

COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

A G E N D A

9:30 A.M., Wednesday, January 25, 2023

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

Live broadcast available at: highered.texas.gov

Teacher Retirement System of Texas
1000 Red River Street
5th Floor Boardroom
Austin, TX

(Boardroom is located in the East building)

*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: R. Sam Torn

Members: Richard L. Clemmer; Fred Farias III, O.D.; Emma W. Schwartz; Daniel O. Wong

Student Representative: Georgia A. Hejny (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 October 26, 2022, 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)
 - Withdrawn B. Consideration and possible action to adopt the Certification Advisory Council's recommendation related to a request from Nettleman Institute of Surveying Technology for its first Certificate of Authority to grant degrees in Texas
 - C. Consideration and possible action to adopt the recommendation relating to the July 2022 Annual Compliance Reports for institutions under a Certificate of Authorization (names beginning with "P" through "Z")
 - D. Consideration and possible action to approve the issuance of a request for applications for the:
 - (1) Carl D. Perkins Career and Technical Education Basic Grant Program
 - (2) Carl D. Perkins Career and Technical Education State Leadership Grant Program
 - (3) Carl D. Perkins Equitable Access and Opportunity Grant Program

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

ALAMO DISTRICT – ST. PHILLIP’S COLLEGE

- (1) Bachelor of Applied Technology (BAT) in Cybersecurity

UNIVERSITY OF HOUSTON

- (2) Doctor of Business Administration (DBA) in business administration

- F. Lunch

- G. Proposed rules:

- (1) Consideration and possible action to adopt proposed amendments to Chapter 2, Subchapter D, Sections 2.50-2.58 and 2.70-2.74 of Board rules, concerning Approval Process for New Associate Degrees
- (2) Consideration and possible action to adopt proposed amendments to Chapter 4, Subchapter A, Section 4.10 (a)(2), (c)(1)-(2), and (g) of Board rules, concerning the Common Admission Application Forms
- (3) Consideration and possible action to adopt proposed amendments to Chapter 4, Subchapter B, Section 4.32 of Board rules, concerning Fields of Study Curriculum
- (4) Consideration and possible action to adopt proposed amendments to Chapter 4, Subchapter C, Section 4.54(a)(1)(A) of Board rules, concerning the Texas Success Initiative Exemptions, Exceptions, and Waivers

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 October 26, 2022, committee meeting

RECOMMENDATION: Approval

TEXAS HIGHER EDUCATION COORDINATING BOARD

MINUTES

Committee on Academic and Workforce Success

Capitol Extension, Room E1.030,
Austin, Texas

October 26, 2022, 10:00 am

The Texas Higher Education Coordinating Board's Committee on Academic and Workforce Success (CAWS) convened at 10 a.m. on October 26, 2022, with the following committee members present: Donna Williams, presiding; Richard Clemmer; Fred Farias; Emma Schwartz; Sam Torn; Daniel Wong; and Georgia Blackwell, Ex-Officio.

Members absent: None

Other Board members present: S. Javaid Anwar, Robert Gauntt, and Welcome Wilson

AGENDA ITEM	ACTION
I. Welcome and committee chair's meeting overview	Ms. Williams called the meeting to order at 10 a.m. All members were present. A quorum was met for this committee meeting.
II. Consideration and possible action to adopt the minutes for the July 27, 2022, committee meeting	On motion by Mr. Torn, seconded by Dr. Wong, the committee approved the July 27, 2022, committee meeting minutes. The vote was unanimous.
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	<p>On a motion by Mr. Clemmer, seconded by Dr. Farias, the committee approved the non-rule consent calendar as amended. The vote was unanimous.</p> <p>Items approved on non-rule consent were: 5-A; 5-C; 5-F; 5-G; 5-H; 5-J; and 5-L.</p> <p>On a motion by Mr. Torn, seconded by Dr. Farias, the committee approved the rule consent calendar. The vote was unanimous.</p> <p>Item approved on rule consent was: 5-O (1).</p>

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 related to withdrawal of recognition for the Accrediting Council for Independent Colleges and Schools (ACICS) pursuant to Board Rules 7.6(a)(2)(B) and 7.6(b)	<p>On motion by Mr. Torn, seconded by Ms. Schwartz, the committee approved the withdrawal of recognition for the Accrediting Council for Independent Colleges and Schools (ACICS) pursuant to Board Rules 7.6(a)(2)(B) and 7.6(b). The vote was unanimous.</p> <p>Mr. Matt Parson, Assistant Commissioner for Workforce Innovation, presented this item and was available to answer questions.</p>
C. Consideration and possible action to adopt the "Professional Nursing Shortage Reduction Program Report"	This item was approved on the consent calendar.
D. Consideration and possible action to adopt the "Transfer Report 2022" (General Appropriations Act, Senate Bill 1, Article III, Special Provisions Relating Only to State Agencies of Higher Education, Section 47, 87th Texas Legislature, Regular Session)	<p>On motion by Dr. Wong, seconded by Mr. Clemmer, the committee adopted the "Transfer Report 2022." 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>
E. Consideration and possible action to adopt the "Graduate Medical Education Report: An Assessment of Opportunities for Graduates of Texas Medical Schools to Enter Residency Programs in Texas" (Texas Education Code, Section 61.0661 (b))	<p>Mr. Clemmer left the Zoom call at 10:29 a.m. due to technical difficulties.</p> <p>On motion by Dr. Farias, seconded by Mr. Torn, the committee adopted the "Graduate Medical Education Report: An Assessment of Opportunities for Graduates of Texas Medical Schools to Enter Residency Programs 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>
F. Consideration and possible action to adopt the "Report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education in Texas" (Texas Education Code, Section 61.0664)	This item was approved on the consent calendar.

G. Consideration and possible action to adopt the "Report on Access to Higher Education for Persons with Intellectual and Developmental Disabilities" (Texas Education Code, Section 61.06641)	This item was approved on the consent calendar.
H. Report on activities of the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities (Texas Education Code, Section 61.06641)	This item was approved on the consent calendar.
I. Report on activities of the ApplyTexas Advisory Committee	This item was informational only. Dr. Shontell Blake, Associate Dean of Enrollment Services and Registrar of Dallas College, presented this item and was available to answer questions.
J. Consideration and possible action to adopt "A Report on the Effectiveness of the Advise TX Program" (General Appropriations Act, Senate Bill 1, Article III, Section 47, 87th Texas Legislature, Regular Session)	This item was approved on the consent calendar.
K. Consideration and possible action to adopt the request to extend the current contract with a vendor for the Virtual Advising Project (ADVi)	On motion by Mr. Torn, seconded by Ms. Schwartz, the committee adopted the request to extend the current contract with a vendor for the Virtual Advising Project (ADVi). The vote was unanimous. Ms. Molly Gully, Senior Director of Advising Strategy, presented this item and was available to answer questions.
L. Consideration and possible action to appoint replacement members to the Learning Technology Advisory Committee	This item was approved on the consent calendar.
M. Consideration of adopting the staff recommendation to the committee relating to requests for a new degree program	
ANGELO STATE UNIVERSITY (1) Doctor of Education (EdD) in Transformative Leadership	On motion by Dr. Wong, seconded by Mr. Torn, the committee approved the new degree program. The vote was unanimous. Ms. Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, presented this item and was available to answer questions.

