

**TEXAS HIGHER EDUCATION COORDINATING BOARD**

*CHAIR  
Fred Farias III, O.D.*

**COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS**

*VICE CHAIR  
Donna N. Williams*

1200 EAST ANDERSON LANE, ROOM 1.170

AUSTIN, TEXAS

March 20, 2019

9:45 am

*(or upon adjournment of the  
Committee on Affordability, Accountability and Planning,  
whichever occurs later)*

*Arcilia C. Acosta  
Ricky A. Raven  
Welcome W. Wilson, Jr.*

*Michelle Q. Tran  
Ex-Officio*

*Stuart W. Stedman  
Ex-Officio*

**AGENDA**

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

- I. Welcome and Committee Chair's meeting overview
- II. Consideration of approval of the minutes from the December 12, 2018, Committee meeting
- III. Consideration of approval of the Consent Calendar
- IV. Public Testimony on Items Relating to the Committee on Academic and Workforce Success
- V. Matters relating to the Committee on Academic and Workforce Success
  - A. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:
    - UNIVERSITY OF HOUSTON
      - (1) Doctor of Philosophy (PhD) degree with a major in Communication Sciences and Disorders
    - THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER
      - (2) Doctor of Philosophy (PhD) degree with a major in Applied Clinical Research
    - TEXAS A&M UNIVERSITY
      - (3) Bachelor of Science (BS) degree with a major in Architectural Engineering
    - TEXAS A&M UNIVERSITY-KINGSVILLE
      - (4) Bachelor of Science (BS) degree with a major in Industrial Engineering
    - THE UNIVERSITY OF TEXAS AT TYLER
      - (5) Bachelor of Science (BS) degree with a major in Chemical Engineering

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

*Committee on Academic and Workforce Success*

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON

- (6) Bachelor of Science in Nursing (BSN) degree to Doctor of Nursing Practice (DNP) degree in Nurse Practitioner

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

- (7) Doctor of Occupational Therapy (OTD) degree with a major in Occupational Therapy

- B. Consideration of adopting the Certification Advisory Council's recommendation to the Committee relating to a request from Medisend College of Biomedical Engineering Technology for a second Certificate of Authority to grant degrees in Texas
- C. Consideration of adopting the staff recommendation to the Committee relating to the report on the Fiscal Year 2019 Annual Review of Low-Producing Programs
- D. Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2019 Texas Higher Education Star Awards
- E. Consideration of adopting the staff recommendation to the Committee relating to the approval of funding to develop online higher education professional development modules
- F. Consideration of adopting the Communications Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Communications Field of Study
- G. Consideration of adopting the History Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved History Field of Study
- H. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the:
  - (1) Apply Texas Advisory Committee
  - (2) Graduate Education Advisory Committee
  - (3) Learning Technology Advisory Committee
  - (4) Health Services Field of Study Advisory Committee
  - (5) Natural Resources Conservation and Research Field of Study Advisory Committee
- I. Proposed Rules:
  - (1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter A, Section 4.8 of Board rules concerning expert witnesses

*Committee on Academic and Workforce Success*

- (2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter B, Sections 4.32 and 4.33 of Board rules concerning students enrolled at more than one institution, and the review schedules for Field of Study curricula
- (3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter D, Sections 4.84 and 4.85 of Board rules concerning institutional agreements, and dual credit requirements
- (4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter G, Sections 4.151-4.153, 4.155-4.158, and 4.160 of Board rules concerning Early College High Schools, and repeal of Sections 4.154, 4.159, and 4.161 of Board rules concerning Early College High Schools
- (5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed repeal of Chapter 27, Subchapter A, Sections 27.101 – 27.107 of Board rules concerning the Engineering Field of Study Advisory Committee
- (6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter B, Sections 27.123 and 27.124 of Board rules concerning the duration and committee membership terms for the Music Field of Study Advisory Committee
- (7) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter C, Sections 27.143 and 27.144 of Board rules concerning the duration and committee membership terms for the Nursing Field of Study Advisory Committee
- (8) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter D, Sections 27.163 and 27.164 of Board rules concerning the duration and committee membership terms for the Business Field of Study Advisory Committee
- (9) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter E, Sections 27.183 and 27.184 of Board rules concerning the duration and committee membership terms for the Communications Field of Study Advisory Committee
- (10) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter G, Sections 27.223 and 27.224 of Board rules concerning the duration and committee membership terms for the Mexican American Studies Field of Study Advisory Committee

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

## *Committee on Academic and Workforce Success*

- (11) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter H, Sections 27.243 and 27.244 of Board rules concerning the duration and committee membership terms for the Architecture Field of Study Advisory Committee
- (12) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter LL, Sections 27.841 – 27.847 of Board rules concerning the establishment of the Chemistry Field of Study Advisory Committee

## VI. Adjournment

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

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

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



Committee on Academic and Workforce Success

AGENDA ITEM I

Welcome and Committee Chair's Meeting Overview

Fred Farias III, O.D., Chair of the Committee on Academic and Workforce Success, will provide the Committee an overview of the items on the agenda.

Committee on Academic and Workforce Success

AGENDA ITEM II

Consideration of approval of the minutes from the December 12, 2018, Committee meeting

RECOMMENDATION: Approval

**TEXAS HIGHER EDUCATION COORDINATING BOARD****MINUTES****Committee on Academic and Workforce Success****1200 East Anderson Lane, Room 1.170****Austin, Texas****December 12, 2018, 9:45 am***(or upon adjournment of the Committee on Affordability, Accountability, and Planning meeting,  
whichever occurs later)*

The Texas Higher Education Coordinating Board's *Committee on Academic and Workforce Success (CAWS)* convened at 10:28 a.m. on December 12, 2018, with the following committee members present: Fred Farias, Chair presiding; Arcilia Acosta; and Welcome Wilson, Jr. Member(s) absent: Donna Williams, Vice Chair; and Ricky Raven. Ex-Officio member(s) present: Stuart W. Stedman, and Michelle Q. Tran.

<b>AGENDA ITEM</b>	<b>ACTION</b>
I. Welcome and Committee Chair's meeting overview	Fred Farias called the meeting to order.
II. Consideration of approval of the minutes from the September 27, 2018, Committee meeting	On motion by Arcilia Acosta, seconded by Welcome Wilson, Jr., the Committee approved this item.
III. Consideration of approval of the Consent Calendar	On motion by Welcome Wilson Jr., seconded by Arcilia Acosta, the Committee approved this item.
IV. Public Testimony on Items Relating to the Committee on Academic and Workforce Success	There was no public testimony.
V. Matters relating to the Committee on Academic and Workforce Success	
A. Report to the Committee on activities of the Learning Technology Advisory Committee	Dr. Justin Louder, Chair, Learning Technology Advisory Committee, provided a brief update of activities.
B. Report to the Committee on activities of the Workforce Education Course Manual Advisory Committee	Ms. Joyce Williams, Chair, Workforce Education Course Manual Advisory Committee, provided a brief update of activities.
C. Report to the Committee on activities of the Apply Texas Advisory Committee	Dr. Rebecca Lothringer and Ms. Dana Fields, Co-Chairs, Apply Texas Advisory Committee, provided a brief update of activities.
D. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:	

AGENDA ITEM	ACTION
TARLETON STATE UNIVERSITY (1) Doctor of Philosophy (PhD) degree with a major in Criminal Justice	On motion by Welcome Wilson, Jr., seconded by Arcilia Acosta, the Committee approved this item.
TEXAS STATE UNIVERSITY (2) Bachelor of Science (BS) degree with a major in Civil Engineering	On motion by Arcilia Acosta, seconded by Welcome Wilson, Jr., the Committee approved this item.
TEXAS A&M UNIVERSITY (3) Bachelor of Science (BS) degree with a major in Environmental Engineering	On motion by Welcome Wilson, Jr., seconded by Arcilia Acosta, the Committee approved this item.
E. Update to the Committee on the Strategic Plan for Graduate Education	Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, provided an update on the Strategic Plan for Graduate Education.
F. Consideration of adopting the staff recommendation to the Committee relating to the Report on Developmental Education ( <i>Rider 33, 85th Texas Legislature, Regular Session</i> )	On motion by Arcilia Acosta, seconded by Welcome Wilson, Jr., the Committee approved this item.
G. Consideration of adopting the staff recommendation to the Committee relating to the approval to increase funding for Grad TX activities designed to help meet the completion goal of <i>60x30TX</i>	On motion by Arcilia Acosta, seconded by Welcome Wilson, Jr., the Committee approved this item.
H. Consideration of adopting the staff recommendation to the Committee relating to the July 2018 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")	This item was on the Consent Calendar.
I. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)	Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, provided an update on school closures.
J. Discussion of the 2018 report on the National Research University Fund	Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, provided an update on the 2018 report on the National Research University Fund.
K. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for:	This item was on the Consent Calendar.

AGENDA ITEM	ACTION
<ul style="list-style-type: none"> <li>(1) Carl D. Perkins Career and Technical Education Basic Grant Program</li> <li>(2) Carl D. Perkins Career and Technical Leadership Grant Program</li> </ul>	
<p>L. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:</p> <ul style="list-style-type: none"> <li>(1) Graduate Education Advisory Committee</li> <li>(2) Lower-Division Academic Course Guide Manual Advisory Committee</li> <li>(3) Undergraduate Education Advisory Committee</li> <li>(4) Kinesiology and Exercise Science Field of Study Advisory Committee</li> <li>(5) Fine Arts Field of Study Advisory Committee</li> <li>(6) Agricultural Business and Administration Field of Study Advisory Committee</li> <li>(7) Journalism Field of Study Advisory Committee</li> <li>(8) Animal Sciences Field of Study Advisory Committee</li> </ul>	This item was on the Consent Calendar.
<p>M. Consideration of adopting the Mathematics Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Mathematics Field of Study</p>	This item was on the Consent Calendar.
<p>N. Consideration of adopting the Radio and Television Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Radio and Television Field of Study</p>	This item was on the Consent Calendar.
<p>O. Consideration of adopting the Economics Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Economics Field of Study</p>	This item was on the Consent Calendar.

