.~~

~~–(1) The college shall select instructors of dual credit courses. These instructors must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools Commission on Colleges) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college;~~

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

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

~~(g) Academic Policies and Student Support Services.~~

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

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

~~–(3) A student enrolled in dual credit courses at an institution of higher education shall file a degree plan with the institution as prescribed by §4.344 of this chapter (relating to Degree Plans for a Student Enrolled in Dual Credit Courses).~~

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

~~(i) Funding.~~

- ~~—(1) The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education (TEC 42.005 (g)) and the Board (TEC 61.059 (p) and (q)).~~
- ~~—(2) The college may only claim funding for students earning college credit in core curriculum, field of study curriculum, program of study curriculum, career and technical education, and foreign language dual credit courses.~~
- ~~—(3) This provision does not apply to students enrolled in approved early college education programs under TEC 29.908.~~
- ~~—(4) All public colleges, universities, and health-related institutions may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.~~

~~§4.86. Optional Dual Credit or Dual Enrollment Program: College Connect Courses.~~

~~(a) Authority. These rules are authorized by Texas Education Code §§28.009(b), 130.001(b)(3) —(4), and 130.008.~~

~~(b) Purpose. The purpose of this rule is to encourage and authorize public institutions of higher education to deliver innovatively designed dual credit or dual enrollment courses that integrate both college-level content in the core curriculum of the institution alongside college-readiness content and skills instruction. These innovatively designed courses will allow students the maximum flexibility to obtain college credit and provide integrated college-readiness skills to students who are on the continuum of college-readiness and will benefit from exposure to college-level content.~~

~~(c) Student eligibility. An eligible student must be enrolled in a public school district or open-enrollment charter as defined in Texas Education Code §5.001(6). An institution of higher education may offer College Connect Courses to:~~

~~—(1) A student who has met the college-readiness standards set forth in subchapter C, §4.57 of this chapter (relating to College Ready Standards); or~~

~~—(2) A student who has not yet demonstrated college-readiness by achieving minimum passing standards set forth in §4.57 of this chapter, if the student is:~~

~~—(A) a non-degree-seeking or non-certificate-seeking student under Texas Education Code §51.338(a); and~~

~~—(B) has earned not more than 14 semester credit hours of college credits at an institution of higher education; or~~

~~—(C) a student who is otherwise exempt from the Texas Success Initiative, as set forth in subchapter C, §4.54 of this chapter (relating to Exemptions, Exceptions, and Waivers).~~

~~(d) An institution may add eligibility requirements for students qualifying under subsection (c)(2)(A) and (B) of this section.~~

~~(e) Course content. The following standards apply to delivery of College Connect Courses offered under this rule:~~

~~—(1) An institution of higher education may offer College Connect Courses within the institution's core curriculum in accordance with subchapter B, §4.28 of this chapter (relating to Core Curriculum).~~

~~—(2) An institution of higher education must also incorporate supplemental college-readiness content to support students who have not yet demonstrated college-readiness as defined in §4.57 of this chapter within these courses. An institution may deliver this supplemental~~

~~instruction through a method at their discretion, including through embedded course content, supplemental corequisite coursework, or other method.~~

~~(f) Coordinating Board staff may provide technical assistance to public institutions of higher education and secondary schools and districts in developing and providing these courses.~~

~~(g) Additional Academic Policies:~~

~~–(1) College Connect Courses offered through dual credit or dual enrollment must confer both a college-level grade and a secondary-level grade upon a student's successful completion of the course. A grade conferred for the college-level course may be different from the secondary-level grade, to reflect whether a student has appropriately demonstrated college-level knowledge and skills as well as secondary-level knowledge and skills. An institution may determine how a student enrolled in this course may earn college credit, whether through college-level course completion or successful completion of a recognized college-level assessment.~~

~~–(2) An institution of higher education must enter into an institutional agreement with the secondary school according to §4.84 of this chapter (relating to Institutional Agreements) to offer College Connect Courses.~~

~~–(3) An institution of higher education is strongly encouraged to provide the maximum latitude possible for a student to withdraw from the college-level course component beyond the census date, while still giving the student an opportunity to earn credit toward high school graduation requirements.~~

~~–(4) Hours earned through this program before the student graduates from high school that are used to satisfy high school graduation requirements do not count against the limitation on formula funding for excess semester credit hours under chapter 13, subchapter F, §13.104 of this title (relating to Exemptions for Excess Hours).~~

~~(h) Funding and Tuition. For College Connect Courses offered through dual credit under this option:~~

~~–(1) An institution of higher education may receive formula funding for College Connect Course semester credit hours in accordance with Texas Education Code §61.059 and chapter 130, subchapter A, and any Coordinating Board rules that authorize funding for courses offered under this section.~~

~~–(2) An institution of higher education may waive a student's tuition for College Connect Courses in accordance with Texas Education Code §§54.216 and 28.0095.~~

Committee on Academic Workforce and Success

AGENDA ITEM V-H (6)

Consideration and possible action to adopt new Board Rules, Chapter 4, Subchapter V, Sections 4.350–4.353, concerning compliance with non-discrimination in intercollegiate athletic competition

RECOMMENDATION: Approval

Background Information:

Senate Bill 15, 88th Texas Legislature, Regular Session, requires students of public institutions of higher education who compete in intercollegiate athletic competitions to compete based on their biological sex. The legislation requires athletes to join the college sports teams that align with their sex assigned at birth, regardless of their gender identity.

The bill also provides whistleblower protections for people who report violations at a university athletics program and allows people to file civil lawsuits against a college or university if they believe the institution has violated the law. The proposed new rules also address compliance with state and federal law regarding the confidentiality of student medical information.

Jerel Booker, Assistant Deputy Commissioner for Academic Affairs and Innovation, will present this item and be available to answer questions.

Date Published in the *Texas Register*: January 26, 2024.

The 30-day comment period with the Texas Register ended on: February 26, 2024.

Summary of comments received: No comments were received regarding these rules.

CHAPTER 4:
AGENCY ADMINISTRATION

SUBCHAPTER V:
NON-DISCRIMINATION IN INTERCOLLEGIATE ATHLETICS

§ 4.350. Authority.

Authority for this subchapter is provided in Texas Education Code, chapter 51, subchapter Z, §51.980, Intercollegiate Athletic Competition Based on Biological Sex.

§ 4.351. Definitions.

In addition to the words and terms defined in §4.3 of this chapter (relating to Definitions), the following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise. In the event of conflict, the definitions in this subchapter shall control.

(1) Biological Sex--Has the meaning assigned under Texas Education Code, §51.980(d).

(2) Athletic Competition--Has the meaning assigned under Texas Education Code, §51.980(a)(1).

§ 4.352. Participation in Athletic Competition Based on Biological Sex.

Each institution of higher education shall ensure compliance with Texas Education Code, §51.980.

§ 4.353. Confidentiality and Privacy.

Nothing in this subchapter limits or waives the protection of confidential student information, including but not limited to student educational records or student medical information under state or federal law, including Chapter 181, Health and Safety Code, the Health Insurance Portability and Accountability Act of 1996 (42 U.S.C. Section 1320d et seq.), Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), or birth certificate records under state law.

Committee on Academic and Workforce Success

AGENDA ITEM V-H (7)

Consideration and possible action to adopt new Board Rules, Chapter 4, Subchapter X, Sections 4.370–4.376, concerning parenting and pregnant students

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes new rules in Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter X, Sections 4.370–4.376, concerning the establishment of rules pertaining to parenting and pregnant students. Specifically, this new subchapter provides information necessary for the implementation and administration of the statute.

Texas Education Code (TEC), Chapter 51, Subchapter Z, Section 51.9357 and Sections 51.982–51.983, requires the Coordinating Board to adopt rules relating to the protection of pregnant and parenting students, resources for such students, and reporting requirements. The new rules provide clarity and guidance to students, institutions of higher education, and Coordinating Board staff for the implementation of the program.

Specifically, these new sections will outline the authority and purpose, definitions, parenting student early registration, the liaison officer, protections for pregnant and parenting students, and reporting requirements.