<p>NAVARRO COLLEGE (2) Bachelor of Science in Nursing (RN-BSN)</p>	<p>On motion by Mr. Torn, 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>THE UNIVERSITY OF TEXAS AT EL PASO (3) Doctor of Philosophy (PhD) in Sociology</p>	<p>On motion by Ms. Schwartz, seconded by Ms. Williams, 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>THE UNIVERSITY OF TEXAS PERMIAN BASIN (4) Bachelor of Science (BS) in Civil Engineering</p>	<p>On motion by Dr. Farias, seconded by Ms. Schwartz, 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>THE UNIVERSITY OF TEXAS AT TYLER (5) Bachelor of Science (BS) in Construction Engineering</p>	<p>On motion by Mr. Torn, seconded by Dr. Farias, 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>N. Lunch</p>	<p>The committee did not break for lunch.</p>
<p>O. Proposed rules:</p>	
<p>(1) Consideration and possible action to adopt new Board rules, Chapter 21, Subchapter D, Sections 21.50 through 21.55, concerning the Texas First Early High School Completion Program, and Chapter 22, Subchapter T, Sections 22.550 – 22.556 of Board rules, concerning the Texas First Scholarship Program</p>	<p>This item was approved on the consent calendar.</p>

<p>(2) Consideration and possible action to adopt proposed amendments to Chapter 19, Subchapter O, Sections 4.230 through 4.233, 4.236, and 4.237 of Board rules, concerning the Open Educational Resources Grant Program</p>	<p>On motion by Dr. Farias, seconded by Mr. Torn, the committee adopted proposed amendments to Chapter 19, Subchapter O, Sections 4.230 through 4.233, 4.236, and 4.237 of Board rules, concerning the Open Educational Resources Grant Program. The vote was unanimous.</p> <p>Dr. Michelle Singh, Assistant Commissioner for Digital Learning, presented this item and was available to answer questions.</p>
<p>(3) Consideration and possible action to adopt new Board rules, Chapter 2, Sections 2.1 through 2.184, concerning academic planning, policy, and programs</p>	<p>On motion by Dr. Wong, seconded by Ms. Schwartz, the committee adopted new Board rules, Chapter 2, Sections 2.1 through 2.184, concerning academic planning, policy, and programs. The vote was unanimous.</p> <p>Dr. David Troutman, Deputy Commissioner for Academic Affairs and Innovation, and Ms. Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, presented this item and were available to answer questions.</p>
<p>VI. Adjournment</p>	<p>On a motion by Mr. Torn, seconded by Dr. Wong, the committee adjourned at 11:53 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 recommendation relating to the July 2022 Annual Compliance Reports for institutions under a Certificate of Authorization (names beginning with “P” through “Z”)

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 Coordinating Board Rules, Chapter 7, Subchapter A, Section 7.7(6), Closure of an Institution, the Texas Higher Education Coordinating Board (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 Board approval. The Board has given the Assistant Commissioner of Workforce Education the authority to oversee this approval process.

Aspen University-Austin

On September 20, 2022, Aspen University notified the THECB that it would teach out its current core students for its Bachelor of Science in nursing (BSN) program and will close the campus located at 101 W. Louis Henna Boulevard, Austin, TX 78728 after completion of the teach-out, in September 2024. The BSN program is the only program taught at the Austin location. The teach-out was due to Aspen University entering into a consent agreement with the Arizona Board of Nursing to voluntarily surrender its program approval for its pre-licensure nursing program in Arizona. All locations' accreditation approvals were based on the Arizona campus and program. Without a program in Arizona, the Texas program was required to teach-out.

The last BSN pre-licensure cohort accepted at the Austin location began on August 30, 2022. Students accepted for the October cohort were informed that the cohort would not go forward and were provided with information on applying to South University's Austin campus, located a short distance from the Aspen University Austin campus. As of September 27, 2022, there were 108 enrolled and active Pre-Professional Nurse (PPN) students; 58 active Nursing Core students; and 105 enrolled-inactive PPN students (i.e., not enrolled in a current class). All active Core students are expected to graduate before the end of the teach-out period.

The institution is finalizing articulation agreements for PPN students with Chamberlain University, Arizona College of Nursing, Concordia University, and South University. The institutional accreditor, Distance Education Accrediting Commission, was also notified of the teach-out on September 20, 2022, and the US Department of Education was notified on

September 23, 2022. Student records will continue to be maintained by the registrar's office located in Arizona.

Dr. Tina Jackson, Assistant Commissioner for Workforce Education, 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 Certification Advisory Council's recommendation related to a request from Nettleman Institute of Surveying Technology for its first Certificate of Authority to grant degrees in Texas

RECOMMENDATION: Approval

Background Information:

Nettleman Institute of Surveying Engineering Technology (Nettleman), Kerrville, Texas, seeks approval for a Certificate of Authority to grant an Associate of Applied Science degree in surveying engineering technology. Certificates of Authority are granted for two-year periods. Institutions may be granted successive Certificates of Authority for a total of eight years. After eight years, absent sufficient cause, the institution must have obtained accreditation from an accrediting agency recognized by the Coordinating Board. The Certificate of Authority would be Nettleman's first Certificate of Authority, valid from January 2023 to January 2025.

A virtual site evaluation was conducted with Nettleman on December 8-10, 2021. The site evaluation team consisted of Stephen Benson, PhD (Team Chair), Vice President of Finance & Administration, McLennan Community College - Waco; Rima Adil, EdD, Dean of Student Success, Houston Community College, Northwest - Houston; and Willace Johnson, RPLS, Department Chair, School of Professional & Technical Programs/Surveying & Geomatics/Engineering Design Technology, Tyler Junior College - Tyler. Paul Shuler, PhD, represented The Coordinating Board staff.

The site evaluation team report noted that 15 of the required standards of operation were met. Nine standards were not met.

The Coordinating Board's Certification Advisory Council (CAC) reviewed the evaluation team's report and Nettleman's response to the evaluation report at its August 4, 2022 (virtual) meeting. The CAC members had the opportunity to ask additional questions of both the Nettleman representatives and the site team chair. The CAC members voted unanimously to delay until further review. A letter was sent to Nettleman with CAC requested items for further review.

The CAC reviewed Nettleman's response to the CAC request for further review at its November 3, 2022 (virtual) meeting. The CAC members had the opportunity to ask additional

questions of Nettleman representatives. Four CAC members voted to recommend approval with the following conditions:

- During the term of the Certificate of Authority, Nettleman Institute must provide the Coordinating Board with a copy of each version of an income share agreement it enters into with students. The income share agreement must include a quantifiable definition of “average pay” and terms under which students will be required to pay tuition and fees, terms under which students will be forgiven tuition and fees, and conditions which may allow termination of the agreement without penalty.
- During the term of the Certificate of Authority, Nettleman Institute must provide to the Coordinating Board the following information to show it continues to be financially viable and able to serve the educational needs of its students:
 - Every six months, provide a current balance sheet and estimated cash flow for the upcoming six months.
 - Once per year, provide an audited financial statement for the institution.
- Before starting the associate program, Nettleman Institute would provide copies of transcripts for all faculty members, including general education, showing that they meet the requirements in the standards of operation.

One CAC member voted against the approval recommendation and one member was absent.

Coordinating Board rules state the Commissioner of Higher Education shall make his recommendation regarding a Certificate of Authority application to the Board independent of the Certification Advisory Council’s recommendation. The commissioner may make recommendations for additional conditions, restrictions, or reporting requirements for the time the institution is operating under a Certificate of Authority. On January 4, 2023, Commissioner Keller approved and concurred with the CAC’s recommendation as stated.

Dr. Tina Jackson, Assistant Commissioner for Workforce Education, 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 recommendation relating to the July 2022 Annual Compliance Reports for institutions under a Certificate of Authorization (names beginning with “P” through “Z”)

RECOMMENDATION: Approval

Background Information:

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

Institutions with names beginning with “P” through “Z” were required to submit their reports by July 15, 2022. Institutions with names beginning with “A” through “O” will be required to submit their reports by January 15, 2023. Institutions receiving their first Certificate of Authorization less than six months before the report due date were not asked to submit an annual report because the information was deemed up to date. Following is a summary of the status of all institutions that were required to report in the July 2022 reporting cycle.

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

January 2023 Report to Texas Higher Education Coordinating Board
Status of Institutions (P-Z) under a Certificate of Authorization

Background:

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

Following are the statuses of all institutions under the July 15, 2022, reporting deadline:

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

Institutions with a physical campus in Texas:

- | | |
|--|--|
| • Quest College - San Antonio | • Visible Music College |
| • Relay Graduate School of Education - Dallas/Fort Worth | • Wade College |
| • Relay Graduate School of Education - Houston | • Western Technical College - El Paso (Diana Campus) |
| • Relay Graduate School of Education - San Antonio | • Western Technical College - El Paso (Main Campus) |
| • Seminary of The Southwest | • Paul Quinn College - Dallas |
| • Southeastern Oklahoma State University at Grayson College | • Park University - Austin |
| • Springfield College - The Woodlands | • Park University - El Paso |
| • The Chicago School of Professional Psychology - Richardson | • Rio Grande Valley College |
| • The College of Health Care Professions - Austin | • University of Maryland Global Campus - Killeen |