<b>AGENDA ITEM</b>	<b>ACTION</b>
<p>P. Proposed Rules:</p> <ul style="list-style-type: none"> <li>(1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter II, Sections 27.781 – 27.787 of Board rules concerning the establishment of the Health Services Field of Study Advisory Committee</li> <li>(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter JJ, Sections 27.801 – 27.807 of Board rules concerning the establishment of the Hospitality Field of Study Advisory Committee</li> <li>(3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter KK, Sections 27.821 – 27.827 of Board rules concerning the establishment of the Natural Resources Field of Study Advisory Committee</li> </ul>	<p>This item was on the Consent Calendar.</p>
<p>VI. Adjournment</p>	<p>On motion by Welcome Wilson, Jr., seconded by Arcilia Acosta, the Committee adjourned at 12:09 pm.</p>

Committee on Academic and Workforce Success

AGENDA ITEM III

Consideration of approval of the Consent Calendar

RECOMMENDATION: Approval

Background Information:

In order to ensure that 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

F. Consideration of adopting the Communications Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Communications Field of Study

G. Consideration of adopting the History Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved History Field of Study

H. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members(s) to the:

- (1) Apply Texas Advisory Committee
- (2) Graduate Education Advisory Committee
- (3) Learning Technology Advisory Committee
- (4) Health Services Field of Study Advisory Committee
- (5) Natural Resources Conservation and Research Field of Study Advisory Committee

## I. Proposed Rules:

- (5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed repeal of Chapter 27, Subchapter A, Sections 27.101 – 27.107 of Board rules concerning the Engineering Field of Study Advisory Committee
- (6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter B, Sections 27.123 and 27.124 of Board rules concerning the duration and committee membership terms for the Music Field of Study Advisory Committee
- (7) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter C, Sections 27.143 and 27.144 of Board rules concerning the duration and committee membership terms for the Nursing Field of Study Advisory Committee
- (8) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter D, Sections 27.163 and 27.164 of Board rules concerning the duration and committee membership terms for the Business Field of Study Advisory Committee
- (9) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter E, Sections 27.183 and 27.184 of Board rules concerning the duration and committee membership terms for the Communications Field of Study Advisory Committee



- (10) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter G, Sections 27.223 and 27.224 of Board rules concerning the duration and committee membership terms for the Mexican American Studies Field of Study Advisory Committee
- (11) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter H, Sections 27.243 and 27.244 of Board rules concerning the duration and committee membership terms for the Architecture Field of Study Advisory Committee
- (12) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter LL, Sections 27.841 – 27.847 of Board rules concerning the establishment of the Chemistry Field of Study Advisory Committee

Committee on Academic and Workforce Success

AGENDA ITEM IV

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

RECOMMENDATION: No action required

Background Information:

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

## Committee on Academic and Workforce Success

### AGENDA ITEM V-A (1)

Consideration of adopting the staff recommendation to the Committee relating to the request from University of Houston for a Doctor of Philosophy (PhD) degree with a major in Communication Sciences and Disorders

RECOMMENDATION: Approval, beginning fall of 2020

#### **Rationale:**

The University of Houston (UH) is proposing a Doctor of Philosophy (PhD) degree with a major in Communication Sciences and Disorders, beginning fall 2020. The proposed PhD program would prepare students for academic careers in speech pathology and communication sciences and disorders. The institution would build upon the department's bachelor's and master's programs and existing research labs. Up to five students would enter the program in the first year, four in the second year, and three in each successive year.

Workforce data suggest that there is a need for speech pathologists, and therefore for faculty to train them. The Bureau of Labor Statistics anticipates an 18 percent increase in speech pathology positions from 2016 to 2026, which is greater than the projected average for all occupations (7.4%). A Texas Workforce Commission report named speech pathology as a top growing profession in the health and social assistance fields between 2016 and 2018.

The Council of Academic Programs in Communication Sciences and Disorders (CAPSCSD) and the American Speech-Language-Hearing Association (ASHA) project nationally 581 faculty openings in the field for the upcoming five-year period (2018-23). More than 20 percent of faculty searches conducted during the 2016-17 academic year went unfilled. UH argues that doctoral programs are not producing enough graduates to fill open positions and that faculty with terminal degrees are needed to train master's-level students and conduct research in the field.

#### **Recommendations:**

In accordance with the institution's proposed hiring schedule, UH will hire one additional full-time faculty to start in Year 1 and one full-time faculty to start in Year 2. By June 1 of these years, the institution will provide documentation of the hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught.

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

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

<b>Completion Measures</b>		<b>Institution</b>	<b>State</b>
<i>Graduate</i>	Master's 5-Year Graduation Rate	88.6%	77.1%
	Doctoral 10-Year Graduation Rate	63.1%	62.1%
<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"> <li>Petroleum Engineering (PhD, 2015) enrollments met</li> <li>Curriculum and Instruction (PhD, 2014) enrollments met</li> <li>Geosensing Systems Engineering and Sciences (PhD, 2015) enrollment is 4 below expected (projected 15, enrolled 11)</li> <li>Higher Education Leadership and Policy Studies (PhD, 2014) enrollment is 9 below expected (projected 38, enrolled 29)</li> <li>Hospitality Administration (PhD, 2014) enrollment is 12 below expected (projected 29, enrolled 17)</li> </ul>		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A		

**Proposed Program:**

The proposed face-to-face program would require 54 semester credit hours of instruction post-master's and begin enrolling students in fall 2020. The proposed program would enroll up to five students beginning in Year 1, up to four students in Year 2, and three students per year thereafter. Students who apply to the program post-bachelor's degree would be required to complete a master's degree in communication sciences and disorders. The proposed program is meant to address a shortage of qualified faculty in the field of speech pathology/communication sciences and disorders. Practicing as a speech pathologist requires a master's degree, and accreditation standards for master's programs necessitate the hiring of faculty with terminal degrees. The proposed program would be mentor-based, and students would identify an area of study and a faculty mentor before being admitted.

The institution estimates that five-year costs would total \$2,083,600.

**Existing Programs:**

There are two public universities offering doctoral programs in communication sciences and disorders in Texas and one public health-related institution offering a doctoral program in rehabilitation sciences with a concentration in communication sciences and disorders. No independent universities in the state offer a doctoral program in this discipline.

**Public Universities:**

The University of Texas at Austin, PhD in Communication Sciences and Disorders  
 The University of Texas at Dallas, PhD in Communication Sciences and Disorders

**Public Health-Related Institutions:**

Texas Tech University Health Sciences Center, PhD in Rehabilitation Sciences

There are no existing programs within a 60-minute drive of the proposed program. The nearest program is at The University of Texas at Austin, which is located 165 miles from UH.

In fall 2018, there were a total of 50 declared majors in the two programs in communication sciences and disorders. The University of Texas at Dallas program was low-producing for three years, but programmatic changes led to four students completing in 2017 and six completing in 2018.

The ***Start-Up Projections*** table below indicates the number of students who would receive financial assistance from UH administration - two students in Year 1 and three students in each year following. In addition, the Dean of the College of Liberal Arts and Social Sciences could support full funding of an additional student in the first cohort with performance funds, if available. The remaining students would be supported by faculty research grants. In the first cohort, five students is the maximum that could be admitted, predicated on available funding.

<b><i>Start-Up Projections:</i></b>	<b><i>Yr. 1</i></b>	<b><i>Yr. 2</i></b>	<b><i>Yr. 3</i></b>	<b><i>Yr. 4</i></b>	<b><i>Yr. 5</i></b>
<i>Students Enrolled</i>	5	9	12	15	14
<i>Graduates</i>	0	0	0	4	3
<i>Avg. Financial Assistance</i>	\$27,429	\$27,429	\$27,429	\$27,429	\$27,429
<i>Students Assisted</i>	2	3	3	3	3
<i>Core Faculty (FTE)</i>	2.25	2.50	2.50	2.50	2.50
<i>Total Costs</i>	\$333,976	\$356,144	\$416,176	\$485,864	\$491,440
<i>Total Funding</i>	\$620,310	\$594,310	\$616,019	\$703,201	\$703,023
<i>% From Formula Funding</i>	0	10%	9%	19%	19%

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty (New)	\$ 424,693
Faculty (Reallocated)	\$ 949,160
Program Administration (New)	\$ 0
Program Administration (Reallocated)	\$ 0
Graduate Assistants (New)	\$ 0
Graduate Assistants (Reallocated)	\$ 425,385
Clerical/Staff (New)	\$ 144,230
Other Support	\$ 62,132
Supplies and Materials	\$ 48,000
Equipment	\$ 30,000
<b>Total</b>	<b>\$ 2,083,600</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 2-5)	\$ 317,509
Reallocation of Existing Resources	\$ 1,290,045
Tuition and Fees	\$ 303,809
Other (PROV Funding)	\$ 723,000
Other (Grants)	\$ 602,500
<b>Total</b>	<b>\$ 3,236,863</b>

**Major Commitments:**

In accordance with the institution's proposed hiring schedule, UH will hire one additional full-time faculty to start in Year 1 and one full-time faculty to start in Year 2. By June 1 of these years, the institution will provide documentation of the hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught.

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

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

# Online Resume for Legislators and Other Policymakers

## UNIVERSITY OF HOUSTON

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](#)

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

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,888	.0%	\$9,345	.0%
2015	\$10,331	4.5%	\$9,598	2.7%
2016	\$10,331	.0%	\$9,777	1.9%
2017	\$11,078	7.2%	\$10,201	4.3%
2018	\$11,078	.0%	\$10,443	2.4%
2019	\$10,890	-1.7%	\$10,712	2.6%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2016	0%	\$0	0%	\$0	0%	\$0
2017	39%	\$6,821	46%	\$7,469	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2016	0%	\$0	0%	\$0	0%	\$0
2017	56%	\$7,204	57%	\$7,502	0%	\$0
Federal (Pell) Grants						
2016	0%	\$0	0%	\$0	0%	\$0
2017	37%	\$4,242	37%	\$4,226	0%	\$0

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

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

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

\*Peer Group data is average for peer group.