Dr. Jennielle Strother, Assistant Commissioner for Student Success, will be available to answer questions.

Date Published in the *Texas Register*: January 26, 2024.

The 30-day comment period with the *Texas Register* ended on: February 26, 2024.

Summary of comments received:

Comment 1 from Austin Community College:

1. What is the date by which colleges will need to have early registration implemented for parenting students?

2. Will THECB provide a data template for the reporting requirements? When can we expect guidance about the specifications of the required report in advance of the May 2024 due date?
3. Under §4.375. Protections for Pregnant and Parenting Students, will individual instructors have to detail each of these protections in their syllabi or will it be enough to post these protections on the college's website?? Specifically - excusing absences related to a student's pregnancy or childbirth without a doctor's certification and giving a pregnant or parenting student reasonable time to make up or complete any assignments or assessments missed due to such an absence.
4. Will 'reasonable time' be determined by college policy or by individual instructors or their departments?? Is 'reasonable time' flexible or consistent across all instructional departments of the institution??

Response 1:

The Coordinating Board appreciates these comments and provides the following responses.

1. Pursuant to TEC, Sec. 51.983, Early Registration for Parenting Students was effective September 1, 2023.
2. Yes, THECB will provide a template with the required data for reporting purposes. THECB anticipates guidance to be shared simultaneously with institutions by the end of March 2024.
3. Pursuant to TEC, Sec. 51.982(f), institutions are required to adopt a policy that must be posted on the institution's website. Additionally, the institution is encouraged to explore effective methods of sharing and communicating this information to students, faculty, staff, and employees.
4. The determination of reasonable time and its flexibility should align with the college's policy.

Comment 2 from The University of Texas System:

Thank you for your hard work drafting the proposed rules relating to parenting and pregnant students. The undersigned public systems of higher education make this joint comment seeking additional clarification before the Texas Higher Education Coordinating Board implements a final rule.

1. 4.375(b)

Language in Proposed Rule:

(b) An institution shall excuse absences related to a student's pregnancy or childbirth without a doctor's certification that such absence is necessary for no more than five consecutive school days or ten days in any thirty-day period.

- (1) An institution shall allow a student a reasonable time to make up or complete any assignments or assessments missed due to such an absence.

- (2) An institution shall provide a student with access to all course materials that are made available to any other student with an excused absence. This may include instructional materials, laboratory access, and recordings of class lectures.

Comment:

Our institutions look forward to continuing to work with pregnant students and those with related medical conditions to achieve academic success. There is some concern that students in certain academic programs, such as short courses that last only five or ten days or medical residences—with multiple brief rotations—may not be able to miss “five consecutive school days or ten days in a thirty-day period” and “make up or complete any assignments” without fundamentally altering the academic program. Further, accreditation issues may arise in certain academic programs if a student misses this much class, especially if the student misses ten days multiple times during the course. Moreover, the term “reasonable time” in subsection (b)(1) could be clarified to ensure that “reasonable time” is not a period that would fundamentally alter an academic program. Accordingly, we ask that the Coordinating Board clarify this language and allow for the flexibility needed based on the circumstances of the student’s academic program while also providing important support for pregnant students and those with related conditions.

2. 4.375(c)

Language in the Proposed Rule:

(c) An institution shall permit but not require a parenting or pregnant student to take a leave of absence related to a student's pregnancy or parenting status for a minimum of one semester without a showing of medical need.

- (1) An institution shall make every reasonable effort to accommodate pregnant and parenting students within their degree program's curriculum and accreditation requirements. A student taking a leave of absence under this section may be taken with the advanced approval of the student's department.*
- (2) The institution shall implement policies and procedures to ensure that a student meets with the institution's scholarships and financial aid office prior to beginning a leave of absence to receive information on financial impacts due to the leave of absence under this section.*

Comment:

Our institutions will continue to attempt to meet with students before they take a leave of absence so that students understand the impact a leave of absence decision may have on their finances and future educational pursuits. Sometimes students take a leave of absence because of an emergency and cannot meet with financial aid officials before they make the decision to take leave. Ensuring that the institution approves any leave of absence may help to ensure the student speaks with institutional representatives before taking leave. To that end, we would suggest stating that “a leave of absence under this section ‘must’ be taken with the advanced approval” of institutional officials. Further, the institution can attempt to meet with students, but cannot ensure that students meet with financial aid because institutions cannot control

whether students choose to do so. The Coordinating Board may wish to clarify the language to account for this.

3. 4.375(d)

Language in the Proposed Rule:

(d) An institution shall ensure that a student in good academic standing at the time a leave of absence commences may return to their degree or certificate program in good academic standing, not be required to reapply for admission, and may complete their degree or certificate program by fulfilling the requirements in effect at the time the leave of absence commenced.

Comment:

The majority of students who take a brief leave of absence for pregnancy, childbirth, or related medical conditions should be able to return and complete the same degree program in which they were enrolled when the absence commenced. Some students, however, may take a longer leave of absence. We request additional clarification to account for the fact that certain academic programs at the institution may no longer exist when a student returns (perhaps many years later), or the program that existed at the time may no longer be sufficient to meet accreditation standards. Degree programs generally have an established matriculation-to-graduation time limit. For example, many undergraduate degree programs generally have a six-year time limit from matriculation to graduation for a student to complete their degree program before that academic program curriculum expires. Graduate and doctoral programs have varying time limits as well. Degree programs with accelerated technological advancements may have shorter time limits due to rapidly evolving technological changes that require the program's curriculum to be revised more often; otherwise, these types of degree programs become obsolete. For example, a degree in Biomedical Informatics has a five-year curriculum expiration at some institutions. If a program is no longer accredited, the institution cannot provide that obsolete education, nor would doing so benefit the student. Accordingly, the Coordinating Board may wish to clarify 4.375(d) to account for these issues.

4. Conclusion

As the largest public systems of higher education in this great state, we are committed to providing equitable and important support for pregnant students and those with pregnancy-related conditions. We thank you for your hard work in drafting these rules and for your consideration of this joint comment. We look forward to continuing to partner with the Coordinating Board going forward to advance educational opportunities for Texans.

Response 2:

The Coordinating Board appreciates these comments and provides the following responses.

1. Comments one through three in relation to Rule 4.375 have been updated to consider the flexibility needed based on the circumstances of the student's academic program, leave of absence, and return to the program, as long as the program still exists and meets accreditation standards.

Comment 3 from Texas Woman's University:

I. 4.375. Protections for Pregnant and Parenting Students – Section (c)(2)

Rule 4.375, Section (c)(2) requires universities to “implement policies and procedures to ensure that a student meets with the institution's scholarships and financial aid office prior to beginning a leave of absence to receive information on financial impacts due to the leave of absence under this section.”

TWU agrees that it is important for students considering a leave of absence to be fully informed of the potential financial impact of this important decision. However, TWU is concerned that the requirement for staff to meet with students prior to beginning their leave of absence will strain the limited staff resources the university has to support this obligation. As such, TWU respectfully urge the Board to modify Rule. 4375, Section 3, to allow for universities to provide information on financial impacts prior to a student going on a leave of absence, but allow for the meetings to be at the student's request.

II. 4.375. Protections for Pregnant and Parenting Students – Section (d)

Rule 4.375, Section (d) states that “a student in good academic standing at the time a leave of absence commences may return to their degree or certificate program in good academic standing, not be required to reapply for admission, and may complete their degree or certificate program by fulfilling the requirements in effect at the time the leave of absence commenced.” (Emphasis added.)

One of TWU's primary educational goals is to prepare our students with the knowledge and skills needed to achieve successful careers in their chosen fields. As such, TWU offers several 75 programs with over 91 undergraduate or graduate degrees. A significant percentage of those programs are certification, professional, or graduate degree programs whose requirements are based on state or nationally-recognized professional certification or licensure standards. The proposed Rule 4.375, Section (d) as written would restrict the ability of universities to ensure that their graduates are sufficiently prepared for their chosen careers; it would allow for scenarios where students returning from a leave of absence could complete their degree based on outdated certification or licensure requirements. Such outcomes would diminish the integrity and value of TWU's programs, and also be a grave disservice to the students taking leave. To address this concern, TWU respectfully recommends that Rule 4.375, Section (d) be modified to state that that a pregnant and parenting student who takes a leave of absence “may complete their degree or certificate program by fulfilling the requirements in effect at the time of the student's return.”