- The College of Health Care Professions - Dallas
- The College of Health Care Professions - Fort Worth
- The College of Health Care Professions - Houston Northwest
- The College of Health Care Professions - Houston Southwest
- The College of Health Care Professions - McAllen
- The College of Health Care Professions - San Antonio
- The College of Health Care Professions - San Antonio South
- The College of Health Care Professions- Houston Med Center
- The King's University
- Universal Technical Institute - Houston
- Universal Technical Institute - West Texas
- Universal Technical Institute of Northern Texas
- University of Maryland Global Campus - San Antonio
- Peloton College - Dallas
- Pima Medical Institute - El Paso
- Pima Medical Institute - Houston
- Pima Medical Institute - San Antonio
- Saint Leo University - Corpus Christi
- Saint Louis University - Dallas
- Saint Louis University - Houston
- School of Automotive Machinists & Technology
- Southern Careers Institute
- Vet Tech Institute of Houston

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

- Saybrook University
- Southern Arkansas University
- Touro University Nevada
- University of Mississippi
- University of San Francisco
- Samuel Merritt University

- United States University
- Seward County Community College/Ats
- Walden University
- Southeast New Mexico College
- Western Oklahoma State College
- University of Massachusetts Global

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

Institutions with a physical campus in Texas:

- Strayer University - Cedar Hill
- Strayer University - Northwest Houston
- Strayer University - El Paso
- Strayer University - San Antonio
- Strayer University - Fort Worth
- West Coast University - Texas
- Strayer University - Killeen
- Western Governors University - Texas
- Strayer University - North Dallas

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

- University of Southern California
- West Coast University - Los Angeles
- St. Catherine University
- Western University of Health Sciences
- Weill Cornell Graduate School of Medical Sciences

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

Out-of-state institutions authorized to provide field-based learning in Texas

(clinical,internships):

- Research College of Nursing
- University of Puerto Rico - Medical Sciences
- San Diego State University

Institutions with a physical campus in Texas:

- Southeastern University At Celebration Church - Georgetown
- The Chicago School of Professional Psychology - Richardson
- Southeastern University of Hope Fellowship - Frisco
- Universidad Ana G. Mendez - Carolina Campus
- Southwest School of Art - San Antonio
- Universidad Ana G. Mendez - Cupey Campus
- Strayer University - Corpus Christi
- Universidad Ana G. Mendez - Gurabo Campus
- Strayer University - North Austin
- University of Puerto Rico - Medical Sciences
- Texas Healthtech Institute
- Upper Iowa University - Richardson

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

Out-of-state institutions authorized to provide field-based learning in Texas

(clinical,internships):

- | Institution | Concern |
|----------------------------------|---|
| • Rocky Vista University | Financial responsibility composite score of less than one |
| • South University - Online | US Department of Education's Heightened Cash Monitoring status |
| • Webster University - St. Louis | Audit findings of internal control over federal award compliance deficiencies |

Institutions with a physical campus in Texas:

Institution	Concern
• Remington College - Dallas Campus (Garland)	US Department of Education's Heightened Cash Monitoring status and accreditation renewal remains pending
• Remington College - Houston North (Greenspoint)	US Department of Education's Heightened Cash Monitoring status and accreditation renewal remains pending
• Remington College - Houston Southeast (Webster)	US Department of Education's Heightened Cash Monitoring status and accreditation renewal remains pending
• Remington College - North Richland Hills	US Department of Education's Heightened Cash Monitoring status and accreditation renewal remains pending
• South University - Austin	US Department of Education's Heightened Cash Monitoring status
• Southwest University at El Paso	Joint Review Committee on Education in Radiologic Technology program probation status
• Texas Health And Science University	Loss of institutional accreditor recognition
• Texas Health And Science University-San Antonio	Loss of institutional accreditor recognition
• The Art Institute of Austin	US Department of Education's Heightened Cash Monitoring status and institutional accreditor Warning status
• The Art Institute of Dallas	US Department of Education's Heightened Cash Monitoring status and institutional accreditor Warning status
• The Art Institute of Houston	US Department of Education's Heightened Cash Monitoring status and institutional accreditor Warning status
• The Art Institute of San Antonio	US Department of Education's Heightened Cash Monitoring status and institutional accreditor Warning status
• The Recording Conservatory of Austin	Deferred status from institutional accreditor
• University of Phoenix - Dallas	Campus in teach out

- University of Phoenix - Houston Campus in teach out
- University of St. Augustine For Health Sciences - Austin US Department of Education's Financial Aid Provisional status
- University of St. Augustine For Health Sciences - Dallas US Department of Education's Financial Aid Provisional status
- Webster University - San Antonio Audit findings of internal control over federal award compliance deficiencies

Committee on Academic and Workforce Success

AGENDA ITEM V-D (1)

Consideration and possible action to approve the issuance of a request for applications for the Carl D. Perkins Career and Technical Education Basic Grant Program

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

Background Information:

As the state's subrecipient of federal Carl D. Perkins Career and Technical Education Improvement Act funding, the Texas Higher Education Coordinating Board (THECB) administers Basic formula grants (Title I) to support the goals outlined in the Perkins Act. The THECB publishes the request for applications (RFA) for eligible Texas colleges to apply to receive Perkins Basic grants. The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect on July 1, 2019. The four-year Perkins V State Plan for Fiscal Years 2021-2024 was approved by the U.S. Department of Education in May 2020 and updated in April 2022. The Perkins Basic RFA for Fiscal Year 2024 will incorporate all required elements of the act consistently with the state plan.

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

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

The funding must:

1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making

informed plans and decisions about future education and career opportunities and programs of study;

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

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

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

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

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

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

Funding for the Fiscal Year 2024 Basic Grants is estimated to be \$31.4 million.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-D (2)

Consideration and possible action to approve the issuance of a request for applications for the Carl D. Perkins Career and Technical Education State Leadership Grant Program

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

Background Information:

As the state's subrecipient of federal Carl D. Perkins Career and Technical Education Improvement Act funding, the Texas Higher Education Coordinating Board (THECB) administers State Leadership grants to support the goals outlined in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), effective July 1, 2019. The THECB publishes the request for applications (RFA) for eligible Texas colleges to apply for State Leadership grants. Perkins State Leadership grants provide funding support to improve career and technical education (CTE) programs and outcomes for CTE students. In order to receive a State Leadership grant, institutions must submit an application that addresses the goals and objectives of the act and one or more of the goals of *Building a Talent Strong Texas*.

In FY 2024, State Leadership grants must also address the following criteria:

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

Anticipated Fiscal Year 2024 funding available for Perkins State Leadership grants is \$3.6 million.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-D (3)

Consideration and possible action to approve the issuance of a request for applications for the Carl D. Perkins Equitable Access and Opportunity Grant Program supported by the Perkins State Leadership Grant Program

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

Background Information:

As the state's subrecipient of federal Carl D. Perkins Career and Technical Education Improvement Act funding, the Texas Higher Education Coordinating Board (THECB) administers State Leadership funds to support the goals outlined in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), effective July 1, 2019. The Perkins Equitable Access and Opportunity Program RFA is supported with State Leadership funds to address the act's requirement to improve outcomes for career and technical education (CTE) students who have barriers to success. The RFA incorporates the Texas Evidence-Based Grantmaking Model (TEBGM) developed by the Results for America State and Local Workforce Fellowship, an initiative of the Texas Workforce Investment Council.

THECB will publish the RFA for eligible Texas colleges to apply for State Leadership grants under the Perkins Equitable Access and Opportunity Grant Program. To receive a grant, institutions must submit an application that provides evidence-based support for a proposed project to implement a sustainable approach to mitigating eligible CTE students' barriers to success.

Institutions submitting applications must address the following criteria:

- 1) Evidence supporting the proposed program consistent with one of the five defined TEBGM evidence tiers
- 2) The college's demonstrated level of commitment to equitable access and opportunity for students with barriers to success
- 3) Documented student need
- 4) Quality of project plan and program evaluation plan
- 5) Planned impact on targeted students and intended impact after grant period has ended
- 6) Project replicability

Anticipated Fiscal Year 2024 funding available for Perkins State Leadership grants, including Perkins Equitable Access and Opportunity Program grants, is \$3.6 million.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-E (1)

Consideration and possible action to approve the request from Alamo District-St. Philip's College for a Bachelor of Applied Technology (BAT) degree with a major in cybersecurity

RECOMMENDATION: Approval, beginning fall 2023

Background Information:

Alamo District-St. Philip's College (Alamo-St. Philip's) is seeking approval to offer a Bachelor of Applied Technology (BAT) degree program in cybersecurity beginning fall 2023. The proposed program would build on Alamo-St. Philip's 60 semester credit hour (SCH) Associate of Applied Science (AAS) in information technology cybersecurity specialist curriculum, requiring 27 additional SCHs of core curriculum course work and 33 SCHs of upper-division coursework, for a total of 120 SCHs. The BAT in cybersecurity would be offered face-to-face and online.