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



# Online Resume for Prospective Students, Parents and the Public

## UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

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

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

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

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

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students		
Measure	Entering Fall	Rate
4-year Rate Total	2014	38.8%
Same Institution		36.3%
Other Institutions		2.5%
5-year Rate Total	2013	58.4%
Same Institution		54.0%
Other Institutions		4.4%
6-year Rate Total	2012	66.2%
Same Institution		59.5%
Other Institutions		6.7%
<a href="#">Grad Rates by Ethnicity</a>		
1-Year Persistence, Fall 2017		
Total		90.7%
Same		84.9%
Other		5.9%
2-Year Persistence, Fall 2016		
Total		84.3%
Same		73.5%
Other		10.8%
Avg Number SCH for Bachelor's Degree		
FY 2018 Average		
Sem	SCH	
All	11.00	141.00

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

[Degrees by Ethnicity](#)

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

\*Data for FY 2017

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

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

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

\* Fall 2017 Data

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,888	.0%	\$9,267	.0%
2015	\$10,331	4.3%	\$9,493	2.4%
2016	\$10,331	.0%	\$9,698	2.1%
2017	\$11,078	6.7%	\$10,076	3.8%
2018	\$11,078	.0%	\$10,352	2.7%
2019	\$10,890	-1.7%	\$10,687	3.1%
Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019				
Type of Cost	Average Amount			
Total Academic Cost	\$10,890			
On-campus Room & Board	\$9,104			
Books & Supplies	\$1,300			
Off-Campus Transportation & Personal Expenses	\$3,908			
<b>Total Cost</b>	<b>\$25,202</b>			

[Rates of Tuition per SCH](#)

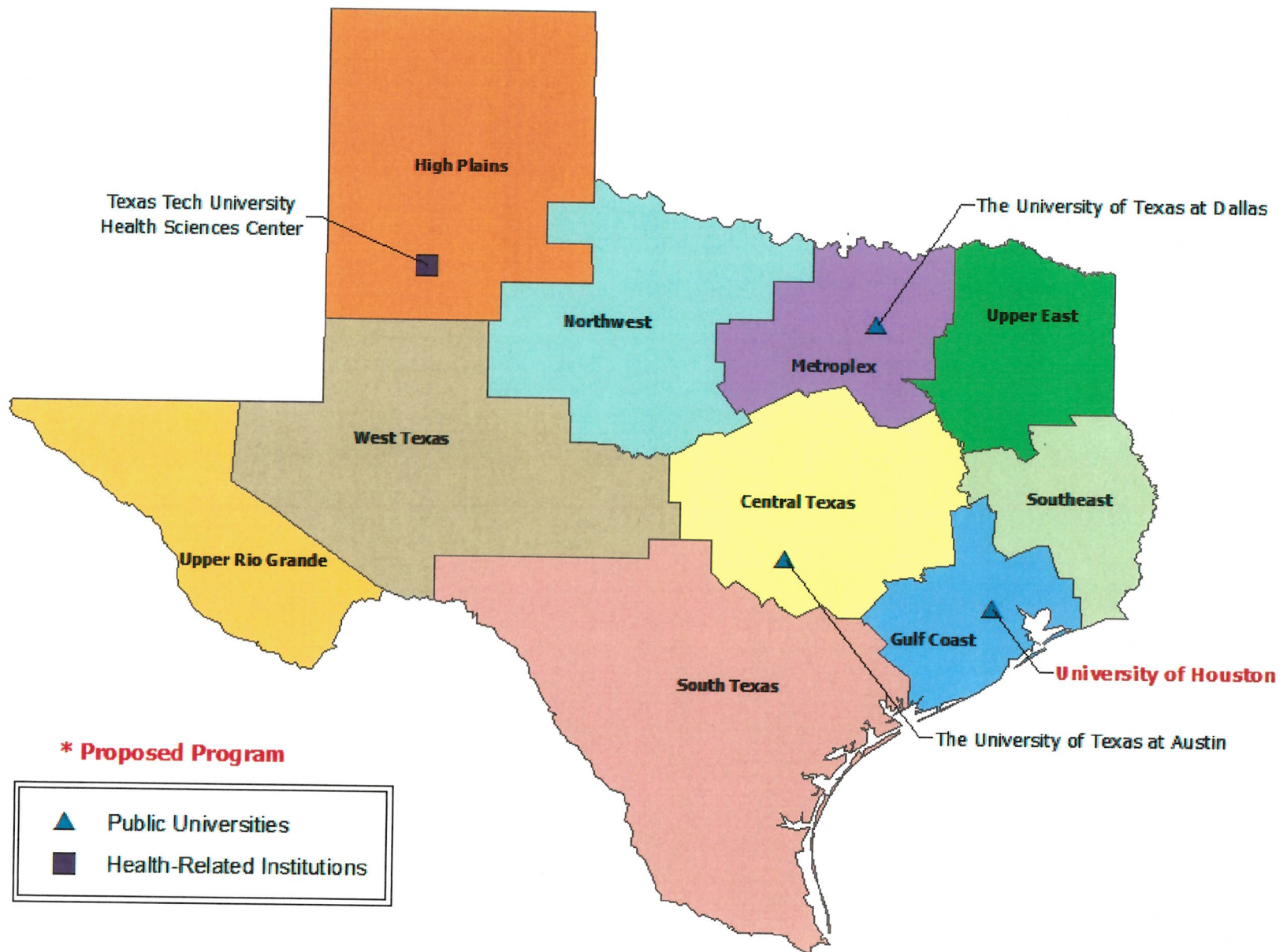
[Mandatory Fees](#)

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

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



**Proposal for a Doctor of Philosophy (PhD)  
degree with a major in Communication Sciences and Disorders**



## Committee on Academic and Workforce Success

### AGENDA ITEM V-A (2)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas Southwestern Medical Center for a Doctor of Philosophy (PhD) degree with a major in Applied Clinical Research

RECOMMENDATION: Approval, beginning fall 2019

#### **Rationale:**

The University of Texas Southwestern Medical Center (UTSW) is proposing a Doctor of Philosophy (PhD) degree in Applied Clinical Research. It would be offered through a multidisciplinary collaborative of the institution's School of Health Professions, the Medical School, and the Graduate School of Biomedical Sciences. The proposed program would place emphasis on patient-oriented research designed for master's level allied health professionals, with a goal to provide rigorous research training for students interested in pursuing careers as clinician investigators in academia, government, and private sectors. The proposed face-to-face degree would require 48 semester credit hours (SCH) after the master's degree.

The National Institutes of Health (NIH) defines clinical research to include: 1. Patient-oriented research, which is research conducted with human subjects that can address mechanisms of human disease, therapeutic interventions, clinical trials, or development of new technologies; 2. Epidemiologic and behavioral studies, which examine the distribution of disease, the factors that affect health, and how people make health-related decisions; and 3. Outcomes research and health services research, which seeks to identify the most effective and most efficient interventions, treatments, and services.

Workforce need and projection data from the Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) indicate a greater than average need for allied health professionals. For the decade 2016-26, the BLS projects a 23 percent increase in available allied health professional positions, and the TWC expects Texas will experience a 25 percent increase in allied health positions. In Texas and nationwide, the existing similar graduate programs are not producing enough graduates to fulfill allied health workforce needs projected by the BLS and TWC for the decade 2016-26.

The increased enrollment in UTSW's supporting master's programs provides evidence of student demand for the proposed PhD. Annual enrollment remained consistent from 2014 to 2018 in UTSW's School of Health Professions' five graduate level feeder programs: clinical

nutrition (CN), physical therapy (PT), physician assistant studies (PA), prosthetics and orthotics (PO), and rehabilitation counseling (RC). Given that the number of UTSW allied health master's program graduates exceeded 100 each year from 2012 to 2016, the proposed program is poised to attract the projected enrollment.

### Recommendation:

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

### The University of Texas Southwestern Medical Center (*Accountability Peer Group: Health-Related Institutions*)

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	57.8%	72.9%
	Doctoral 10-Year Graduation Rate	61.1%	43.7%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for the one 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"> <li>Organic Chemistry (PhD, 2016) enrollment is 10 below expected (projected 22, enrolled 12)</li> </ul>		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	<u>Yes</u>	No N/A

### Proposed Program:

UTSW proposes to offer a PhD program in Applied Clinical Research beginning in fall 2019 with an incoming class of four students in Year 1 and increasing to an entering class size of 18 by Year 5.

The proposed curriculum consists of courses in grant writing, ethics, biostatistics, research design and analysis, human anatomy, qualitative methods, epidemiology, and neuroscience foundations. The proposed program would enroll students with a master's degree and require completion of 48 semester credit hours (SCH).

The required coursework in the proposed program is comparable to the other programs in the related field of clinical science in Texas and the nation.

The institution would draw on its existing faculty to begin the program and identified 13 core faculty and 15 support faculty to be dedicated to the proposed program. The institution committed \$34,500 annually per student to be used for student support. The institution estimates that five-year costs for the proposed program would total \$4,980,000.

**Existing Programs:**

There are two similar programs in clinical research/science in Texas; one is offered by a public health-related institution, The University of Texas Medical Branch at Galveston (UTMB), and the other is an independent institution, Baylor College of Medicine (BCM). Both programs restrict entry to medical students or employees with a Doctor of Medicine or Doctor of Osteopathic Medicine degree. UTMB is located 297 miles from UTSW, while BCM is 250 miles from UTSW.

**Public Health-Related Institutions:**

The University of Texas Medical Branch at Galveston

**Independent Colleges and Universities:**

Baylor College of Medicine

There are no existing programs within a 60-minute drive of proposed program.