Response 3:

The Coordinating Board appreciates these comments and provides the following responses.

1. Rule 4.375 (c2), now Rule 4.375 (c3), has been updated in consideration of the following: An institution shall implement policies and procedures to ensure that the student is informed of possible impacts to their financial aid or scholarships. These institutional policies and procedures should encourage students to meet with the financial aid office before the student takes a leave of absence, where possible.

2. Rule 4.375 (d), now Rule 4.375 (4), has been updated in consideration of the following:
An institution shall ensure that a student in good academic standing at the time a leave of absence commences may return to their degree or certificate program in good academic standing, not be required to reapply for admission so long as the program still exists at the institution and the program would still meet accreditation standards. The institution may require that the student fulfills revised requirements of the program if the program is in effect when the student returns has changed.

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

SUBCHAPTER X. PARENTING AND PREGNANT STUDENTS

§4.370. Purpose.

The purpose of this subchapter is to establish rules to require public institutions of higher education to provide protections for pregnant and parenting students, provide access to resources through the designation of a liaison officer, and allow access to early registration.

§4.371. Authority.

The authority for this subchapter is found in Texas Education Code, chapter 51, subchapter z §51.9357 and §§51.982 - 51.983, which authorizes the Coordinating Board to adopt rules relating to the protection of pregnant and parenting students, resources for such students, and reporting requirements.

§4.372. Definitions.

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

(1) Institution of Higher Education or Institution--Any public technical institute, public junior college, public senior college or university, medical or dental unit, or other agency of higher education as defined in Texas Education Code, §61.003.

(2) Parenting Student--A student enrolled in an institution of higher education who is the parent or legal guardian of a child under 18 years of age.

§4.373. Parenting Student Early Registration.

If an institution provides early registration or pre-registration for courses or programs to any group of students, then the institution shall:

(1) Provide a parenting student who meets said definition at the start of the semester registration period with equal access to early registration or pre-registration; and

(2) Provide a parenting student information on their eligibility for early registration or pre-registration.

§4.374. Liaison Officer.

(a) An institution is required to designate a minimum of one employee to serve as a liaison officer for current or incoming students at the institution who are the parent or guardian of a child younger than 18 years of age.

(b) The liaison officer or officers shall provide a parenting student information on and access to resources designed to assist in their successful and timely degree or certificate completion. Such resources include:

(1) Medical and behavioral health coverage and services;

(2) Public health benefit programs, including programs related to food security, affordable housing, and housing subsidies;

(3) Parenting and child-care resources;

(4) Employment assistance;

(5) Transportation assistance;

(6) Academic success services; and

(7) Other resources provided by the institution.

(c) An institution shall not condition student access to the liaison officer or officers or any resources on the student being required to consent to the release of their personally identifiable information. Any such consent must be voluntary.

(d) The institution shall post contact information for the liaison officer or officers and maintain that information on the institution's website in a manner that is readily available to current or incoming students at the institution who are the parent or guardian of a child younger than 18 years of age.

§4.375. Protections for Pregnant and Parenting Students.

(a) In addition to the discrimination protections provided to pregnant or parenting students pursuant to Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq., institutions shall provide pregnant or parenting students the additional protections as set forth in this section. To the extent a student is afforded protections by both federal law and these rules, a student shall be entitled to the most liberal benefit available by these rules and federal law.

(b) Absences related to a student's pregnancy, childbirth, or resulting medical status or condition.

(1) An institution shall excuse absences related to a student's pregnancy or childbirth without a doctor's certification that such absence is necessary for the greater of three school days in a term or semester or the maximum number of excused absences that the institution would grant for to another student enrolled in the same course for any reason.

(2) Notwithstanding subsection (1), an institution may ensure the total number of excused absences does not result in a fundamental alteration to an essential program requirement or conflict with federal law or accreditation standards.

(3) An institution shall allow a student a reasonable time to make up or complete any assignments or assessments missed due to such an excused absence consistent with the institution's policy regarding excused absences and make up work.

(4) An institution shall provide a student with access to all course materials that are made available to a student with a temporary medical condition. This may include instructional materials, laboratory access, and recordings of class lectures, depending on the circumstances.

(5) An institution shall provide any other reasonable accommodations to a pregnant student, including accommodations that:

(A) would be provided to a student with a temporary medical condition; or

(B) are related to the health and safety of the student and the student's unborn child

(c) Leave of Absence for Pregnant or Parenting Students.

(1) An institution shall permit but not require a parenting or pregnant student to take a leave of absence related to a student's pregnancy or parenting status for a minimum of one semester without a showing of medical need.

(2) An institution shall make every reasonable effort to facilitate leave for pregnant and parenting students within their degree program's curriculum and accreditation requirements. A student taking a leave of absence under this section may be taken with the advanced approval of the student's department or the designated office(s) by the institution.

(3) An institution shall implement policies and procedures to ensure that the student is informed of possible impacts to their financial aid or scholarships. These institutional

policies and procedures should encourage that students meet with the financial aid office before the student takes a leave of absence, where possible. -

(4) An institution shall ensure that a student in good academic standing at the time a leave of absence commences may return to their degree or certificate program in good academic standing, not be required to reapply for admission so long as the program still exists at the institution and the program would still meet accreditation standards. The institution may require that the student fulfills revised requirements of the program if the program in effect when the student returns has changed.

§4.376. Reporting.

(a) An institution must report the information required by section 51.9357(c) of the Texas Education Code no later than May 1st of each year in the manner required by the Coordinating Board.

Committee on Academic and Workforce Success

AGENDA ITEM V-H (8)

Consideration and possible action to adopt amendments to Board Rules, Chapter 7, Subchapter A, Section 7.8, concerning revising fees for Certificate of Authority applications, amendments, and renewals pursuant to Texas Education Code, Sections 61.305, 61.307, and 61.308

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (THECB) is authorized by Texas Education Code, Section 61.306 to issue Certificates of Authority to approve private postsecondary institutions with operations in the state of Texas, to confer degrees or courses applicable to degrees, or to solicit students for enrollment in institutions that confer degrees or courses applicable to degrees, while seeking THECB-recognized institutional accreditation. An institution may apply for and receive Certificates of Authority in two-year increments, for eight years in total, while it works toward THECB-recognized accreditation.

The THECB is authorized to set and collect fees regarding Certificates of Authority:

- Texas Education Code, Section 61.305: set an initial fee for a Certificate of Authority in an amount not to exceed the average cost of reviewing the application, including the cost of necessary consultants.
- Texas Education Code, Section 61.307: set a fee to cover the cost of program evaluation for an amendment to a Certificate of Authority.
- Texas Education Code, Section 61.308: set a renewal fee in an amount not to exceed the average cost of reviewing the application, including the cost of necessary consultants.

Since October 2016, fees associated with Certificates of Authority for institutions in the process of seeking THECB-recognized accreditation have been:

- Certificate of Authority application fee: \$5,000 plus travel expenses incurred.
- Certificate of Authority renewal fee: \$5,000 plus travel expenses incurred.
- Certificate of Authority amendment fee: \$ 500 plus travel expenses incurred.

Prior to a site visit, considerable staff and consultant time is expended in reviewing each initial and renewal application. Consultants receive a stipend for their time in reviewing the application and participating in the site review. Amendments to an existing Certificate of Authority require considerable staff time and may require review by a consultant if the amendment is extensive.