Workforce data suggest above average growth for cybersecurity occupations requiring a baccalaureate degree. According to the United States Bureau of Labor Statistics, the average employment rate for cybersecurity-related occupations is expected to grow at a much greater rate (15%) than the average for all occupations (5%). The Texas Workforce Commission expects the state employment rate to grow at a faster rate (29%) than the average for all occupations (18%).

Alamo District-St. Philip's College (Accountability Peer Group: **Very Large Colleges**)*Related Programs*

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

Alamo-St. Philip's has 4 degree programs:

AAS in Web and mobile developer

AS in computer science

AAS in network administrator

AAS in information technology cybersecurity specialist

Proposed Program:

This face-to-face and online program would require 120 SCHs beginning fall 2023. The program would be the 15th cybersecurity baccalaureate offered in Texas and the first applied baccalaureate available in San Antonio. The proposed program would prepare cybersecurity professionals for career advancement.

The institution estimates that five-year costs would total \$5,954,515. Formula funding would represent 17% of all funding at \$1,002,694. Total funding is estimated to be \$5,982,015

Estimated Five-Year Costs	
Personnel	
Faculty (New)	\$ 2,851,355
Faculty (Reallocated)	\$ 0
Program Administration (New)	\$ 0
Program Administration (Reallocated)	\$ 0
Graduate Assistants (New)	\$ 0
Graduate Assistants (Reallocated)	\$ 0
Clerical Staff (New)	\$ 779,000
Clerical Staff (Reallocated)	\$ 0
Student Support	\$ 0
Supplies and Materials	\$ 0
Library & IT Resources	\$ 25,000
Equipment	\$ 1,250,000
Facilities	\$ 0
Other (Fringe Benefits, Faculty and Staff Development)	\$ 1,049,160
Total	\$ 5,954,515

Estimated Five-Year Funding	
Formula Funding (Years 3-5)	\$ 1,002,694
Other State Funding	\$ 0
Reallocation of Resources	\$ 0
Tuition and Fees	\$ 4,979,321
Federal Funding	\$ 0
Other Funding	\$ 0
Total	\$ 5,982,015

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Program:</i> <u>This program is duplicative to others in the state, however workforce data</u> suggest above average growth for cybersecurity occupations, which makes this duplication acceptable.				
Number of institutions with degree programs in the state with the same six-digit CIP: 14				
Public Institutions		Independent Colleges and Universities		
Collin County Community College		Dallas Baptist University		
Lone Star College-CyFair		Our Lady of the Lake University		
Angelo State University		Southern Methodist University		
Sam Houston State University		University of Dallas		
Tarleton State University				
Texas A&M University-Commerce				
Texas A&M University-San Antonio				
The University of Texas Rio Grande Valley				
University of North Texas				
The University of Texas at San Antonio				
Number of degree programs within a 60-minute drive with the same six-digit CIP (11.1003): 3				
Texas A&M University-San Antonio				
The University of Texas at San Antonio				
Our Lady of the Lake University				
<i>Job Market Need:</i> <u>Strong</u>				
Advertisements for job openings	<u>Yes</u>	No	N/A	
Employer surveys	Yes	<u>No</u>	N/A	
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A	
<i>Student Demand:</i> <u>Strong</u>				
Increased enrollment in related programs at the institution	<u>Yes</u>	No	N/A	
High enrollment in similar programs at other institutions	<u>Yes</u>	No	N/A	
Applicants turned away at similar programs at other institutions	<u>Yes</u>	No	N/A	
Student surveys	<u>Yes</u>	No	N/A	

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Student Headcount</i>	168	345	407	460	500
<i>Student FTE</i>	168	345	407	460	500
<i>Core Faculty Headcount</i>	3	4	5	5	5
<i>Core Faculty FTE</i>	2	3	4	4	4

Major Commitments:

In accordance with the institution's proposed hiring schedule, Alamo-St. Philip's will hire three additional core faculty members with one new hire in each of the first three years of the program. By June 1 of 2023, 2024, and 2025, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of courses to be taught.

The institution will seek accreditation for its BAT in cybersecurity degree program from the Accreditation Board for Engineering and Technology-Computing Accreditation Commission.

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 ALAMO CCD-ST. PHILIP'S COLLEGE

Location: San Antonio, South Texas Region

Very Large Accountability Peer Group: ACCD, ACCD - Northeast Lakeview, ACCD - Northwest Vista, ACCD - Palo Alto College, ACCD - San Antonio College, Austin Community College, Collin County Community College, DCCCD, DCCCD - Brookhaven College, DCCCD - Cedar Valley College, DCCCD - Eastfield College, DCCCD - El Centro College, DCCCD - Mountain View College, DCCCD - North Lake College, DCCCD - Richland College,

Degrees Offered: Associate's, Advanced Technology Certificate, Certificate 1, Certificate 2, Enhanced Skills Certificate

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Enrollment						
Race/Ethnicity	Fall 2016 Number	Percent	Fall 2020 Number	Percent	Fall 2021 Number	Percent
White	3,194	27.5%	2,813	22.2%	2,648	21.3%
Hispanic	6,466	55.7%	7,529	59.3%	7,674	61.6%
African-American	1,252	10.8%	1,447	11.4%	1,369	11.0%
Asian/Pacific Isl.	273	2.4%	271	2.1%	296	2.4%
Other	419	3.6%	636	5.0%	468	3.8%
Total	11,604	100.0%	12,696	100.0%	12,455	100.0%
Enrolled in Dev Ed	1,429	12.3%	1,049	8.3%	1,123	9.0%
Enrolled Dual Credit	3,196	27.5%	3,334	26.3%	2,998	24.1%

Funding				
FY 2016 Amount	Pct of Total	FY 2020 Amount	Pct of Total	
Appropriated Funds	\$79,406,212 18.1%	\$84,836,454 16.2%		
Federal Funds	\$100,288,168 22.8%	\$118,805,402 22.7%		
Tuition & Fees	\$57,455,959 13.1%	\$53,795,869 10.3%		
Total Revenue	\$439,491,933 100.0%	\$522,592,295 100.0%		

Tax Rate per \$100 Taxable Property	
FY 2016	FY 2020
\$.149200	\$.149200

Costs for District								
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH								
Fiscal Year	Institution				Peer Group			
	In- District	Percent Increase	Out-of- District	Percent Increase	In- District	Percent Increase	Out-of- District	Percent Increase
2017	\$2,108	.0%	\$5,744	.0%	\$1,952	.0%	\$2,581	.0%
2018	\$2,760	30.9%	\$7,170	24.8%	\$2,135	9.4%	\$2,996	16.1%
2019	\$2,760	.0%	\$7,170	.0%	\$2,124	-.5%	\$2,810	-6.2%
2020	\$3,062	10.9%	\$6,542	-8.8%	\$2,248	5.8%	\$4,622	64.5%
2021	\$3,112	1.6%	\$6,592	.8%	\$2,623	16.7%	\$5,310	14.9%
2022	\$3,112	.0%	\$6,592	.0%	\$2,800	6.7%	\$5,758	8.4%

Financial Aid				
Fiscal Year	Institution		Peer Group	
	Percent	Avg Amt	Percent	Avg Amt
Federal, State, Institutional or Other Grants Known by Institutions				
2019	28%	\$4,272	42%	\$3,919
Federal Student Loans				
2019	5%	\$6,198	9%	\$5,304
Federal (Pell) Grants				
2019	21%	\$4,258	26%	\$4,658