<b>Start-Up Projections:</b>	<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>	<b>Yr. 4</b>	<b>Yr. 5</b>
<i>Students Enrolled</i>	4	10	16	18	18
<i>Graduates</i>	0	0	4	6	6
<i>Avg. Financial Assistance</i>	\$34,500	\$34,500	\$34,500	\$34,500	\$34,500
<i>Students Assisted</i>	4	10	16	18	18
<i>Core Faculty (FTE)</i>	7.8	7.8	7.8	7.8	7.8
<i>Total Costs</i>	\$968,000	\$1,153,000	\$953,000	\$953,000	\$953,000
<i>Total Funding</i>	\$968,000	\$1,153,000	\$953,000	\$953,000	\$953,000
<i>% From Formula Funding</i>	0	0	27%	31%	31%

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty (New)	\$ 750,000
Faculty (Reallocated)	\$ 2,275,000
Program Administration	\$ 675,000
Clerical/Staff (Reallocated)	\$ 525,000
Equipment	\$ 715,000
Supplies and Materials	\$ 25,000
Other (meals for orientation/student meetings)	\$ 15,000
<b>Total</b>	<b>\$ 4,980,000</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 3-5)	\$ 852,000
Other State Funding (differential tuition)	\$ 124,800
Reallocated Funds (closure of two programs)	\$ 3,084,400
Other Funding (Faculty Service Clinical Fund)	\$ 918,800
<b>Total</b>	<b>\$ 4,980,000</b>

**Major Commitments:**

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

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

## Online Resume for Legislators and Other Policymakers UT SOUTHWESTERN MEDICAL CENTER

Location: Dallas, Metroplex Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC - El Paso, UNT HSC, UT Austin Dell Medical School, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers:

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

[Institutional Resumes](#)

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Enrollment			
Category	Fall 2013	Fall 2017	Fall 2018
Medical School Students	940	939	905
Total Enrollment	2,349	2,235	2,266
Physicians Certified in Residency	1,601	1,324	1,374

Costs				
Average Annual Total Academic Costs for Resident Full-time Student				
Undergraduate Student			Graduate Student	
Year	Institution	Peer Group	Institution	Peer Group
FY 2014	.	\$5,081	\$4,624	\$5,328
FY 2018	.	\$4,925	\$5,589	\$6,540
FY 2019	.	\$5,853	\$5,749	\$6,725

Student Success									
Nursing and Allied Health Degrees Awarded						National Data: Nursing or Allied Health Degrees Awarded			
FY 2013		FY 2017		FY 2018		FY 2012		FY 2016	
Type	Peer Institution	Group	Peer Institution	Group	Peer Institution	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.
Bachelor's	18	308	0	329	0	331	.	.	.
Master's	85	134	86	144	80	174	14	.	.
Doctoral	0	8	0	12	0	11	61	.	.
Professional	38	38	34	33	36	33	.	.	.

Research Expenditures	
Year	Amount
FY 2013	\$404,321,279
FY 2017	\$454,855,646
FY 2018	\$469,504,659

Percent of Medical School Students Practicing Primary Care in Texas after Graduation		
Year	Institution	Peer Group
FY 2013	14.40%	28.61%
FY 2017	23.00%	25.85%
FY 2018	20.00%	26.85%

Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License		
Year	Institution	Peer Group
FY 2013	98.30%	97.08%
FY 2017	97.00%	96.00%
FY 2018	95.00%	97.25%

Funding			
Total Appropriated Funds Including Faculty and Staff Health and Retirement		Total Amount of Money from Any Source Available in FY	
Year	Amount	Year	Amount
FY 2014	\$197,020,740	FY 2014	\$944,818,689
FY 2017	\$232,988,353	FY 2017	\$1,105,436,348
FY 2018	\$233,159,298	FY 2018	\$1,123,709,829



## Online Resume for Prospective Students, Parents and the Public UT SOUTHWESTERN MEDICAL CENTER

Location: Dallas, Metroplex Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC - El Paso, UNT HSC, UT Austin Dell Medical School, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers:

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

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Enrollment						
Fall 2018						
Race/Ethnicity	Total Students Number % of Total	Medical Students Number % of Total	Physicians Certified in Residency*			
			Number	% of Total		
White	692 30.5%	304 33.6%	0	.0%		
Hispanic	239 10.5%	126 13.9%	0	.0%		
African American	93 4.1%	55 6.1%	0	.0%		
Asian/Pacific Isl.	431 19.0%	340 37.6%	0	.0%		
International	552 24.4%	1 .1%	0	.0%		
Other & Unknown	259 11.4%	79 8.7%	0	.0%		
<b>Total</b>	<b>2,266 100.0%</b>	<b>905 100.0%</b>	<b>1,374</b>	<b>100.0%</b>		

\* Data for FY 2019

Costs	
Annual Academic Costs for Full-time Resident Student, FY 2019	
Type of Cost	Average Amount
Undergraduate	
Graduate	\$5,749
First-time Medical Student	\$20,931

[Rates of Tuition per SCH](#)

[Mandatory Fees as Defined by CB](#)

[Amount & Percent of Tuition Increase \(UGrad\)](#)

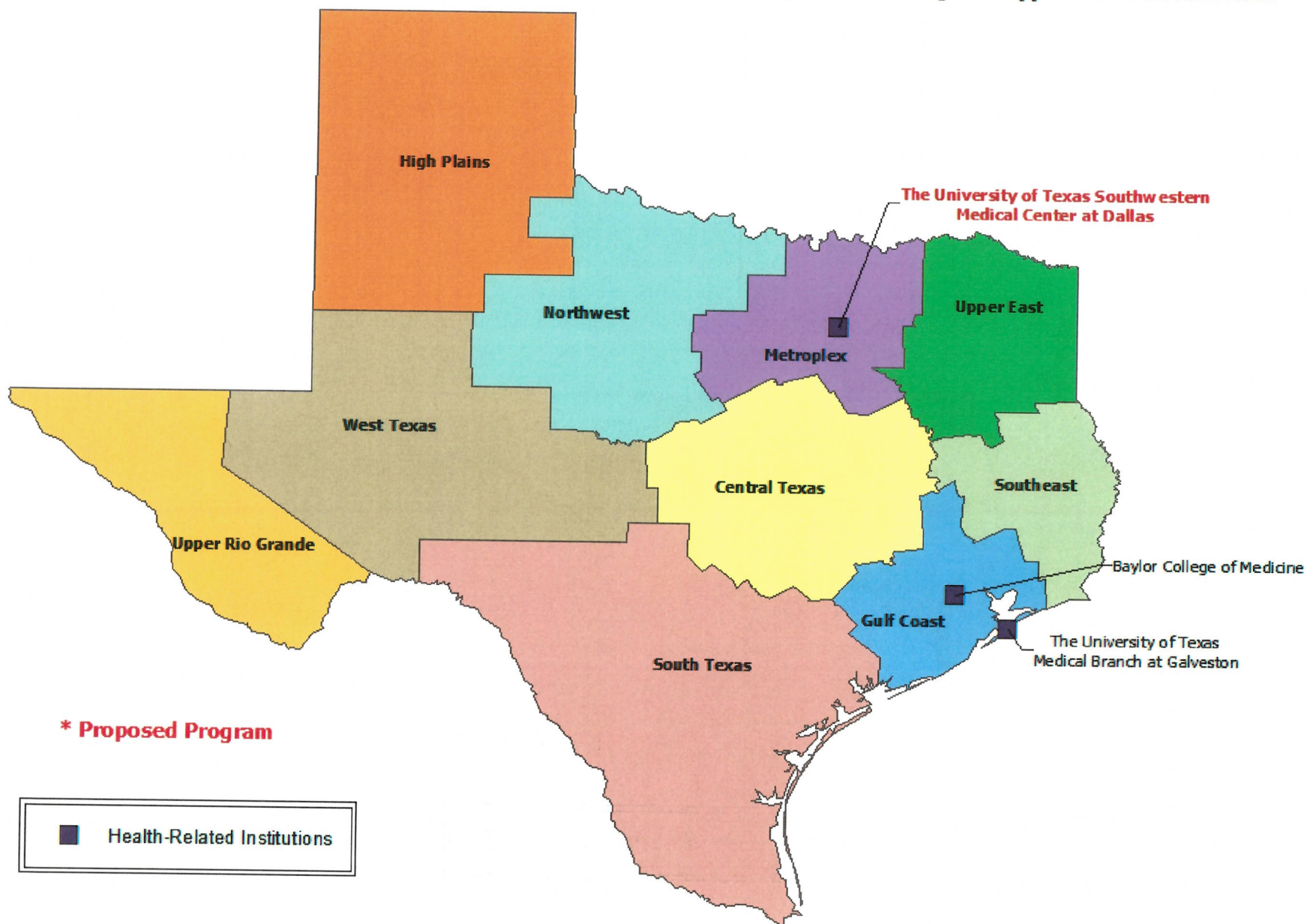
[Amount & Percent of Tuition Increase \(Grad\)](#)

Student Success								
Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License			Percent of Medical School Students Practicing Primary Care in Texas after Graduation			Nursing and Allied Health Degrees, FY 2018		
						Year	Institution	Peer Group
Year	Institution	Peer Group	Year	Institution	Peer Group	Bachelor's	0	331
FY 2018	95.00%	97.25%	FY 2018	20.00%	26.85%	Master's	80	174
						Doctoral	0	11
						Professional	36	33

First-time Licensure or Certification Examination Pass Rate		
FY 2018		
Field	Institution	Peer Group
Dental	N/A	91.7%
Allied Health	98.0%	95.1%
Nursing	N/A	94.7%
Pharmacy	N/A	94.0%
Medical	95.0%	97.3%

Research Expenditures	
Year	Amount
FY 2018	\$469,504,659

**Proposal for a Doctor of Philosophy (PhD)  
degree with a major in Applied Clinical Research**



Committee on Academic and Workforce Success

AGENDA ITEM V-A (3)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas A&M University for a Bachelor of Science (BS) degree with a major in Architectural Engineering

RECOMMENDATION: Approval, beginning fall of 2019

**Rationale:**

Texas A&M University (TAMU) is proposing a Bachelor of Science (BS) degree in Architectural Engineering. The proposed face-to-face program would offer specialty tracks in mechanical systems for buildings and structural systems for buildings, with a plan to add a third track in electrical systems for buildings in the future. Students would be expected to reach synthesis (design) level in one of these areas and would graduate prepared to become licensed professional engineers.