AGENDA ITEM V-H (8)

Page 2

Coordinating Board staff has been advised to include average travel expenses as part of the application, renewal, or amendment fees. During the most recent years, 2022 and 2023, consultant fees were \$3,500 for each Certificate of Authority application and travel fees averaged \$3,550, for an average total of \$7,050. This amount does not account for considerable Coordinating Board staff time expended in communication with applicants to ensure a complete application is received and the site visit coordinated between applicant and site team. To cover the increased travel expenses and account for a portion of staff time needed to work with applicants and site team members, staff recommends the following fee increases for the Certificate of Authority process:

Certificate of Authority application fee	\$8,000
Certificate of Authority renewal fee	\$8,000
Certificate of Authority amendment fee	\$800

No comments were received regarding these rules.

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

CHAPTER 7. DEGREE GRANTING COLLEGES AND UNIVERSITIES OTHER THAN TEXAS PUBLIC INSTITUTIONS

SUBCHAPTER A. GENERAL PROVISIONS

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

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

(1) - (3) (No change.)

(4) Fees Related to Certificates of Authority.

(A) Each biennium the Board shall set the fees for applications for Certificates of Authority, which shall not exceed the average cost, in the preceding two fiscal years, of staff time, review and consultation with applicants, and evaluation of the applications by necessary consultants, including the cost of such consultants.

(B) Each biennium, the Board shall also set the fees for amendments to add additional degree programs to Certificates of Authority.

(C) The Commissioner shall request changes in the fees at a Board quarterly meeting.

(D) The current Board-approved Certificate of Authority fees are as follows:

(i) Certificate of Authority application fee: \$8,000.

(ii) Certificate of Authority renewal fee: \$8,000.

(iii) Certificate of Authority amendment fee: \$800.

(5) - (10) (No change.)

Committee on Academic and Workforce Success

AGENDA ITEM V-H (9)

Consideration and possible action to adopt new Board Rules, Chapter 10, Subchapter RR, Sections 10.870-10.878, concerning the Texas Innovative Adult Career Education (ACE) Grant Program

RECOMMENDATION: Approval

Background Information:

House Bill 8, 88th Texas Legislature, Regular Session, transfers administration of the Texas Innovative Adult Career Education (ACE) Grant Program from Austin Community College to the Texas Higher Education Coordinating Board (THECB). Texas Education Code (TEC), Chapter 136, Section 136.001 and Sections 136.005-136.007, requires the Texas Higher Education Coordinating Board (Coordinating Board) to adopt rules for the administration of the program, including rules providing for application and evaluation process.

The Coordinating Board proposes new rules in Texas Administrative Code, Title 19, Part 1, Chapter 10, Subchapter RR, Sections 10.870-10.878, concerning the Texas Innovative Adult Career Education (ACE) Grant Program. Specifically, this new subchapter provides information necessary for the implementation and administration of the program to develop, support, or expand programs of eligible nonprofit workforce intermediary and job training organizations and of eligible nonprofit organizations providing job training to veterans and low-income students to prepare to enter high-demand and higher earning occupations. Negotiated rulemaking was used in the development of these proposed rules. Reports of negotiated rulemaking committees are public information and are available upon request from the Coordinating Board.

Specifically, these new sections will outline the authority, purpose, definitions, eligibility, application process, evaluation, grant awards, reporting requirements, and additional requirements that are necessary to administer the Texas Innovative Adult Career Education Grant Program.

Dr. Jennielle Strother, Assistant Commissioner for Student Success, will be available to answer questions.

Date Published in the *Texas Register*: January 26, 2024.

The 30-day comment period with the *Texas Register* ended on: February 26, 2024.

No comments were received regarding the adoption of these rules.

CHAPTER 10. GRANT PROGRAMS

SUBCHAPTER RR. TEXAS INNOVATIVE ADULT CAREER EDUCATION (ACE) GRANT PROGRAM

§10.870.Purpose.

The purpose of this subchapter is to administer the Texas Innovative Adult Career Education (ACE) Grant Program to provide grants to eligible entities to develop, support, or expand workforce intermediary and job training programs for veterans and low-income students to enter careers in high-demand and/or higher earning occupations.

§10.871.Authority.

The authority for this subchapter is found in Texas Education Code, chapter 136, §136.001 and §§136.005 -136.007. Texas Innovative Adult Career Education (ACE) Grant Program, which provides the Board with the authority to adopt rules to administer the ACE Grant Program.

§10.872.Definitions.

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

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

(2) Low-Income Student--A student whose household income is at or below a certain percentage of the Department of Health and Human Service's federal poverty guidelines. The percentage shall be set forth in the RFA.

(3) Nonprofit Organization--An organization exempt from federal income taxation under §501(a), Internal Revenue Code of 1986, as an organization described by §501(c)(3) of that Code.

(4) Nonprofit Workforce Intermediary and Job Training Organization--A nonprofit organization that engages in comprehensive long-term job training in partnership with a public junior college, public state college, or public technical institute and provides labor market intermediary services to participating students.

(5) Program--Texas Innovative Adult Career Education (ACE) Grant Program established under Texas Education Code, chapter 136.

(6) Public Junior College, Public State College, and Public Technical Institute--An institution as defined by Texas Education Code, §61.003.

(7) Request for Applications (RFA)--The written announcement requesting the submission of applications for available grant funding. The RFA sets forth the terms and conditions of the Program.

(8) Veteran--A person who:

(A) has served in:

(i) the Army, Navy, Air Force, Coast Guard, or Marine Corps of the United States;

(ii) the state military forces as defined by §431.001, Government Code, other than the Texas State Guard; or

(iii) an auxiliary service of one of those branches of the armed forces; and

(B) received an honorable or general discharge from the branch of service in which the person served.

§10.873.Eligibility.

To be eligible to apply for and receive funding under the Program an entity must:

(1) Be a Nonprofit Organization;

(2) Be a Workforce Intermediary and Job Training Organization;

(3) Have a governance structure that is led by or includes recognized leaders of broad-based community organizations and executive-level or managerial-level members of the local business community;

(4) Have executed partnership agreements with one or more public junior colleges, public state colleges, or public technical institutes that meet the criteria set forth in §10.875(b)(1) - (4) of this subchapter (relating to Evaluation);

(5) Provide job training and evidence-based coordinated services that assist students with applying for jobs through employment to:

(A) Low-income students; or

(B) Veterans; and

(6) Any other eligibility criteria set forth in the RFA.

§10.874.Application Process.

(a) Unless otherwise specified in the RFA, eligible entities may submit a maximum of one application.

(b) To qualify for funding consideration, an eligible applicant must submit an application to THECB. Each application must:

(1) Be submitted electronically in a format specified in the RFA;

(2) Adhere to the grant program requirements contained in the RFA; and

(3) Be submitted with proper authorization on or before the day and time specified by the RFA.

§10.875.Evaluation.

(a) THECB shall competitively select applicants for funding based on requirements and award criteria provided in the RFA.

(b) Award criteria will include whether the applicant at a minimum has met or will meet the following factors:

(1) Student completion of developmental education at the partnering public junior college(s), public state college(s), or public technical institute(s) at a rate that meets or exceeds that set forth in the RFA;

(2) Student persistence rates at the partnering public junior college(s), public state college(s), or public technical institute(s) at a rate that meets or exceeds that set forth in the RFA;

(3) Certificate or degree completion rates at the partnering public junior college(s), public state college(s), or public technical institute(s) at a rate greater than demographically comparable institutions within a three-year period; and

(4) Student entry into careers requiring credentials that result in higher earnings prior to enrollment in the program.

(c) If the applicant is providing services to veterans, the award criteria will include whether the applicant at a minimum has met or will meet the following factors:

(1) The factors set forth in subsection (b)(1) - (4); and

(2) Certificate or degree completion rates at the partnering public junior college(s), public state college(s), or public technical institute(s) result in the student's rapid attainment of civilian workforce credentials as defined by the RFA.

(d) THECB will evaluate applicants, in part, on the development, support or expansion of evidenced based services to low-income students or veterans to successfully gain employment in high demand and higher-earning occupations. Such services may include:

(1) Outreach activities that inform students of the programming available;

(2) Assessment activities that create a pathway based on the student's interest and assessing the readiness and performance based on test scores, grade point averages, or any other instruments adopted/approved by the Board;

(3) Case management activities;

(4) Support services provided to students to aid in student completion of job attainment;

(5) Developmental education;

(6) Job training instruction; and

(7) Career placement services.