Student Success												
Graduation Rate of First-time, Full-time, Credential-seeking Students after 3, 4 and 6 Years					Graduates Employed and/or Enrolled in Four-year Institution the Following Fall				Three-year Graduation and Persistence for First-time, Full-time Undergraduate Students Requiring Developmental Education			
Cohort & Duration	Institution		Peer Group Avg		Year		Institution		Fall 2016		Fall 2017	
	Cohort	Rate	Cohort	Rate	Rate		Rate		Cohort	Rate	Cohort	Rate
Fall 2014 3-year	425	26.4%	1,084	20.7%	FY 2016	92.2%	89.9%					
Fall 2017 3-year	322	29.8%	1,035	25.4%	FY 2019	90.4%	90.0%					
Fall 2018 3-year	329	29.8%	949	24.6%	FY 2020	86.6%	86.3%					
Fall 2013 4-year	481	23.5%	1,148	25.3%	Two-year Persistence of First-time, Full-time Credential-seeking Undergraduates				Percent of Students Who Transferred to a Four-year institution with Less Than 30 SCH and 30 SCH or More			
Fall 2016 4-year	292	42.1%	1,019	33.7%	Fall 2014		Fall 2018		Fall 2016		Fall 2017	
Fall 2017 4-year	322	38.2%	854	33.8%	Institution Persistence at:		Institution		Peer Group Avg		Peer Group Avg	
Fall 2011 6-year	646	26.2%	1,318	33.3%	Total	50.7%	49.0%	47.8%	Year	< 30 SCH	30+ SCH	< 30 SCH
Fall 2014 6-year	425	40.0%	1,084	42.3%	Same	38.5%	34.8%	35.8%	FY 2016	2.6%	5.8%	5.5%
Fall 2015 6-year	353	44.2%	829	45.4%	Other	12.3%	14.2%	12.0%	FY 2020	5.0%	8.9%	4.7%
					Peer Group Persistence at:		Peer Group Persistence at:		FY 2021	6.9%	10.5%	5.3%
					Total	57.0%	53.1%	51.6%				20.9%
					Same	37.5%	35.2%	35.6%				
					Other	19.5%	17.9%	15.9%				

Online Resume for Prospective Students, Parents and the Public

ALAMO CCD-ST. PHILIP'S COLLEGE

Location: San Antonio, South Texas Region

Very Large Accountability Peer Group: ACCD, ACCD - Northeast Lakeview, ACCD - Northwest Vista, ACCD - Palo Alto College, ACCD - San Antonio College, Austin Community College, Collin County Community College, DCCCD, DCCCD - Brookhaven College, DCCCD - Cedar Valley College, DCCCD - Eastfield College, DCCCD - El Centro College, DCCCD - Mountain View College, DCCCD - North Lake College, DCCCD - Richland College,

Degrees Offered: Associate's, Advanced Technology Certificate, Certificate 1, Certificate 2, Enhanced Skills Certificate

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Enrollment				
Race/Ethnicity	Institution		Peer Group Avg.	
	Fall 2021	% Total	Fall 2021	% Total
White	2,648	21.3%	5,595	23.0%
Hispanic	7,674	61.6%	12,559	51.6%
African American	1,369	11.0%	3,231	13.3%
Asian/Pacific Isl.	296	2.4%	1,476	6.1%
International	9	.1%	551	2.3%
Other & Unknown	459	3.7%	912	3.7%
Total	12,455	100.0%	24,327	100.0%

Costs for District		
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH, FY 2022		
Type of Cost	Institution	Peer Group Average
In-district Total Academic Cost	\$3,112	\$2,897
Out-of-district Total Academic Cost	\$6,592	\$6,027
Off-campus Room & Board	\$8,996	\$10,698
Cost of Books & Supplies	\$1,000	\$1,852
Cost of Off-campus Transportation and Personal Expenses	\$4,624	\$6,209
Total In-district Cost	\$17,732	\$21,656
Total Out-of-district Cost	\$21,212	\$24,786

Student Success				
Two-year Persistence of First-time, Full-time, Credential-seeking Undergraduates, Fall 2019		Graduation Rate of First-time, Full-time, Credential-seeking Students after 3, 4 and 6 Years		
Institution	Peer Group Average	Cohort & Duration		Peer Group Avg
		Cohort	Rate	Rate
Cohort	475			
Total	47.8%			51.6%
Same	35.8%			35.6%
Other	12.0%			15.9%

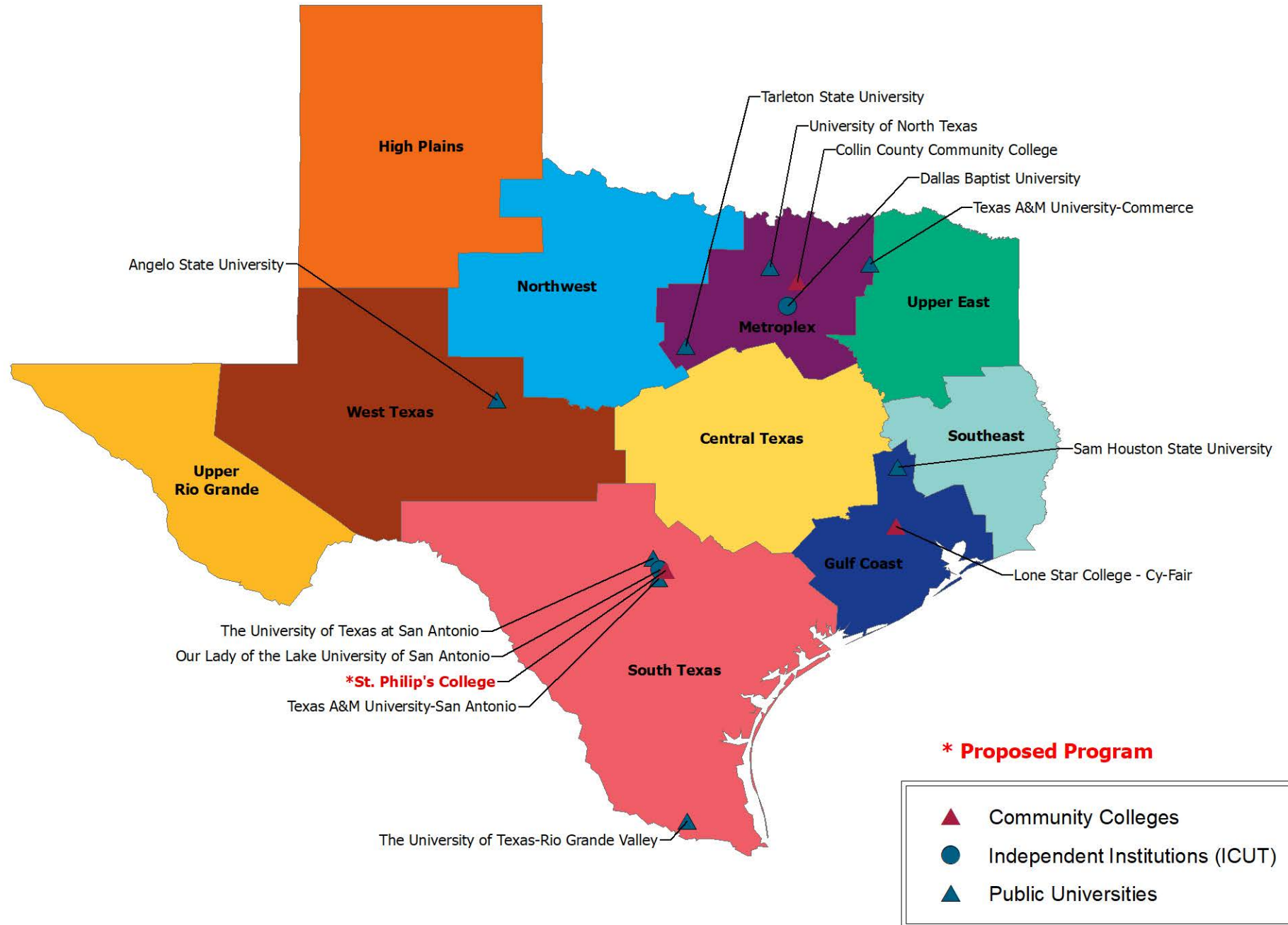
Degrees & Certificates Awarded		
FY 2021		
Type	Institution	Peer Group Avg
BAT	0	15
Associate's	1,226	2,140
Certificate 1	701	456
Certificate 2	204	97
Adv Tech Certificate	5	14
ESC Completer	15	1
Core Completer	713	1,125
FOS Completer	41	213

Three Year Graduation and Persistence for First-time, Full-time Undergraduate Students Requiring Developmental Education		
Fall 2017 Cohort		
	Cohort	Rate
Institution	204	38.7%
Peer Group	572	44.9%

Percent of Students Who Transferred to a Four-year institution with Less Than 30 SCH and 30 SCH or More				
Year	Institution		Peer Group Avg	
	Less Than 30 SCH	30 SCH or More	Less Than 30 SCH	30 SCH or More
FY 2016	2.6%	5.8%	5.5%	15.8%
FY 2020	5.0%	8.9%	4.7%	20.0%
FY 2021	6.9%	10.5%	5.3%	20.9%

Percent of Graduates from Preceding FY Who Were Employed or Enrolled in Four-year Institution the Following Fall		
FY 2020	Peer Group Avg	
	Institution	Group Avg
Total Emp & Enr	86.6%	86.3%
Employed	43.0%	36.0%
Enrolled	17.2%	20.3%
Both Emp & Enr	26.4%	30.1%

Proposal for a Bachelor of Applied Technology (BAT) in with a major in Cybersecurity



Committee on Academic and Workforce Success

AGENDA ITEM V-E (2)

Consideration and possible action to approve the request from University of Houston for a Doctor of Business Administration (DBA) with a major in business administration

RECOMMENDATION: Approval, beginning fall 2023

Background Information:

University of Houston (UH) is seeking approval to offer a Doctor of Business Administration (DBA) degree program in business administration. The proposed program would require 54 semester credit hours (SCHs) and would begin in fall 2023. The proposed program would be offered face-to-face to students in Houston. The curriculum plan estimates that students would complete the degree in three years. Students are expected to keep their existing jobs while participating in courses on weekends.