The Bureau of Labor Statistics does not have a code for architectural engineering, but job openings in related fields (civil, electrical, and mechanical engineering) are increasing at a greater rate than the average for all occupations. The total number of degrees awarded in these fields nationally is less than the estimate for average annual job openings, even when architectural engineering is included. The number of degrees awarded in architectural engineering specifically is small compared to other engineering fields. Three public institutions in Texas currently award BS degrees in architectural engineering: Texas A&M University–Kingsville, The University of Texas at Arlington (UT-Arlington), and The University of Texas at Austin. In total, these programs graduated 68 students in 2017. The program at UT-Arlington began in 2015 and has not produced graduates.

TAMU currently offers 18 bachelor's programs in engineering. Its undergraduate engineering programs are ranked in the top 20 in the nation. The proposed BS in Architectural Engineering would build on the strengths of TAMU's Dwight Look College of Engineering.

**Recommendations:**

In accordance with the institution's proposed hiring schedule, TAMU will hire one core faculty member to start in Year 1 and two core faculty members to start in Year 2. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of architectural engineering courses to be taught.

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



**Texas A&M University** (*Accountability Peer Group: Research Institution*)*Related Programs*

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

Texas A&M University has 64 engineering degree programs:

BS, MS, PhD in Interdisciplinary Engineering  
 BS, MENG, MS, PhD in Aerospace Engineering  
 BS, MENG, MS, PhD in Biological and Agricultural Engineering  
 BS, MENG, MS, PhD in Biomedical Engineering  
 BS, MENG, MS, PhD in Chemical Engineering  
 BS, MENG, MS, PhD in Civil Engineering  
 BS, MENG, MS, PhD in Computer Engineering  
 BS, MENG, MS, PhD in Electrical Engineering  
 BS in Environmental Engineering\*  
 BS, MENG, MS, PhD in Mechanical Engineering  
 BS in Marine Engineering Technology  
 BS, MENG, MS, PhD in Nuclear Engineering  
 BS in Offshore and Coastal Systems Engineering\*\*  
 BS, MENG, MS, PhD in Materials Science and Engineering  
 BS, MENG, MS, PhD in Ocean Engineering  
 BS, MENG, MS, PhD in Petroleum Engineering  
 BS, MENG, MS, PhD in Industrial Engineering  
 BS in Radiological Health Engineering\*\*  
 MENG, DENG in Engineering  
 MENG in Systems Engineering  
 MS in Engineering Systems Management  
 MS in Safety Engineering

\*Approved at the January 2019 Board meeting

\*\*Being phased out in 2020

**Proposed Program:**

The proposed traditional face-to-face program represents 128 semester credit hours (SCH) of instruction to satisfy ABET accreditation requirements and would begin in fall 2019. The proposed BS in Architectural Engineering is meant to prepare students for professional engineering practice in the architectural, engineering, and construction industries. Architectural Engineering is an interdisciplinary field that combines engineering (primarily civil, mechanical, and electrical) with engineering technology, architectural, and construction science.

The institution estimates that five-year costs would total \$3,365,000. Formula funding would represent 6 percent of all funding at \$363,322. Total funding is estimated to be \$6,469,926.

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty	\$ 1,950,000
Program Administration	\$ 450,000
Clerical/Staff	\$ 525,000
Graduate Assistants	\$ 150,000
Library, Supplies, & Materials	\$ 175,000
Other	\$ 115,000
<b>Total</b>	<b>\$ 3,365,000</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 3-5)	\$ 363,322
Reallocated Funds	\$ 1,375,000
Other State Funding	\$ 0
Tuition and Fees	\$ 4,731,604
Other	\$ 0
<b>Total</b>	<b>\$ 6,469,926</b>

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

<i>Duplication of Program: <b><u>Weak</u></b></i>			
Number of institutions with degree programs in the state with the same 6-digit CIP: <b>3</b>			
All existing bachelor's programs are ABET accredited or will seek ABET accreditation upon graduation of the first class.			
<b>Public Institutions</b>	<b>Independent Colleges and Universities</b>		
Texas A&M University-Kingsville	None		
The University of Texas at Arlington			
The University of Texas at Austin			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0401): <b>0</b>			
<i>Job Market Need: <b><u>Moderate</u></b></i>			
Advertisements for job openings	Yes	<b><u>No</u></b>	N/A
Employer surveys	<b><u>Yes</u></b>	No	N/A
Projections from government agencies, professional entities, etc.	<b><u>Yes</u></b>	No	N/A
<i>Student Demand: <b><u>Strong</u></b></i>			
Increased enrollment in related programs at the institution	<b><u>Yes</u></b>	No	N/A
High enrollment in similar programs at other institutions	<b><u>Yes</u></b>	No	N/A
Applicants turned away at similar programs at other institutions	<b><u>Yes</u></b>	No	N/A
Student surveys	<b><u>Yes</u></b>	No	N/A

<b><i>Start-Up Projections:</i></b>	<b><i>Yr. 1</i></b>	<b><i>Yr. 2</i></b>	<b><i>Yr. 3</i></b>	<b><i>Yr. 4</i></b>	<b><i>Yr. 5</i></b>
<i>Student Headcount</i>	25	50	75	100	125
<i>Student FTE*</i>	25	50	75	100	125
<i>Core Faculty Headcount</i>	3	5	5	5	5
<i>Core Faculty FTE</i>	2.5	4.5	4.5	4.5	4.5

\*The proposed program anticipates the majority of students to enroll full-time.

### **Major Commitments:**

In accordance with the institution's proposed hiring schedule, TAMU will hire one core faculty member to start in Year 1 and two core faculty members to start in Year 2. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of architectural engineering courses to be taught.

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

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

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

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

Location: College Station, Central Region

Research Accountability Peer Group: UT Austin

Out-Of-State Peers: Ohio State University - Main Campus, University Of California - Berkeley, University Of Illinois At Urbana - Champaign, University Of Michigan - Ann Arbor, University Of Minnesota - Twin Cities

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

## Institutional Resumes

### Accountability System

## Definitions

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	33,317	62.6%	36,154	57.6%	35,920	56.4%
Hispanic	9,346	17.6%	13,120	20.9%	13,753	21.6%
African American	1,800	3.4%	2,239	3.6%	2,156	3.4%
Asian	2,602	4.9%	4,169	6.6%	4,596	7.2%
International	4,608	8.7%	5,192	8.3%	5,284	8.3%
Other & Unknown	1,546	2.9%	1,928	3.1%	1,985	3.1%
Total	53,219	100.0%	62,802	100.0%	63,694	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	1,400	3.3%	1,606	3.2%	1,564	3.0%
Other Institutions	462	1.1%	599	1.2%	535	1.0%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,036	.0%	\$9,412	.0%
2015	\$9,242	2.3%	\$9,520	1.1%
2016	\$9,494	2.7%	\$9,652	1.4%
2017	\$9,707	2.2%	\$9,758	1.1%
2018	\$9,882	1.8%	\$9,987	2.3%
2019	\$10,316	4.4%	\$10,357	3.7%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2016	0%	\$0	0%	\$0	0%	\$0
2017	32%	\$6,338	33%	\$6,430	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2016	0%	\$0	0%	\$0	0%	\$0
2017	54%	\$8,252	52%	\$9,421	0%	\$0
Federal (Pell) Grants						
2016	0%	\$0	0%	\$0	0%	\$0
2017	21%	\$4,344	22%	\$4,358	0%	\$0

Student Success			
<b>One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates</b>			
Enter Fall 2012		Enter Fall 2016	Enter Fall 2017
Cohort	7,174	8,513	9,670
Total	95.7%	96.1%	96.3%
Same	91.4%	91.5%	92.3%
Other	4.2%	4.6%	4.1%
<b>Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates</b>			
Enter Fall 2011		Enter Fall 2015	Enter Fall 2016
<b>Institution Persistence</b>			
Cohort	7,599	8,481	8,501
Total	94.5%	93.9%	94.1%
Same	87.1%	85.5%	86.5%
Other	7.4%	8.4%	7.6%
<b>Peer Group Persistence</b>			
Cohort	7,332	8,017	8,530
Total	93.8%	93.9%	94.2%
Same	87.5%	87.9%	88.4%
Other	6.3%	6.0%	5.8%
<b>Average Number of Fall &amp; Spring Semesters</b>			
<b>Graduation Rates</b>			
Cohort	Institution Rate	Peer Group Rate	
Fall 2009 4-year	53.8%	52.8%	
Fall 2013 4-year	56.9%	61.3%	
Fall 2014 4-year	58.2%	63.7%	
Fall 2008 5-year	80.5%	79.6%	
Fall 2012 5-year	82.5%	82.0%	
Fall 2013 5-year	82.5%	83.8%	
Fall 2007 6-year	84.8%	83.8%	
Fall 2011 6-year	86.8%	86.4%	
Fall 2012 6-year	86.3%	86.0%	
<b>National Comparison (IPEDS Definition)</b>			
Cohort	Institution Rate	OOS Peers Rate	
Fall 2008 4-year	49.0%	63.2%	
Fall 2012 4-year	52.0%	68.6%	
Fall 2007 5-year	76.0%	80.8%	
Fall 2011 5-year	77.0%	83.6%	
Fall 2006 6-year	80.0%	84.2%	
Fall 2010 6-year	80.0%	86.0%	

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2014	8,336	9.15	129.93	7,949	9.12	129.92
FY 2017	10,087	9.20	130.00	9,158	9.10	128.00
FY 2018	10,942	9.20	130.00	9,623	9.00	127.00

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Not Needing Dev Ed</i>		
<b>Institution</b>	87	69.0%
<b>Peer Group</b>	98	68.4%
<i>For Students NOT Needing Dev Ed</i>		
<b>Institution</b>	7,087	90.2%
<b>Peer Group</b>	7,506	89.7%

\*Peer Group data is average for peer group.