(e) THECB will evaluate applicants on whether they are able to meet the matching funds criteria set forth in the RFA, if any. For purposes of this section, matching funds may be obtained from any source available to the organization including in-kind contributions, administrative costs, community or foundation grants, individual contributions or donations, and local governmental agency operating funds.

§10.876.Grant Awards.

(a) The amount of funding available to the program is dependent on the legislative appropriation for the program for each biennial state budget. THECB will provide award levels and estimated number of awards in the RFA.

(b) ACE Grant Program awards shall be subject to THECB approval pursuant to §1.16 of this title (relating to Contracts, Including Grants, for Materials and/or Services).

(c) The Commissioner of Higher Education may adjust the size of a grantee award to best fulfill the purpose of the RFA.

(d) THECB may advance grant awards to a grantee through periodic installments. If the RFA requires matching contributions, the grantee must demonstrate through financial reporting that the grantee has complied with the matching funds requirement before THECB will issue the next periodic installment.

(e) Determination of the allowability of administrative costs, including indirect, will be set forth in the RFA.

(f) Grant awards will be based on the criteria set forth in the RFA and may be used to cover Program tuition, fees, instructional resources, and services allowed in the grantee application as defined in §10.875(d) of this subchapter (relating to Evaluation).

§10.877.Reporting Requirements.

Interim and Final Reporting for the ACE Grant Program. Grantees must submit program and expenditure reports and student reports, if applicable, to THECB in the format required by THECB during the grant period and at its conclusion as required by the RFA. Grantees shall provide information that includes, but is not limited to, the following:

(1) Status of the grant project activities;

(2) Budget expenditures by budget category;

(3) Student enrollment and demographic data as applicable;

(4) Job placement and salary data as applicable;

(5) Matching contributions, if applicable; and

(6) Any other information required by the RFA.

§10.878.Additional Requirements.

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

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

Committee on Academic and Workforce Success

AGENDA ITEM V-H (10)

Consideration and possible action to adopt new Board Rules, Chapter 12, Subchapter A, Sections 12.1–12.9, concerning the Opportunity High School Diploma Program

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes the adoption of new rules in Texas Administrative Code, Title 19, Part 1, Chapter 12, Subchapter A, Sections 12.1–12.9, concerning the Opportunity High School Diploma Program. This new section clarifies and ensures institutions' ability to offer the Opportunity High School Diploma Program as provided in the new Texas Education Code, Chapter 130, Subchapter A.

Specifically, the proposed new rules establish a framework to provide Opportunity High School Diploma Program as an alternative competency-based high school diploma program offered to an adult student without a high school diploma who is also enrolled in a career and technical education program at a public junior college. Upon completion, a student will earn a high school diploma and a career and technical education certificate conferred by the public junior college. The new rules provide clarity and guidance to public junior colleges and Coordinating Board staff for the implementation of the program.

Rule 12.1 states the purpose of this new rule, which is to implement the Opportunity High School Diploma Program to provide an adult student who has dropped or stopped out of high school the opportunity to earn a high school diploma equivalent to one awarded under Texas Education Code, Section 28.025, via concurrent enrollment in a career and technical education program and a competency-based education program at a public junior college.

Rule 12.2 authorizes the Coordinating Board to adopt rules as necessary to implement Texas Education Code, Chapter 130, Subchapter O, Opportunity High School Diploma Program, as promulgated under Texas Education Code, Section 130.458.

Rule 12.3 provides definitions for words and terms within Opportunity High School Diploma rules. The definitions provide clarity for words and terms that are key to the understanding and administration of the program.

Rule 12.4 states that the Commissioner of Higher Education must consult with the Texas Education Agency and Texas Workforce Commission to determine program elements and competencies. Additionally, it provides that a public junior college must submit an application to the Coordinating Board to receive approval to offer this program. This section is proposed based on Texas Education Code, Section 130.458, which directs the board of the Texas Higher Education Coordinating Board (Board) to adopt rules as necessary to implement the Opportunity High School Diploma Program.

Rule 12.5 outlines the general and curricular requirements necessary to ensure that the Opportunity High School Diploma Program offered by a public junior college adequately prepares students for postsecondary education or additional career and technical education. This section establishes the five core program competencies a public junior college must include, and measure with Board-approved assessments, in a program and allows latitude in the addition of curricular elements designed to meet regional employers' or specific workforce needs. This section also establishes the criteria for competency assessment and transcription, location of program delivery, and awarding of a high school diploma for successful completion of the program. This section implements Texas Education Code, Section 130.458, which directs the Board to adopt rules as necessary to implement the Opportunity High School Diploma Program.

Rule 12.6 specifies eligibility for public junior colleges and/or consortiums applying to offer, and students seeking to participate in, the Opportunity High School Program. This section lists the permissible types of entities that a public junior college can enter into a consortium with to expand access for students. The section also details student eligibility requirements that make the program available to a wide range of adult students.

Rule 12.7 lists the required elements in an eligible public college's application including compliance with Section 12.5 of this subchapter, consultation with local workforce and employer, and any pertinent consortia agreements. The section also outlines the process for approval that the Coordinating Board and the Commissioner of Higher Education will follow after applications are submitted as well as the notification of approved programs to the public. This section is proposed based on Texas Education Code, Section 130.458, which directs the Coordinating Board to adopt rules as necessary to implement the Opportunity High School Diploma Program.

Rule 12.8 details the required reporting a public junior college with an approved program will have to submit to the Coordinating Board to measure program effectiveness. The rules require each public junior college to submit data through the Education Data System and to comply with its reporting standards. The Coordinating Board will use this data to prepare and submit a progress report to the Legislature no later than December 1, 2026.

Rule 12.9 establishes that the Coordinating Board shall consult with the Texas Workforce Commission on the identification of available funding for the program. This section is proposed based on Texas Education Code, Section 130.458, which directs the

Coordinating Board to adopt rules as necessary to implement the Opportunity High School Diploma Program.

Lee Rector, Associate Commissioner for Workforce Education, will present this item and be available to answer questions.

Date Published in the *Texas Register*: January 26, 2024.

The 30-day comment period with the *Texas Register* ended on: February 25, 2024.

Summary of comments received: No comments were received regarding this rule.

CHAPTER 12 – OPPORTUNITY HIGH SCHOOL DIPLOMA PROGRAM

SUBCHAPTER A – OPPORTUNITY HIGH SCHOOL DIPLOMA PROGRAM

12.1. Purpose.

The purpose of this subchapter is to implement the Opportunity High School Diploma Program. The Opportunity High School Diploma Program is intended to provide an alternative means by which an adult student enrolled in a career and technical education program at a public junior college may earn a high school diploma at a college through concurrent enrollment in a competency-based education program.

12.2. Authority.

Texas Education Code, §130.458, authorizes the Board to adopt rules as necessary to implement Texas Education Code, Chapter 130, Subchapter O: Opportunity High School Diploma Program.

12.3. Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--the governing body of the agency known as the Texas Higher Education Coordinating Board.

(2) Commissioner--The Commissioner of Higher Education.

(3) Coordinating Board--The agency known as the Texas Higher Education Coordinating Board, including agency staff.

(4) General Academic Teaching Institution or General Academic Institution--Any college, university, or institution so classified in Texas Education Code, §61.003(3), or created and so classified by law.

(5) Nonprofit Organization--Nonprofit means the entity, usually a corporation, is organized for a nonprofit purpose and designated as a 501(c)(3). This designation means a nonprofit organization that has been recognized by the Internal Revenue Service as being tax-exempt by virtue of its charitable programs.

(6) Opportunity High School Diploma Program, Opportunity Diploma Program, or Program--Unless context indicates otherwise, means the Opportunity High School Diploma Program established under this subchapter.

(7) Public Junior College--A public institution of higher education as defined in Texas Education Code, §61.003(2).