Labor market demand is not especially significant as students are expected to remain and advance with their employers after they complete the program. Even so, job prospects are excellent, as the 121 Texas doctoral graduates in business during 2020 were only 9.4% of the 1,285 projected annual openings (excluding replacement positions) for postsecondary teachers and management analysts alone, not including all the other business professions for which a research-based doctoral degree would be an advantage.

UH is proposing a curriculum model that emphasizes research methods, offers instruction in pedagogy, and allows students to customize their programs with elective courses. This would give the proposed program a distinctive identity among the five other competing programs in Texas.

The institution has sufficient faculty and support staff in place to begin the proposed program. No additional hires would be necessary.

The UH School of Management is already accredited by AACSB and the proposed program would be considered accredited until the next review cycle.

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

Completion Measures		Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	89.8%	77.7%
	Doctoral 10-Year Graduation Rate	77.2%	66.1%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: Yes <u>No</u> N/A		
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> • Medicine (MD, 2018) • Communication Disorders and Sciences (PhD, 2018) • Nursing Practice (DNP, 2021) The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A		

Proposed Program:

The proposed face-to-face program would be offered on three weekends per semester and require 54 SCHs. The proposed program is different from a Doctor of Philosophy (PhD) in business, as the PhD is typically a research-based degree designed to produce primarily academics who will teach and publish, while a minority may go into professional practice. The DBA, by contrast, is a practice-based degree designed to produce primarily executives with focused expertise in a particular industry, while a minority may go into academics.

The institution has sufficient faculty and support staff in place to begin the proposed program. No additional hires would be necessary.

The institution is not requesting formula funding. Students or their employers are expected to pay full tuition, which is typical of DBA programs nationwide. The institution estimates that five-year costs would total \$6,583,761.

Existing Programs:

There are three public and two independent universities offering the Doctor of Business Administration degree programs in Texas.

Public Institutions:

Prairie View A&M University
The University of Texas at Dallas

University of North Texas

Independent Colleges and Universities:

University of the Incarnate Word

University of Dallas

There is one existing programs within a 60-minute drive of the proposed program. The Prairie View A&M University program is offered at the institution's Northwest Houston Center, located 30 miles from the proposed program. It enrolled 10 students in its 2022 cohort.

Start-Up Projections	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	20	45	75	85	90
<i>Graduates</i>	20	40	75	85	90
<i>Avg. Financial Assistance</i>	\$0	\$0	\$0	\$0	\$0
<i>Students Assisted</i>	0	0	0	0	0
<i>Core Faculty (FTE)</i>	7.3	7.3	7.3	7.3	7.3
<i>Total Costs</i>	\$754,519	\$829,901	\$1,485,639	\$1,636,470	\$1,877,233
<i>Total Funding</i>	\$694,445	\$1,562,501	\$2,604,168	\$2,951,390	\$3,125,001
<i>% From Formula Funding</i>	0%	0%	0%	0%	0%

Costs and Funding:

Major costs associated with the proposed program would include faculty and staff salaries, marketing, and student amenities. The faculty costs would be reallocated from existing resources. Tuition and fees alone cover the costs for the program.

FIVE-YEAR COSTS		FIVE-YEAR FUNDING	
Personnel		Formula Funding (Years 3-5)	\$ 0
Faculty (New)	\$ 0	Other State Funding	\$ 0
Faculty (Reallocated)	\$ 2,208,000	Reallocation of Existing Resources	\$ 0
Program Administration (New)	\$ 1,519,684	Federal Funding (In-Hand Only)	\$ 0
Program Administration (Reallocated)	\$ 0		
Graduate Assistants (New)	\$ 313,766	Tuition and Fees	\$ 10,937,504
Graduate Assistants (Reallocated)	\$ 0	Other	\$ 0
Clerical/Staff (New)	\$ 714,921		
Clerical/Staff (Reallocated)	\$ 0		
Other	\$ 0		
Student Support	\$ 0		
Supplies and Materials	\$ 340,875		
Library and IT Resources	\$ 31,500		
Equipment	\$ 0		
Facilities	\$ 115,000		
Other	\$ 1,340,016		
	\$ 6,583,762	Total	\$ 10,937,504

Major Commitments:

The institution will submit reports in Years 1, 3, and 5 confirming institutional commitments and assessing the progress of program implementation.

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

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Enrollment						
Race/Ethnicity	Fall 2016		Fall 2020		Fall 2021	
	Number	Percent	Number	Percent	Number	Percent
White	11,730	26.8%	10,827	23.0%	10,171	21.7%
Hispanic	12,760	29.1%	15,628	33.2%	15,638	33.3%
African American	4,700	10.7%	5,366	11.4%	5,590	11.9%
Asian	9,076	20.7%	10,151	21.6%	10,370	22.1%
International	3,995	9.1%	3,273	7.0%	3,619	7.7%
Other & Unknown	1,513	3.5%	1,815	3.9%	1,583	3.4%
Total	43,774	100.0%	47,060	100.0%	46,971	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	3,991	11.5%	3,550	9.3%	3,468	9.2%
Two-Year Institutions	808	2.3%	675	1.8%	661	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
2017	\$11,078	.0%	\$10,201	.0%
2018	\$11,078	.0%	\$10,443	2.4%
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%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2019	37%	\$6,582	43%	\$6,780	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2019	62%	\$7,621	61%	\$8,004	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2019	41%	\$4,729	38%	\$4,638	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates			
		Enter Fall 2015	Enter Fall 2019	Enter Fall 2020	Cohort	Institution Rate	Peer Group Rate
Cohort		4,010	5,382	4,715	Fall 2012 4-year	32.2%	31.4%
Total		90.6%	90.4%	90.0%	Fall 2016 4-year	41.2%	40.7%
Same		84.6%	85.2%	84.4%	Fall 2017 4-year	45.9%	43.2%
Other		6.0%	5.3%	5.6%	Fall 2011 5-year	50.7%	52.1%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2015 5-year	61.0%	59.8%
		Enter Fall 2014	Enter Fall 2018	Enter Fall 2019	Fall 2016 5-year	61.7%	60.5%
Institution Persistence					Fall 2010 6-year	58.3%	59.4%
Cohort		3,901	4,904	5,356	Fall 2014 6-year	68.2%	65.3%
Total		86.0%	84.6%	84.4%	Fall 2015 6-year	68.9%	66.7%
Same		75.6%	75.3%	76.1%	National Comparison (IPEDS Definition)		
Other		10.5%	9.2%	8.3%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2011 4-year	20.0%	34.0%
Cohort		3,964	4,534	4,707	Fall 2015 4-year	33.0%	41.0%
Total		82.3%	82.8%	81.6%	Fall 2010 5-year	42.0%	56.8%
Same		67.3%	70.5%	70.6%	Fall 2014 5-year	54.0%	62.4%
Other		15.0%	12.3%	10.9%	Fall 2009 6-year	51.0%	62.0%
Average Number of Fall & Spring Semesters					Fall 2013 6-year	61.0%	66.2%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2017	4,793	11.00	142.00	3,929	10.72	139.00
FY 2020	5,951	10.80	139.00	4,658	10.37	135.75
FY 2021	6,491	10.20	138.00	4,850	9.82	134.25

Six-year Graduation & Persistence Rate, Fall 2015		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	181	64.1%
Peer Group	456	57.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	3,829	78.6%
Peer Group	3,565	76.9%

*Peer Group data is average for peer group.