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$404,716,671	31.4%	\$549,089,689	33.7%	\$567,222,890	32.4%
Federal Funds	\$128,033,026	9.9%	\$137,654,857	8.4%	\$146,772,258	8.4%
Tuition & Fees	\$351,591,714	27.3%	\$514,912,744	31.6%	\$554,419,655	31.6%
<b>Total Revenue</b>	<b>\$1,289,313,180</b>	<b>100.0%</b>	<b>\$1,629,775,413</b>	<b>100.0%</b>	<b>\$1,752,189,468</b>	<b>100.0%</b>



# Online Resume for Prospective Students, Parents and the Public

## TEXAS A&M UNIVERSITY

Location: College Station, Central Region

Research Accountability Peer Group: UT Austin

Out-Of-State Peers: Ohio State University - Main Campus, University Of California - Berkeley, University Of Illinois At Urbana - Champaign, University Of Michigan - Ann Arbor, University Of Minnesota - Twin Cities

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

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Enrollment		
Race/Ethnicity	Fall 2018 Number	Percent
White	35,920	56.4%
Hispanic	13,753	21.6%
African American	2,156	3.4%
Asian	4,596	7.2%
International	5,284	8.3%
Other & Unknown	1,985	3.1%
<b>Total</b>	<b>63,694</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,564	3.0%
Other Institutions	535	1.0%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2014	58.2%
Same Institution		56.2%
Other Institutions		2.1%
5-year Rate Total	2013	82.5%
Same Institution		79.1%
Other Institutions		3.4%
6-year Rate Total	2012	86.3%
Same Institution		82.3%
Other Institutions		4.0%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2017	
Total	96.3%
Same	92.3%
Other	4.1%
2-Year Persistence, Fall 2016	
Total	94.1%
Same	86.5%
Other	7.6%

Avg Number SCH for Bachelor's Degree		
FY 2018 Average		
	Sem	SCH
All	9.20	130.00

Degrees Awarded	
Type	FY 2018
Bachelor's	11,820
Master's	3,134
Doctoral	716
Professional	264
<b>Total</b>	<b>15,934</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	99.40%
Law	81.4%
Pharmacy	%
Nursing	%
Engineering	90.9%

\*Data for FY 2017

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

Application for First-time Undergraduate Admission Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	16,844	68.7%	52.4%
African American	1,761	50.9%	37.4%
Hispanic	9,583	60.8%	48.0%
Asian	4,805	76.6%	30.3%
International	1,455	66.7%	12.1%
Other	1,118	67.6%	43.5%
<b>Total</b>	<b>35,566</b>	<b>66.6%</b>	<b>45.4%</b>

Instruction	
Measure of Excellence	Fall 2018
Undergraduate Classes with < 20 Students	27.1%
Undergraduate Classes with > 50 Students	23.9%
% of Teaching Faculty Tenured/Tenure-track *	69.4%
Student/Faculty Ratio *	24:1

\* Fall 2017 Data

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2014	\$9,036	.0%	\$9,790	.0%	Total Academic Cost
2015	\$9,242	2.2%	\$9,798	.1%	On-campus Room & Board
2016	\$9,494	2.7%	\$9,810	.1%	Books & Supplies
2017	\$9,707	2.2%	\$9,810	.0%	Off-Campus Transportation & Personal Expenses
2018	\$9,882	1.8%	\$10,092	2.8%	<b>Total Cost</b>
2019	\$10,316	4.2%	\$10,398	2.9%	<b>\$27,888</b>

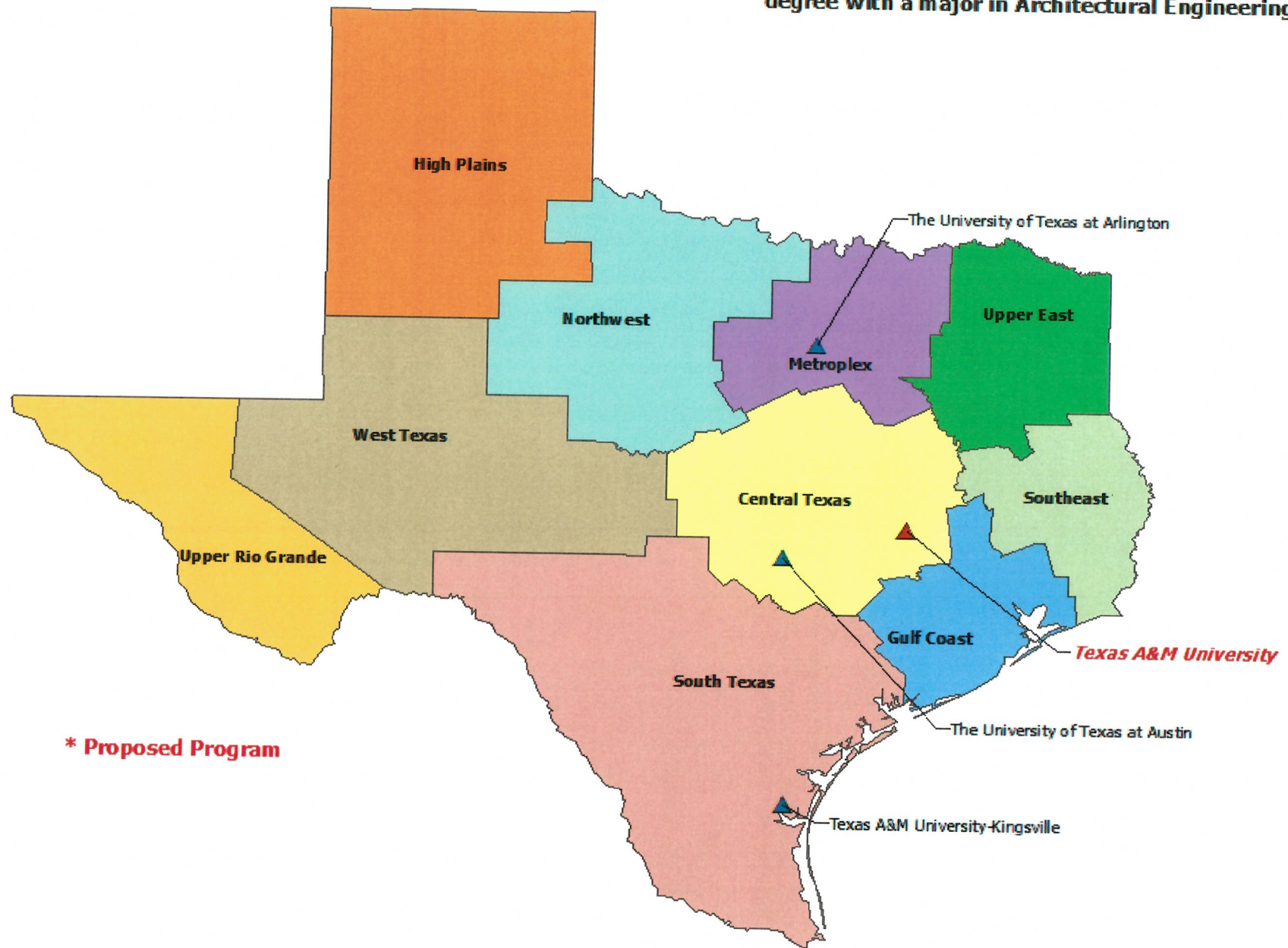
[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	54%	\$8,252
Federal (Pell) Grants	21%	\$4,344
Federal Student Loans	32%	\$6,338

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$567,222,890	32.4%
Federal Funds	\$146,772,258	8.4%
Tuition & Fees	\$554,419,655	31.6%
<b>Total Revenue</b>	<b>\$1,752,189,468</b>	<b>100.0%</b>

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



Committee on Academic and Workforce Success

AGENDA ITEM V-A (4)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas A&M University-Kingsville for a Bachelor of Science (BS) degree with a major in Industrial Engineering

RECOMMENDATION: Approval, beginning fall 2019

**Rationale:**

Texas A&M University-Kingsville (TAMU-Kingsville) is proposing a Bachelor of Science (BS) in Industrial Engineering. The proposed face-to-face program would be offered at TAMU-Kingsville and would offer students an additional option for pursuing an industrial engineering degree. TAMU-Kingsville states there is a need for industrial engineers in the regional area that TAMU-Kingsville serves. Based on staff research of undergraduate industrial engineering programs, currently there are no other public institutions within the South Texas region that offer a bachelor's degree in industrial engineering.

Data from the Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) indicates the national and state workforce need for industrial engineers is not being met. There is a shortage of industrial engineering graduates based on the projected available jobs from 2016 through 2026. According to TWC, the number of projected openings by 2024 in South Texas regions, such as the Alamo, Coastal Bend, Lower Rio Grande, and Gulf Coast regions, is 240, which is about 40 percent of the total openings (605) in the entire state (<https://texascareercheck.com>).

The proposed program would provide another STEM education program to the South Texas region. TAMU-Kingsville would be positioned to increase the number of Hispanic, other underrepresented minorities, and low-income students achieving their goal of obtaining a college degree in a STEM field, based on its location in South Texas. TAMU-Kingsville provided letters of endorsement from businesses that support the proposed program. The current undergraduate engineering programs (architectural, chemical, civil, industrial management and technology, electrical, environmental, mechanical, and natural gas) are thriving in enrollment, increasing from 905 in 2011 to 1,496 in 2015, with an annual average growth rate of 12.8 percent.

**Recommendations:**

In accordance with the institution's proposed hiring schedule, TAMU-Kingsville will hire one core faculty member to start in fall 2019, one core faculty member to start in fall 2021, and

one core faculty member to start in fall 2022. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of industrial engineering courses to be taught.

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

**Texas A&M University-Kingsville** (*Accountability Peer Group: Doctoral*)

*Related Programs*

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

Texas A&M University-Kingsville has 17 engineering degree programs:

- BS in Architectural Engineering
- BS, MS in Chemical Engineering
- BS, MS in Civil Engineering
- BS, MS in Electrical Engineering
- BS, MS in Environmental Engineering
- BS in Industrial Management and Applied Engineering Technology
- BS, MS in Mechanical Engineering
- BS, MS in Natural Gas Engineering
- MS in Industrial Management
- PHD in Environmental Engineering
- PHD in Sustainable Energy Systems Engineering

**Proposed Program:**

The proposed traditional face-to-face program in industrial engineering represents 125 semester credit hours (SCH) of instruction to satisfy the ABET subject matter national accreditation requirements. The proposed BS in Industrial Engineering is meant to prepare students for professional engineering practice in the hospital, manufacturing, research, marketing, finance, and information systems industries. Industrial Engineering prepares individuals to apply scientific and mathematical principles to the design, improvement, and installation of integrated systems of people, material, information, and energy. This includes instruction in applied mathematics, physical sciences, the social sciences, engineering analysis, systems design, computer applications, and forecasting and evaluation methodology.