(8) Public School District--A public school district is a geographical unit for the local administration of elementary or secondary schools. It is a special-purpose government entity that can be administered independently or be dependent on the local government, such as a city or county.

12.4. Program Design and Administration.

(a) The Coordinating Board shall administer this program in consultation with the Texas Education Agency and the Texas Workforce Commission. A public junior college shall submit an application for approval to the Coordinating Board to offer this program.

(b) The Commissioner will consult with the Texas Workforce Commission Chairman's Tri- Agency Workforce Council in determining program elements and competencies.

12.5. Program Requirements.

(a) General Requirements. The Opportunity High School Diploma Program is an alternative competency-based high school diploma program to be offered for concurrent enrollment to an adult student without a high school diploma who is enrolled in a career and technical education program at a public junior college. The program may include any combination of instruction, curriculum, internships, or other means by which a student may attain the knowledge sufficient to adequately prepare the student for postsecondary education or additional workforce education.

(b) Curricular Requirements. An approved public junior college shall embed the following baseline student learning outcomes in the program. A public junior college may also add curricular elements designed to meet regional employers' needs or specific workforce needs. Core program competencies shall include:

(1) Quantitative Reasoning, including the application of mathematics to the analysis and interpretation of theoretical and real-world problems to draw relevant conclusions or solutions.

(2) Communication Skills, including reading, writing, listening, speaking, and non-verbal communication.

(3) Civics, including the structure of government, processes to make laws and policies, constitutional principles of checks and balances, separation of powers, federalism, and rights and responsibilities of a citizen.

(4) Scientific Reasoning, including problem-solving that involves forming a hypothesis, testing the hypothesis, determining and analyzing evidence, and interpreting results.

(5) Workplace Success Skills, including dependability, adaptability, working with others, initiative, resilience, accountability, critical thinking, time management, organizing, planning, problem-solving, conflict resolution, and self-awareness.

(c) Prior Learning and Program Completions. A public junior college approved to offer this program must determine each student's competence in each of the five core program competencies set out in subsection (b) of this section prior to enrolling the student in the program of instruction and upon the student's completion of the program of instruction.

(1) The program of instruction assigned to each student will be based on the student's prior learning and assessments of the student's competencies for each of the five core program competencies. A student may be determined to have satisfied required learning outcomes for one or more core program competencies based on the student's prior learning.

(2) Documentation of a student's prior learning in the five core program competencies may include the following: transcribed high school grades; transcribed college credit; achievement on a national standardized test such as the SAT or ACT; credit earned through military service as recommended by the American Council on Education; or demonstrated success on pre-program assessments.

(3) The Commissioner shall identify, consider, and approve assessments, in consultation with the Texas Workforce Commission, to be used by a public junior college to determine a student's successful achievement of the five core program competencies and completion of the program.

(4) The Coordinating Board will publish a list of the approved assessments on the agency's website.

(5) A public junior college that is approved to offer the program must use an approved assessment to evaluate each student's competence in the five core program competencies as required under subsection (b) of this section.

(d) Location of Program. Subject to approval under this subchapter, a public junior college may enter into agreement with one or more public junior colleges, general academic teaching institutions, public school districts, or nonprofit organizations to offer this program. The public junior college may offer this program at any campus of an entity subject to an agreement to offer this program.

(e) Award of High School Diploma. A public junior college participating in the program shall award a high school diploma to a student enrolled in this program if the student satisfactorily completes an approved assessment that provides evidence of competence in the five core program requirements as required under this rule. A high school diploma awarded under this program is equivalent to a high school diploma awarded under Texas Education Code, §28.025.

12.6. Eligible Institutions and Students.

(a) Eligible Institutions.

(1) A public junior college may submit an application to the Coordinating Board for approval to offer an Opportunity High School Diploma Program.

(2) Subject to approval under this subchapter, an eligible public junior college may enter into agreement to offer the program in consortium with one or more public junior colleges, general academic teaching institutions, public school districts, or nonprofit organizations. A public junior college's application shall describe the role of each member of the consortium in delivering the program elements.

(b) Eligible Students. An institution may admit an adult student without a high school diploma to the Opportunity High School Diploma Program. Adult student means a student aged 18 or older on the date of first enrollment in the program. An institution shall concurrently enroll each eligible student in a career and technical education program.

12.7. Program Approval Process.

(a) Required Elements of Program Approval Application. An eligible public junior college must submit the following elements in a complete application for approval to offer this program:

(1) A description of the program's design demonstrating compliance with program requirements listed under §12.5 of this subchapter (relating to Program Requirements), including the assessment to be used under §12.5(c)(3).

(2) Documentation of consultation with local employers and Workforce Development Boards in development of the program's curriculum.

(3) For public junior colleges proposing to offer the program in consortium with one or more partners under §12.6(a)(2) of this subchapter (relating to Eligible Institutions and Students):

(A) a memorandum of agreement with each member of the consortium; and

(B) a description of the role that each member of the consortium will play in delivery of the Program.

(b) Process for Approval.

(1) An eligible public junior college may submit an application to participate in the Opportunity High School Diploma Program to the Coordinating Board. The Coordinating Board will review submitted applications for completeness of the elements required under §12.5.

(2) The Commissioner shall review the staff recommendation and any input by other entities and make the determination whether to approve the program.

(3) The Coordinating Board shall notify the public junior college of program approval and post a list of approved programs on the Coordinating Board website.

12.8. Required Reporting.

(a) Each participating public junior college approved to offer this program shall report student enrollments and completions to the Coordinating Board through the Education Data System, in compliance with the data reporting standards established for that system.

(b) The Board shall submit to the Legislature a progress report on the effectiveness of this program and recommendations for legislative or other action no later than December 1, 2026.

12.9. Funding.

(a) An Opportunity High School Diploma is a Fundable Outcome as defined in §13.556 of this title (relating to Performance Tier: Fundable Outcomes).

(b) The Commissioner shall confer with the Texas Workforce Commission to identify additional funding to implement this subchapter.

Committee on Academic and Workforce Success

AGENDA ITEM V-H (11)

Consideration and possible action to adopt amendments to Board Rules, Chapter 13, Subchapter N, Section 13.406(b)(4), concerning the Texas Reskilling and Upskilling through Education (TRUE) Grant Program

RECOMMENDATION: Adopt

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes an amendment to Texas Administrative Code, Title 19, Part 1, Chapter 13, Subchapter N, Rule 13.406 (b)(4), concerning the review process for the Texas Reskilling and Upskilling through Education (TRUE) Grant Program. This amendment adds employers to the list of workforce stakeholders that can partner with eligible institutions to both analyze job postings and identify employers who may hire individuals that complete the education and training programs funded by TRUE.

Dr. Tina Jackson, Assistant Commissioner for Workforce Education, will present this item and be available to answer questions.

Date Published in the *Texas Register*: January 26, 2024.

The 30-day comment period with the *Texas Register* ended on: February 26, 2024.

Summary of comments received: No comments were received regarding the rule.

CHAPTER 13 FINANCIAL PLANNING

SUBCHAPTER N TEXAS RESKILLING AND UPSKILLING THROUGH EDUCATION
(TRUE) GRANT PROGRAM

§13.406 Review Criteria

§13.406. Review Criteria.

(a) No Change.

(b) Projects may be given preference that:

(1) - (3) No Change.

(4) Partner with employers, local chambers of commerce, trade associations, economic development corporations, and local workforce boards to analyze job postings and identify employers hiring roles with the skills developed by the training programs.

§13.407 – 13.408. No Change.

Committee on Academic and Workforce Success

AGENDA ITEM V-H (12)

Consideration and possible action to adopt new Board Rules, Chapter 22, Subchapter O, Sections 22.300–22.313, concerning the Texas Leadership Research Scholars Program

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes new rules in Texas Administrative Code, Title 19, Part 1, Chapter 22, Subchapter O, Sections 22.300-22.313, concerning the establishment of the Texas Leadership Research Scholars Program, a research scholarship and leadership opportunity program for high-achieving graduate students with financial need. Specifically, this new subchapter provides information necessary for the implementation and administration of the program.