Funding						
Source	FY 2016 Amount	Pct of Total	FY 2020 Amount	Pct of Total	FY 2021 Amount	Pct of Total
Appropriated Funds	\$282,553,563	29.1%	\$354,369,242	28.6%	\$303,577,526	23.6%
Federal Funds	\$126,803,264	13.1%	\$192,295,605	15.5%	\$263,368,751	20.4%
Tuition & Fees	\$337,284,686	34.7%	\$367,253,363	29.7%	\$379,222,889	29.4%
Total Revenue	\$970,855,528	100.0%	\$1,238,475,258	100.0%	\$1,288,692,425	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 2021	
	Number	Percent
White	10,171	21.7%
Hispanic	15,638	33.3%
African American	5,590	11.9%
Asian	10,370	22.1%
International	3,619	7.7%
Other & Unknown	1,583	3.4%
Total	46,971	100.0%
TX First Time Transfers		
Number	% of UG	
Two-Year Institutions	3,468	9.2%
Other Institutions	661	1.7%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		Rate
	Fall		
4-year Rate Total	2017		45.9%
Same Institution			43.9%
Other Institutions			2.0%
5-year Rate Total	2016		61.7%
Same Institution			56.7%
Other Institutions			5.0%
6-year Rate Total	2015		68.9%
Same Institution			61.8%
Other Institutions			7.1%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2020	
Total	90.0%
Same	84.4%
Other	5.6%

2-Year Persistence, Fall 2019	
Total	84.4%
Same	76.1%
Other	8.3%

Avg Number SCH for Bachelor's Degree		
FY 2021 Average		
Sem	SCH	
All	10.20	138.00

Degrees Awarded	
Type	FY 2021
Bachelor's	8,840
Master's	1,796
Doctoral	430
Professional	456
Total	11,522

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
FY 2021	
Field	Rate
Law	86.5%
Pharmacy	96.3%
Nursing	%
Engineering	80.2%

*Data for FY 2020

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2021		
Test Section	ACT	SAT
Composite		
Math		
English		
Critical Reading		

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

Application for First-time Undergraduate Admission			
Fall 2021			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	4,360	82.8%	24.4%
African American	5,224	58.6%	26.9%
Hispanic	10,360	69.7%	26.3%
Asian	4,879	87.9%	37.5%
International	902	78.2%	14.2%
Other	691	85.2%	27.7%
Total	26,416	73.7%	28.1%

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2022
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	
2017	\$11,078	.0%	\$10,076	.0%	Type of Cost
2018	\$11,078	.0%	\$10,352	2.7%	
2019	\$10,890	-1.7%	\$10,687	3.1%	Total Academic Cost
2020	\$11,276	3.4%	\$10,974	2.6%	On-campus Room & Board
2021	\$11,569	2.5%	\$11,439	4.1%	Books & Supplies
2022	\$11,870	2.5%	\$11,747	2.6%	Off-Campus Transportation & Personal Expenses
					Total Cost

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

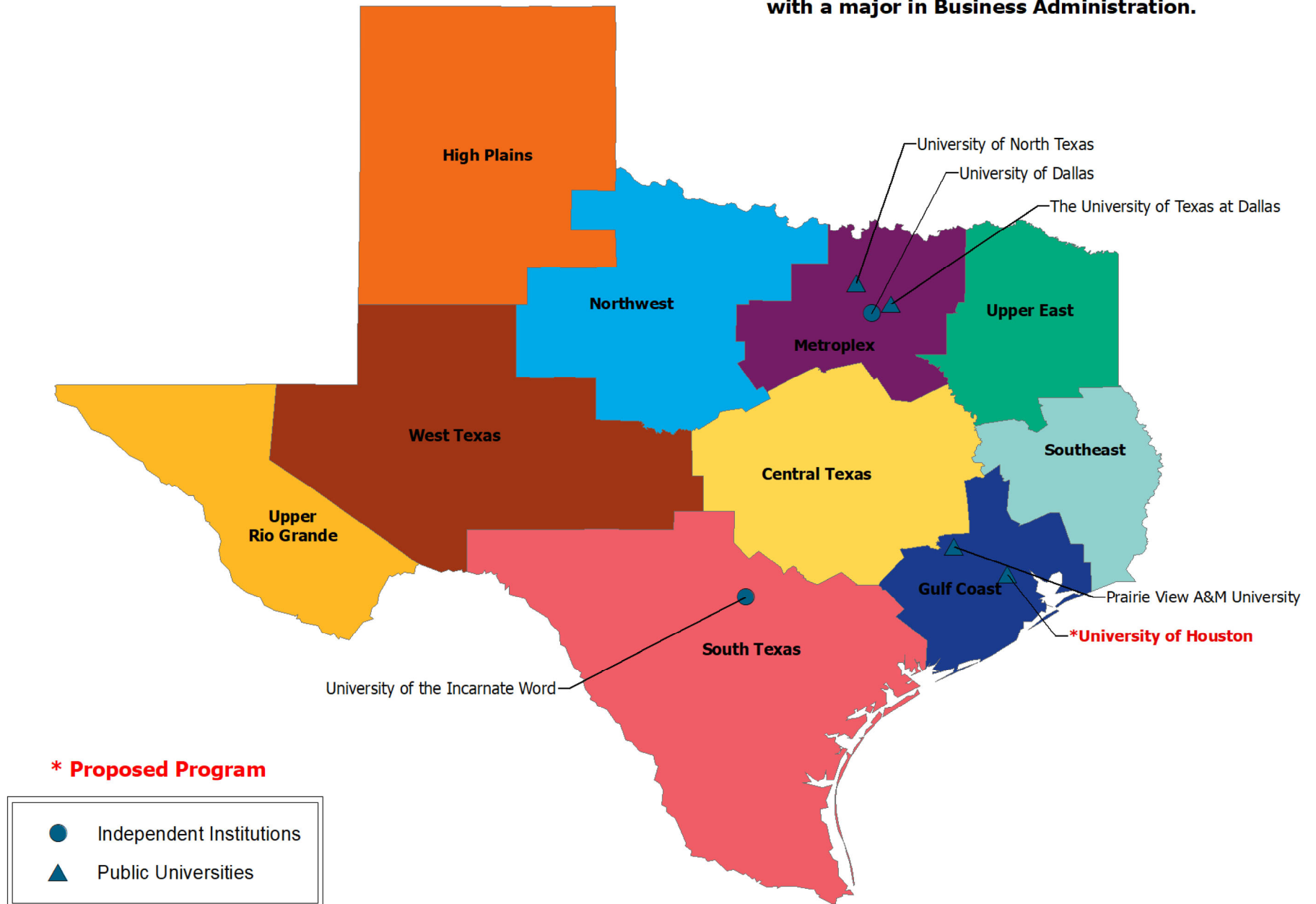
Instruction		
Measure of Excellence	Fall 2021	
Undergraduate Classes with < 20 Students	23.7%	
Undergraduate Classes with > 50 Students	23.8%	
% of Teaching Faculty Tenured/Tenure-track *	59.9%	
Student/Faculty Ratio *	24:1	

Financial Aid		
Enrolled in FY 2020		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	\$0
Federal (Pell) Grants	0%	\$0
Federal Student Loans	0%	\$0

Funding		
Source	FY 2021 Amount	Pct of Total
Appropriated Funds	\$303,577,526	23.6%
Federal Funds	\$263,368,751	20.4%
Tuition & Fees	\$379,222,889	29.4%
Total Revenue	\$1,288,692,425	100.0%

* Fall 2020 Data

**Proposal for a Doctor off Business Administration (DBA) degree
with a major in Business Administration.**



Committee on Academic and Workforce Success

AGENDA ITEM V-G (1)

Consideration and possible action to adopt proposed amendments to Chapter 2, Subchapter D, Sections 2.50-2.58 and 2.70-2.74 of Board rules, concerning Approval Process for New Associate Degrees

RECOMMENDATION: Adoption

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes to adopt new rules to add Subchapter D to Chapter 2 of Coordinating Board rules. This rulemaking establishes processes and approvals of new *academic* associate degrees.

Goals of the rule revision: The proposed rule continues the Coordinating Board's ongoing project to revise program approval processes. Previously, the agency revised its processes for approving new professional, doctoral, master's, and bachelor's degrees, as well as academic certificates, establishing a new chapter (Chapter 2) in rule. The proposed rules extend those processes to cover *academic* associate degrees, which are associate degrees intended to prepare graduates for study at the bachelor's degree level.

Content of revised rules: Proposed rules cover a new Subchapter D, Approval Process for New Associate Degrees. Approval processes for these degrees have similar approval levels and criteria timelines and requirements as other degree programs submitted to the agency.