The institution estimates that five-year costs would total \$1,226,385. Formula funding would represent 22 percent of all funding at \$539,165. Total funding is estimated to be \$2,497,440.

<b>FIVE-YEAR COSTS</b>		
Personnel	\$	1,094,400
Library, Supplies, and Materials	\$	37,190
Facilities and Equipment	\$	61,795
Other	\$	33,000
<b>Total</b>	<b>\$</b>	<b>1,226,385</b>

<b>FIVE-YEAR FUNDING</b>		
Formula Funding (Years 3-5)	\$	539,165
Other State Funding	\$	0
Tuition and Fees	\$	1,958,275
Other	\$	0
<b>Total</b>	<b>\$</b>	<b>2,497,440</b>



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

Duplication of Programs is: **Weak**

Number of institutions with bachelor’s degree programs in the state with the same 6-digit CIP (14.3501): **9**

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

<b>Public Institutions</b>	<b>Independent Colleges and Universities</b>
Lamar University	St. Mary’s University
Texas State University	
Texas A&M University	
Texas A&M University-Commerce	
Texas Tech University	
The University of Texas at Arlington	
The University of Texas at El Paso	
University of Houston	

Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0801): **0**

Job Market Need: **Strong**

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

Student Demand: **Strong**

Increased enrollment in related programs at the institution	<b><u>Yes</u></b>	No	N/A
High enrollment in similar programs at other institutions	<b><u>Yes</u></b>	No	N/A
Applicants turned away at similar programs at other institutions	<b><u>Yes</u></b>	No	N/A
Student surveys	<b><u>Yes</u></b>	No	N/A

<b><i>Start-Up Projections:</i></b>	<b><i>Yr. 1</i></b>	<b><i>Yr. 2</i></b>	<b><i>Yr. 3</i></b>	<b><i>Yr. 4</i></b>	<b><i>Yr. 5</i></b>
<i>Student Headcount</i>	20	48	81	108	127
<i>Student FTE*</i>	20	48	81	108	127
<i>Core Faculty Headcount</i>	5	5	6	7	7
<i>Core Faculty FTE</i>	2.5	2.5	3.0	3.5	3.5

\*The proposed program anticipates the majority of students to enroll full-time.

**Major Commitments:**

In accordance with the institution's proposed hiring schedule, TAMU-Kingsville will hire one core faculty member to start in fall 2019, one core faculty member to start in fall 2021, and one core faculty member to start in fall 2022. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of industrial engineering courses to be taught.

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

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

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

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

Location: Kingsville, South Texas Region

Doctoral Accountability Peer Group: Sam Houston State Univ, Texas A&M - Commerce, Texas A&M - Corpus Christi, Texas Southern Univ, Texas Woman's Univ, UT Pan American

Out-Of-State Peers: Arkansas Tech University, Bowie State University, East Tennessee State University, University Of Alabama In Huntsville, University Of North Carolina At Greensboro

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

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Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	1,507	19.5%	1,228	14.2%	1,212	14.2%
Hispanic	4,657	60.2%	5,632	64.9%	5,735	67.1%
African American	470	6.1%	407	4.7%	416	4.9%
Asian	76	1.0%	93	1.1%	91	1.1%
International	809	10.5%	1,241	14.3%	999	11.7%
Other & Unknown	211	2.7%	73	.8%	88	1.0%
<b>Total</b>	<b>7,730</b>	<b>100.0%</b>	<b>8,674</b>	<b>100.0%</b>	<b>8,541</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	352	5.8%	348	5.2%	378	5.4%
Other Institutions	118	1.9%	81	1.2%	106	1.5%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$6,940	.0%	\$7,325	.0%
2015	\$7,434	7.1%	\$7,567	3.3%
2016	\$7,700	3.6%	\$8,261	9.2%
2017	\$8,050	4.5%	\$8,728	5.7%
2018	\$8,462	5.1%	\$7,697	-11.8%
2019	\$8,462	.0%	\$7,955	3.4%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2016	0%	\$0	0%	\$0	0%	\$0
2017	51%	\$8,032	46%	\$6,301	0%	\$0
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2016	0%	\$0	0%	\$0	0%	\$0
2017	64%	\$6,944	56%	\$5,974	0%	\$0
<b>Federal (Pell) Grants</b>						
2016	0%	\$0	0%	\$0	0%	\$0
2017	45%	\$4,475	38%	\$3,701	0%	\$0

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates			
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Cohort	Institution Rate	Peer Group Rate
Cohort		1,230	1,200	1,078	Fall 2009 4-year	18.7%	20.1%
Total		78.3%	82.0%	80.4%	Fall 2013 4-year	23.3%	24.9%
Same		63.5%	67.9%	66.7%	Fall 2014 4-year	24.2%	26.2%
Other		14.8%	14.1%	13.7%	Fall 2008 5-year	34.6%	38.5%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2012 5-year	38.0%	39.3%
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	39.1%	42.1%
Institution Persistence					Fall 2007 6-year	41.9%	46.0%
Cohort		1,187	1,261	1,196	Fall 2011 6-year	40.6%	46.3%
Total		64.4%	75.4%	73.6%	Fall 2012 6-year	44.8%	47.0%
Same		47.3%	57.5%	56.3%	National Comparison (IPEDS Definition)		
Other		17.1%	17.9%	17.3%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2008 4-year	13.0%	21.0%
Cohort		1,462	1,593	1,625	Fall 2012 4-year	15.0%	19.2%
Total		71.6%	73.8%	73.6%	Fall 2007 5-year	25.0%	39.7%
Same		55.1%	54.7%	55.3%	Fall 2011 5-year	26.0%	36.8%
Other		16.5%	19.1%	18.3%	Fall 2006 6-year	32.0%	45.3%
Average Number of Fall 8 Courses Completed					Fall 2010 6-year	28.0%	43.4%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2014	730	10.79	146.22	1,222	10.93	147.37
FY 2017	827	10.00	142.00	1,275	10.63	142.66
FY 2018	766	9.80	139.00	1,295	10.53	141.00

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	521	43.2%
Peer Group	406	42.4%
For Students NOT Needing Dev Ed		
Institution	709	66.3%
Peer Group	1,014	64.0%

\*Peer Group data is average for peer group.

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$44,568,144	37.5%	\$67,324,103	43.3%	\$64,054,724	43.1%
Federal Funds	\$29,245,566	24.6%	\$25,911,284	16.7%	\$27,123,091	18.2%
Tuition & Fees	\$28,897,075	24.3%	\$44,542,627	28.7%	\$38,222,258	25.7%
<b>Total Revenue</b>	<b>\$118,876,567</b>	<b>100.0%</b>	<b>\$155,452,340</b>	<b>100.0%</b>	<b>\$148,715,880</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## TEXAS A&M UNIVERSITY-KINGSVILLE

Location: Kingsville, South Texas Region

Doctoral Accountability Peer Group: Sam Houston State Univ, Texas A&M - Commerce, Texas A&M - Corpus Christi, Texas Southern Univ, Texas Woman's Univ, UT Pan American

Out-Of-State Peers: Arkansas Tech University, Bowie State University, East Tennessee State University, University Of Alabama In Huntsville, University Of North Carolina At Greensboro

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

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Enrollment		
Race/Ethnicity	Fall 2018 Number	Percent
White	1,212	14.2%
Hispanic	5,735	67.1%
African American	416	4.9%
Asian	91	1.1%
International	999	11.7%
Other & Unknown	88	1.0%
<b>Total</b>	<b>8,541</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG
Two-Year Institutions	378	5.4%
Other Institutions	106	1.5%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students		
Entering		
Measure	Fall	Rate
4-year Rate Total	2014	24.2%
Same Institution		22.7%
Other Institutions		1.5%
5-year Rate Total	2013	39.1%
Same Institution		33.4%
Other Institutions		5.8%
6-year Rate Total	2012	44.8%
Same Institution		37.1%
Other Institutions		7.7%
<a href="#">Grad Rates by Ethnicity</a>		
1-Year Persistence, Fall 2017		
Total		80.4%
Same		66.7%
Other		13.7%
2-Year Persistence, Fall 2016		
Total		73.6%
Same		56.3%
Other		17.3%
Avg Number SCH for Bachelor's Degree		
FY 2018 Average		
Sem	SCH	
All	9.80	139.00

Degrees Awarded	
Type	FY 2018
Bachelor's	996
Master's	903
Doctoral	24
Professional	0
<b>Total</b>	<b>1,923</b>
<a href="#">Degrees by Ethnicity</a>	

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	94.20%
Law	%
Pharmacy	%
Nursing	%
Engineering	42.5%

\*Data for FY 2017

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

Application for First-time Undergraduate Admission			
Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	827	80.9%	30.3%
African American	500	74.2%	28.0%
Hispanic	5,620	76.2%	21.0%
Asian	106	85.8%	13.2%
International	188	81.9%	11.0%
Other	76	78.9%	23.3%
<b>Total</b>	<b>7,317</b>	<b>76.9%</b>	<b>22.2%</b>

Instruction	
Measure of Excellence	Fall 2018
Undergraduate Classes with < 20 Students	34.2%
Undergraduate Classes with > 50 Students	4.1%
% of Teaching Faculty Tenured/Tenure-track *	69.3%
Student/Faculty Ratio *	17:1