Texas Education Code (TEC), Chapter 61, Subchapter T-3, requires the Coordinating Board to adopt rules for the administration of the program, including rules providing for the amount and permissible uses of a scholarship awarded under the program. The legislation only specified student eligibility, conditions for continued participation, and authorization for institutional agreements. The new rules provide clarity and guidance to students, participating institutions, and Coordinating Board staff for the program's implementation.

Specifically, these new sections will outline the authority and purpose, definitions, institutional eligibility requirements, student eligibility requirements, satisfactory academic progress, scholarship selection criteria, academic achievement support, leadership development opportunities, hardship provisions, scholarship amounts, and allocation and disbursement of funds, which are necessary to administer the Texas Leadership Research Scholars Program.

Dr. Jennielle Strother, Assistant Commissioner for Student Success, will be available to answer questions.

Date Published in the *Texas Register*: January 26, 2024.

The 30-day comment period with the *Texas Register* ended on: February 26, 2024.

Summary of comments received:

Comment 1 from University of North Texas:

We would like to recommend changing the following rules:

§22.303. Eligible Students.

- (2) Demonstrate that the student has either:
 - (A) Graduated from a Texas public high school, including an open-enrollment charter school, during the ten years preceding the date of the student's application to the program; or
 - (B) Graduated from a Texas public, private or independent institution of higher education as defined by sections 61.003(8) or (15) of the Texas Education Code.

Since (A) has a timeframe attached to it, 10 years, should (B) have a timeframe attached to it? Within 5 years of graduation from an institution of higher education?

- (C) having received a Leadership Scholarship as an undergraduate student.

Is this any Leadership Scholarship or specific to the Texas Leadership Scholars Program?

§22.306. Academic Achievement Support.

- (a) Each participating Eligible Institution shall ensure that each Research Scholar's experience includes, at a minimum, the following academic programmatic elements:
- (1) Program cohort learning communities;
- (2) Mentoring, research, and internship opportunities;
- (3) Networking with state government, business, and civic leaders; and
- (4) Statewide cohort learning institutes or seminars.

§22.307. Leadership Development.

- (a) Each participating Eligible Institution must ensure that a Research Scholar's experience includes, at a minimum, the following leadership development elements:
- (1) Leadership development programming; and
- (2) Scholar summer programming which may be met through participating in a leadership conference, study abroad, or internship opportunities.
- We would recommend omitting programmatic elements or leadership development because:
 - doctoral students do not typically operate in a cohort
 - all work with a committee chair to help move through their program in accordance with their institution's guidelines.
 - • Once a doctoral student begins dissertation, they are no longer part of the community

- Full-time doctoral students are typically serving in TA or RA roles, and adding additional components could add undue stress for the student.

§22.308.Discontinuation of Eligibility or Non-Eligibility.

(1) ~~Four~~ Seven years from the start of the semester in which the student enrolls in the research doctoral degree program at the eligible institution

It is unlikely a Ph.D. student, particularly in a STEM field will complete their degree in 4 years and we worry we could impact completion if an award as sizeable as the TLS award is removed from the student's account. According to the NCSE, below are the averages based on 2020 data.

- Physical and Earth Sciences: 6.3
- Engineering: 6.8 years
- Life sciences: 6.9 years
- Mathematics and computer science: 7 years
- Psychology and Social Sciences: 7.9 years
- Humanities and arts: 9.6 years
- Education: 12 years

Response 1:

The Coordinating Board appreciates these comments and provides the following responses.

(1) 22.303(B): No, a timeframe should not be attached for a research scholar who graduated from a Texas public, private or independent institution. This Rule considers any in-state and out-of-state research scholars that attended a postsecondary education in the state at any given time.

(2) Rule 22.303(C) uses the term "Leadership Scholarship" which is defined in 22.301(3) as the scholarship awarded to an undergraduate student in the program under subchapter N of this chapter (relating to Texas Leadership Scholars Grant Program).

(3) Rules 22.306 and 22.307, outline the appropriate application of the Academic Achievement Support and Leadership Development programming, authorized by TEC, Sec 61.985. Upon entering the doctoral program, each student joins a specific cohort. The institution should actively facilitate opportunities for scholars within their cohort to engage with each other and to receive support, for example, by participating in university-sponsored programs to develop and enhance their skills as teachers or researchers. In addition, collaborating with committee chairs and faculty scholars in roles such as Teaching Assistants or Research Assistants could be used to provide academic support. These kinds of supportive programmatic elements can be integrated throughout the scholar's journey until program completion.

(4) Rule 22.308: Although many students take longer to complete their doctoral studies, state funding is limited and only allows up to four years for each research scholar, according to TEC, Sec. 61.897(a)(2).

CHAPTER 22. STUDENT FINANCIAL AID PROGRAMS
SUBCHAPTER O. TEXAS LEADERSHIP RESEARCH SCHOLARS PROGRAM

§22.300.Authority and Purpose.

(a) Authority for this subchapter is provided in Texas Education Code, chapter 61, subchapter T-3, §§61.891 - 61.897, Texas Leadership Scholars Program.

(b) The purpose of this program is to provide research scholarships coupled with academic achievement support and leadership development to assist eligible graduate students to enroll in and graduate from public institutions of higher education in this state.

§22.301.Definitions.

In addition to the words and terms defined in §22.1 of this chapter (relating to Definitions) the following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise. In the event of conflict, the definitions in this subchapter shall control.

(1) Administrator--The institution of higher education contracted by the Coordinating Board to administer the Program.

(2) Eligible Institution--A general academic teaching institution as defined by section 61.003(3) of the Texas Education Code and designated as either a public research university or public emerging research university under the Coordinating Board's accountability system.

(3) Leadership Scholarship--The scholarship awarded to an undergraduate student in the program under subchapter N of this chapter (relating to Texas Leadership Scholars Grant Program).

(4) Program--The Texas Leadership Research Scholars Grant Program.

(5) Research Doctoral Degree--In this subchapter, Research Doctoral Degree means a research doctoral degree that is included on the list of research doctoral degrees published annually by Coordinating Board staff on March 1 of each fiscal year. The list of research doctoral degrees shall be annually updated by Coordinating Board staff to reflect all degree titles included in the most recently published National Science Foundation Survey of Earned Doctorates and any additional degree titles identified by the Commissioner.

(6) Research Scholar--An eligible graduate student who was nominated and selected to participate in the Texas Leadership Research Scholars Grant Program.

(7) Research Scholarship--The scholarship awarded to a graduate student in the Program.

§22.302.Eligible Institutions.

(a) Responsibilities. A participating eligible institution is required to:

(1) Abide by the General Provisions outlined in subchapter A of this chapter (relating to General Provisions);

(2) Have and comply with policies that prohibit discrimination against or deny participation in or the benefits of the Program described in this subchapter on the basis of race, color, national origin, gender, religion, age, or disability;

(3) Comply with the Civil Rights Act of 1964, Title VI (Public Law 88-353) in avoiding discrimination in admissions or employment; and

(4) Provide all reports regarding the program to the Coordinating Board or Administrator.

(b) Approval.

(1) Agreement. Each eligible institution must enter into an agreement with the Coordinating Board, the terms of which shall be prescribed by the Commissioner, prior to receiving a disbursement of funds through the Program.

(2) Approval Deadline.

(A) Each eligible institution must indicate an intent to participate in the Program by emailing the Administrator by June 15 and enter into an agreement with the Coordinating Board by August 31 for qualified students enrolled in that institution to be eligible to receive scholarships in the following fiscal year.

(B) Notwithstanding paragraph (2)(A) of this subsection, for the 2024-25 academic year, an eligible institution may indicate intent to participate in the program by the administrative deadline established by the Commissioner.

§22.303.Eligible Students.

(a) To receive an initial award through the Program, a student must:

(1) Be enrolled in a research doctoral degree program at a participating institution;

(2) Demonstrate that the student has either:

(A) Graduated from a Texas public high school, including an open-enrollment charter school, during the ten years preceding the date of the student's application to the program; or

(B) Graduated from a Texas public, private or independent institution of higher education as defined by sections 61.003(8) or (15) of the Texas Education Code.