The most substantive changes in the proposed rules include the following:

- Approval of Academic Associate Degrees: The proposed rules introduce the submission and approval of academic associate degrees through the Coordinating Board's Academic and Health Affairs (AHA) department. Requests will be approved through AHA in the same way that other degree program requests are processed.
- Embedded Associate Degrees: The proposed rules include the option of an embedded associate degree for public universities and public health-related institutions. The embedded degree is designed to be an offramp for students who need to pause or discontinue their baccalaureate education. Students may only be awarded an associate degree in the same or related academic field of the bachelor's degree in which they are currently and unconditionally enrolled. Embedded associate degrees will only be approved/accepted if all courses required already exist in the bachelor's degree program.

- **General Criteria for Program Approval:** The proposed rules add a few new criteria for proposed academic associate degree programs, including whether the cost of the program is reasonable and the extent to which it aligns with the statewide strategic plan for higher education.

In addition to this new subchapter, the Coordinating Board has also proposed amendments to the definitions section of Board rules in Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter A, Rule 2.3, establishing the following definitions for terms in these proposed rules :

- **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 (AA), Associate of Science (AS). or Associate of Arts in Teaching (AAT) degrees.
- **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 (AAA) or Associate of Applied Science (AAS).

Next Steps: The Coordinating Board intends to address *applied* associate degrees, which prepare students for direct entry into the workforce, in a future rulemaking. The Coordinating Board will also repeal current rules relating to academic associate degrees in TAC, Title 19, Part 1, Chapter 9 in a future rulemaking.

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*: November 11, 2022

The 30-day comment period with the *Texas Register* ended on December 16, 2022

Committee on Academic and Workforce Success

AGENDA ITEM V-G (2)

Consideration and possible action to adopt proposed amendments to Chapter 4, Subchapter A, Section 4.10 (a)(2), (c)(1)-(2), and (g) of Board rules, concerning the Common Admission Application Forms

RECOMMENDATION: Adoption

Background Information:

The proposed amendment lists elements necessary for determining admission to a general academic teaching institution, public community college, public state college, and public technical institute. The amendment also allows the Texas Higher Education Coordinating Board (THECB) to enter into a contract with a public institution of higher education or other vendor to maintain the electronic application system.

The amendments align with the agency's authority under Texas Education Code (TEC), Section 51.762, which provides the Coordinating Board with the authority to adopt a common printed or electronic admission application form and requires each institution collect information as part of the application process. Additionally, the statute provides THECB the authority to contract with an institution of higher education or other provider to make the common admission application available electronically. This will increase the vendor options to provide a high-quality, secure, user-friendly admissions portal.

The THECB convened a negotiated rulemaking committee comprised of higher education institutional representatives in accordance with TEC, Section 61.0331, on August 5, 2022, to develop the proposed rules.

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

Date Published in the *Texas Register*: October 14, 2022.

The 30-day comment period with the *Texas Register* ended on: November 14, 2022.

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) Definitions. The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Apply Texas Advisory Committee--An advisory committee composed of representatives of general academic teaching institutions, community college districts, public state colleges, and public technical institutes, authorized by Texas Education Code, §51.762 and established in accordance with Board rules, Chapter 1, Subchapter G, §§1.128 - 1.134 of this title (relating to Apply Texas Advisory Committee), to provide the Texas Higher Education Coordinating Board assistance in developing and implementing admissions application forms and procedures.
- (2) Apply Texas System--The state's system for applying for admission to Texas public institutions of higher education. The System includes an access portal for completing common application forms; help desks to provide users assistance; and a portal through which Texas high school counselors access status data regarding student progress in applying for admission to and financial aid for college.

(b) Acceptance of Admission Applications.

- (1) Public community colleges, public state colleges, and public technical institutes shall accept freshman and undergraduate transfer applications submitted using the Board's electronic common admission application forms.
- (2) General academic teaching institutions shall accept freshman and undergraduate transfer applications submitted using either the Board's electronic or printed forms.

(c) Common Application Forms.

- (1) General application information provided on the common application form shall include:
 - (A) biographical information including gender, ethnicity, and date of birth;
 - (B) educational information including coursework, extracurriculars, community and volunteer service, and awards/honors;
 - (C) residency; and

(D) certification of information.

(2) Adjustments to Paper Forms. When sending a printed common application form to a student with or without other materials, an institution shall not alter the form in any way and shall include instructions for completing the form, general application information, and instructions for accessing a list of deadlines for all institutions.

(d) Outreach to Public High Schools.

- (1) The Coordinating Board shall seek advice and recommendation(s) from high school counselors representative of diverse Texas public school districts regarding the common application and the Apply Texas System.
- (2) The Coordinating Board shall ensure that copies of the freshman common admission application forms and information for their use are available to appropriate personnel at each Texas public high school. The Coordinating Board will work with institutions and high schools to ensure that all high schools have access to either the printed or electronic common application forms.

(e) Data to be Collected.

- (1) Common application forms are to include questions needed for determining an applicant's residence status with regard to higher education and other information the Board considers appropriate.
- (2) Each general academic teaching institution, public community college, public state college, and public technical institute shall collect information regarding gender, race/ethnicity, and date of birth as part of the application process and report this information to the Coordinating Board. Common application forms do not have to be the source of those data.
- (3) Institutions of higher education may require an applicant to submit additional information within a reasonable time after the institution has received a common application form.

(f) Publicity. The Board shall publicize in both electronic and printed formats the availability of the common admission forms.

(g) Subcontract for Technical Support. The Coordinating Board shall enter into a contract with a public institution of higher education or third-party vendor to maintain the electronic common application system for use by the public in applying for admission to participating institutions and for distribution of the electronic application to the participating institutions designated by the applicant.

(h) Costs.

- (1) Participating institutions may charge a reasonable fee for the filing of a common application form.
- (2) Operating costs of the system will 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 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 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-G (3)

Consideration and possible action to adopt proposed amendments to Chapter 4, Subchapter B, Section 4.32 of Board rules, concerning Fields of Study Curriculum

RECOMMENDATION: Adoption

Background Information:

Proposed rules support the implementation of the Texas Transfer Framework's Field of Study Curriculum work by allowing a total of 20 semester credit hours (SCHs) total for Discipline Foundational Courses and Directed Electives combined. Due to some disciplines having 4 SCH courses, which are typically in science-based courses, it is not possible to meet the 6 SCH requirement for Directed Electives in existing rule.

No comments were received on the proposed rules.

Content of revised rules: The changes proposed in Section 4.32 increase the current Field of Study Curriculum from 18 SCHs to 20 SCHs to provide more flexibility in the SCHs required for Directed Electives.

Next Steps: Once the rule change is approved by the Board, Academic and Health Affairs will prepare the adopted rule packet to be published in the Texas Register.

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*: November 11, 2022

The 30-day comment period with the *Texas Register* ended on December 12, 2022

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

Section 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.

(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) ~~[eighteen (18)]~~ 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 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 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) 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.

(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.

Committee on Academic and Workforce Success

AGENDA ITEM V-G (4)

Consideration and possible action to adopt proposed amendments to Chapter 4, Subchapter C, Section 4.54(a)(1)(A) of Board rules, concerning the Texas Success Initiative Exemptions, Exceptions, and Waivers

RECOMMENDATION: Adoption

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes amendments to the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter C, Rule 4.54, concerning the ACT assessment. Specifically, this amendment will codify the updated college readiness benchmarks for the ACT assessment administered on or after February 15, 2023. These benchmarks are used by entering undergraduates to qualify for an exemption under the requirements of the Texas Success Initiative (TSI) provided in Texas Education Code (TEC), Subchapter F-1, Section 51.331 (et seq.).

In order to provide the most current standards for students to qualify for an exemption under the requirements of the Texas Success Initiative, the Board periodically updates the benchmarks students use to qualify for a TSI exemption. This amendment outlines updated benchmarks for the ACT, one of the assessments undergraduate students use to demonstrate readiness to enroll in entry-level college courses without support or with concurrent support, as required under TSI. Authority to adopt rules is provided in TEC, Section 51.344.

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

Date Published in the *Texas Register*: October 14, 2022

The 30-day comment period with the *Texas Register* ended on: November 14, 2022.

No comments were received regarding this rule.

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

SUBCHAPTER C:
TEXAS SUCCESS INITIATIVE

Section 4.54. Exemptions, Exceptions and Waivers.

(a) The following students shall be exempt from the requirements of this title, whereby exempt students shall not be required to provide any additional demonstration of college readiness and shall be allowed to enroll in any entry-level freshman course as defined in §4.53(13) of this title (relating to Definitions):

(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[;]

(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) - (D) No change.

(2) - (10) No change.

(b) - (d) No change.