(3) Be enrolled full-time in a doctorate degree program at a participating institution;

(4) Have applied for any available financial aid assistance;

(5) Be economically disadvantaged by either:

(A) having received a Pell Grant while enrolled as an undergraduate student; or

(B) having received a TEXAS grant or Tuition Equalization Grant (TEG) as an undergraduate student; or

(C) having received a Leadership Scholarship as an undergraduate student.

(6) Be nominated by the institution of higher education where the student is enrolled on the basis of merit and leadership potential.

(b) To receive a continuation award through the Program, a Research Scholar must:

(1) Have previously received an initial year award through this Program;

(2) Be enrolled in a research doctoral degree program where the Research Scholar received initial award;

(3) Make satisfactory academic progress toward the research doctoral degree at the eligible institution, as defined in §22.304 of this subchapter (relating to Satisfactory Academic Progress) unless the Research Scholar is granted a hardship extension in accordance with §22.309 of this subchapter (relating to Hardship Provision); and

(4) Have completed or is on target to complete programmatic requirements set forth in §22.306 and §22.307 of this subchapter (relating to Academic Achievement Support and Leadership Development, respectively) as reported by participating institution.

§22.304.Satisfactory Academic Progress.

To qualify for a Scholarship, each recipient of the Scholarship shall meet the satisfactory academic progress requirements as utilized by the financial aid office of the Eligible Institution to determine eligibility for federal financial aid programs.

§22.305.Scholarship Selection Criteria.

The Coordinating Board or Administrator will receive nominations from Eligible Institutions and will approve the nominations based on eligibility criteria set forth in §22.303 of this subchapter (relating to Eligible Students) and on the availability of funds set forth in §22.310(c) of this subchapter (relating to Scholarship Amounts and Allocation of Funds).

§22.306.Academic Achievement Support.

(a) Each participating Eligible Institution shall ensure that each Research Scholar's experience includes, at a minimum, the following academic programmatic elements:

(1) Program cohort learning communities;

(2) Mentoring, research, and internship opportunities;

(3) Networking with state government, business, and civic leaders; and

(4) Statewide cohort learning institutes or seminars.

(b) The Coordinating Board may enter into agreements with participating eligible institutions to provide research-based support for scholars to make satisfactory academic progress and graduate on time at participating institutions.

§22.307.Leadership Development.

(a) Each participating Eligible Institution must ensure that a Research Scholar's experience includes, at a minimum, the following leadership development elements:

(1) Leadership development programming; and

(2) Scholar summer programming which may be met through participating in a leadership conference, study abroad, or internship opportunities.

(b) The Coordinating Board may enter into agreements with participating eligible institutions to provide leadership development opportunities for scholars.

§22.308.Discontinuation of Eligibility or Non-Eligibility.

(a) A student who has already earned a research doctoral degree at any public or private post-secondary institution is ineligible to participate in the Program.

(b) Unless granted a hardship postponement in accordance with §22.309 of this subchapter (relating to Hardship Provisions), a student's eligibility for a grant ends:

(1) Four years from the start of the semester in which the student enrolls in the research doctoral degree program at the eligible institution; or

(2) If a Research Scholar transfers to another institution.

§22.309.Hardship Provisions.

(a) In the event of a hardship or for other good cause as determined by the Eligible Institution, the Program Officer at the institution may allow an otherwise eligible Research Scholar to receive a Scholarship:

(1) while enrolled in fewer semester credit hours than required in §22.303 of this subchapter (related to Eligible Students);

(2) If the Scholar fails to meet the satisfactory academic progress requirements of §22.303 of this subchapter; or

(3) If the Scholar requires an extension of the limits found in §22.308(b) of this subchapter (relating to Discontinuation of Eligibility or Non-Eligibility) to complete his or her degree, provided that the total number of years the Scholar receives a scholarship under the program does not exceed four years.

(b) Hardship conditions may include, but are not limited to:

(1) Documentation of a serious health condition that makes the Research Scholar unable to attend school or complete academic study;

(2) Documentation that the Research Scholar is responsible for the care of a child, spouse, or parent who has a serious health condition, sick, injured, or and that the scholar's provision of care may affect his or her academic performance; or

(3) The birth of a child or placement of a child with the student for adoption or foster care.

(c) A hardship under this section may extend for a period of no longer than one year.

(d) An institution must keep documentation of the hardship circumstances approved for a Research Scholar in the Research Scholar's files. An Eligible Institution must report each hardship extension it grants to a Research Scholar to the Coordinating Board, so the board may appropriately monitor each Research Scholar's period of eligibility.

(e) Eligible institutions shall adopt a hardship policy under this section, share such policy with Research Scholars and have the policy available in the financial aid office for public review upon request.

§22.310.Scholarship Amounts and Allocation of Funds.

(a) Funding. The Coordinating Board may not award through this Program an amount that exceeds the amount of state appropriations and other funds that are available for this use.

(b) Scholarship Amounts.

(1) The Commissioner shall establish the amount of each Research Scholarship in an academic year that is 150% of the average of the amount of the Leadership Scholarships awarded across public research and public emerging research institutions under subchapter N of this chapter (relating to Texas Leadership Scholars Grant Program), based on available appropriations for the Program. The Scholarship may be applied toward housing, food, or other costs of

attendance allowed under the Program, at the participating eligible institution as approved by the Coordinating Board.

(2) An Eligible institution may not reduce the amount of a scholarship by any gift aid for which the Research Scholar receiving the scholarship is eligible unless the total amount of a Research Scholar's scholarship plus any gift aid received exceeds the Research Scholar's cost of attendance.

(3) An Eligible institution shall ensure each Research Scholar receives the scholarship awarded under the program for four (4) years so long as the scholar maintains eligibility set forth in §22.303(b) of this subchapter (relating to Eligible Students).

(c) Allocation of Funds.

(1) The Commissioner shall determine and announce the number of initial scholarships available to each participating eligible institution by January 31 of the prior fiscal year set forth in §22.303(a) of this subchapter, based on the following criteria:

(A) 50% of available initial Scholarships will be allocated among public research universities based on the institution's share of the number of research doctoral degrees awarded by public research universities in the prior academic year, as determined by the commissioner; and

(B) 50% of available initial Scholarships will be allocated among emerging research universities based on each institution's share of the number of research doctoral degrees awarded by public emerging research universities in the prior academic year, as determined by the commissioner.

(2) The number of Scholarships allocated to each participating eligible institution for returning Research Scholars will be the number of Scholars eligible to receive the Scholarship set forth in §22.303(b) of this subchapter.

(3) Each participating eligible institution will receive an annual allocation equal to the number of Scholarships allocated to the institution times the amount established in subsection (b) of this section.

§22.311.Availability of Funds.

Funding under this subchapter is subject to legislative appropriation. The Coordinating Board may reduce or modify the amount of funds available under this Program subject to the availability of General Revenue appropriated to the Program.

§22.312.Disbursement of Funds.

(a) Each Eligible Institution shall certify compliance with statute and this subchapter and enter into a biennial Participation Agreement in order to receive funds under this Program.

(b) Upon request by an Eligible Institution throughout the academic year, the Coordinating Board shall forward to each participating eligible institution a portion of its allocation of funds for timely disbursement to Research Scholars. Each participating eligible institution shall have until the close of business on August 1, or the first working day thereafter if it falls on a weekend or holiday, to encumber Program funds from their allocation. After that date, an institution may lose any funds in the current fiscal year not yet drawn down from the Coordinating Board for timely disbursement to Scholars. Funds released in this manner are deemed returned to the Coordinating Board.

§22.313.Reporting, Audit, and Recoupment.

(a) The Coordinating Board may require an institution to submit reports documenting compliance with the provisions of statute, this subchapter, and the Program Participation Agreement.

(b) An institution shall be subject to compliance monitoring as a condition of receiving funds under this subchapter.

(c) An institution shall be subject to recoupment of funds allocated under the Program in the event of over-allocation or misappropriation.