\* Fall 2017 Data

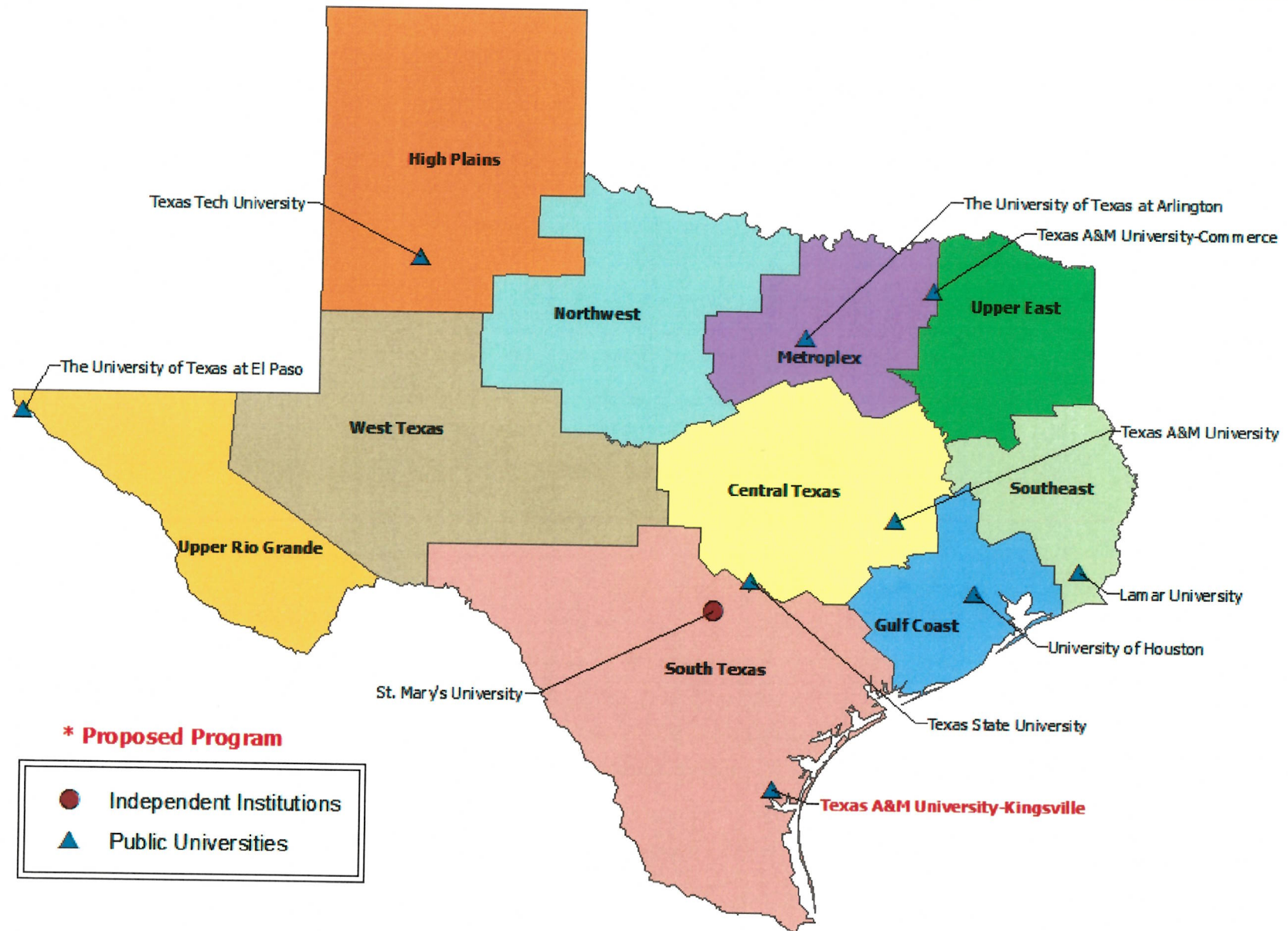
Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH			Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019		
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2014	\$6,940	.0%	\$7,388	.0%	Total Academic Cost
2015	\$7,434	6.6%	\$7,589	2.6%	On-campus Room & Board
2016	\$7,700	3.5%	\$8,372	9.4%	Books & Supplies
2017	\$8,050	4.3%	\$8,863	5.5%	Off-Campus Transportation & Personal Expenses
2018	\$8,462	4.9%	\$7,570	-17.1%	
2019	\$8,462	.0%	\$7,870	3.8%	<b>Total Cost</b>
					<b>\$22,825</b>
<a href="#">Rates of Tuition per SCH</a>					
<a href="#">Mandatory Fees</a>					

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	64%	\$6,944
Federal (Pell) Grants	45%	\$4,475
Federal Student Loans	51%	\$8,032

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$64,054,724	43.1%
Federal Funds	\$27,123,091	18.2%
Tuition & Fees	\$38,222,258	25.7%
<b>Total Revenue</b>	<b>\$148,715,880</b>	<b>100.0%</b>



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



Committee on Academic and Workforce Success

AGENDA ITEM V-A (5)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas at Tyler for a Bachelor of Science degree with a major in Chemical Engineering

RECOMMENDATION: Approval, beginning fall 2019

**Rationale:**

The University of Texas at Tyler (UT-Tyler) is proposing a Bachelor of Science (BS) degree in Chemical Engineering. The proposed face-to-face program would require students to complete 128 semester credit hours (SCH). Chemical engineers apply the principles of chemistry, biology, physics, and math to solve problems that involve the production or use of chemicals, fuel, drugs, food, and other products.

Data from the Bureau of Labor Statistics (BLS) and Texas Workforce Commission (TWC) indicate the national and state workforce need for chemical engineers increasing modestly with 2,500 average annual openings nationally, and 310 average annual openings in Texas. Industry turnover is also anticipated nationally with 22 percent of chemical engineers over the age of 55. In 2016, 9,782 bachelor's degrees in chemical engineering were awarded nationally, and 579 were awarded in Texas.

An assessment of regional employers indicates significant local demand for chemical engineers in the area around Tyler. By training students locally and establishing internships and campus partnerships, East Texas industries could recruit and retain qualified employees. The proposed program at UT-Tyler would support recruitment and retention of chemical engineers to the East Texas region.

Institutional support to provide facilities, equipment, and supplies is strong. UT-Tyler is creating two chemical engineering laboratories to support the proposed program. The institution committed \$1,500,000 in gifts, endowment, and university support to the proposed program in the first five years. Additional endowment funds are dedicated to student scholarships in the College of Engineering, with preference given for chemical engineering students.

**Recommendations:**

In accordance with the institution's proposed hiring schedule, UT-Tyler will hire a department chair and tenure/tenure-track faculty prior to the program start. In Year 1, the proposed program will be supported by two FTE with a headcount of two core faculty. UT-Tyler plans to hire two additional faculty, upon approval of the proposed program, which would bring

the FTE to four by Year 4. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of chemical engineering courses to be taught.

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

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

*Related Programs*

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

The University of Texas at Tyler has 7 engineering degree programs:

BSCE, MS in Civil Engineering  
BSEE, MS in Electrical Engineering  
BSME, MS in Mechanical Engineering  
MENGR in Engineering

**Proposed Program:**

The proposed traditional face-to-face program represents 128 semester credit hours (SCH) of instruction that would begin in fall 2019. The program is expected to attract students from East Texas where there is local industry demand for chemical engineers.

The institution estimates that five-year costs would total \$4,672,787. Formula funding would represent 21 percent of all funding totaling \$1,000,229. Total funding is estimated to be \$4,688,095.

FIVE-YEAR COSTS		
Personnel		
Faculty	\$	2,300,526
Program Administration	\$	243,940
Clerical/Staff	\$	180,321
Graduate Assistants	\$	0
Other	\$	
Facilities and Equipment	\$	1,688,000
Library, Supplies, and Materials	\$	35,000
Maintenance and Operation	\$	91,000
Student Support	\$	134,000
<b>Total</b>	<b>\$</b>	<b>4,672,787</b>

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 1,000,229
Reallocation	\$ 212,941
Other State Funding	\$ 0
Tuition and Fees	\$ 1,974,925
Other: Founding Gift <sup>1</sup>	\$ 1,500,000
<b>Total</b>	<b>\$ 4,688,095</b>

<sup>1</sup>UT-Tyler received a \$3 million founding gift to name the department of chemical engineering. \$1 million of the endowment is to create a scholarship fund for students in the College of Engineering, with preference given to chemical engineering students. In the Five-Year Funding table, \$1,500,000 in gifts, endowment, and university support are committed to support the proposed program in the first five years under the "other" category.

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

Duplication of Program: **Moderate**

Number of institutions with degree programs in the state with the same 6-digit CIP: **10**

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

**Public Institutions**  
Lamar University  
Prairie View A&M University  
Texas A&M University  
Texas A&M University-Kingsville  
Texas Tech University  
The University of Texas at Austin  
The University of Texas at San Antonio  
The University of Texas Permian Basin  
University of Houston

**Independent Colleges and Universities**  
Rice University

Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0701): **0**

Job Market Need: **Moderate**

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

Student Demand: **Strong**

Increased enrollment in related programs at the institution	<b><u>Yes</u></b>	No	N/A
High enrollment in similar programs at other institutions	<b><u>Yes</u></b>	No	N/A
Applicants turned away at similar programs at other institutions	<b><u>Yes</u></b>	No	N/A
Student surveys	<b><u>Yes</u></b>	No	N/A

<b><i>Start-Up Projections:</i></b>	<b><i>Yr. 1</i></b>	<b><i>Yr. 2</i></b>	<b><i>Yr. 3</i></b>	<b><i>Yr. 4</i></b>	<b><i>Yr. 5</i></b>
<i>Student Headcount</i>	23	44	71	104	126
<i>Student FTE*</i>	22	43	67	98	120
<i>Core Faculty Headcount</i>	2	2	3	4	4
<i>Core Faculty FTE</i>	2.0	2.0	3.0	4.0	4.0

\*The proposed program anticipates the majority of students to enroll full-time.



**Major Commitments:**

In accordance with the institution's proposed hiring schedule, UT-Tyler will hire a department chair and tenure/tenure-track faculty prior to the program start. In Year 1, the proposed program will be supported by two FTE with a headcount of two core faculty. UT-Tyler plans to hire two additional faculty, upon approval of the proposed program, which would bring the FTE to four by Year 4. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of Chemical Engineering courses to be taught.

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

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

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

## Online Resume for Legislators and Other Policymakers THE UNIVERSITY OF TEXAS AT TYLER

Location: Tyler, Upper East Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

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

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

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2016	0%	\$0	0%	\$0	0%	\$0
2017	39%	\$7,067	38%	\$5,716	0%	\$0
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2016	0%	\$0	0%	\$0	0%	\$0
2017	56%	\$6,159	54%	\$5,002	0%	\$0
<b>Federal (Pell) Grants</b>						
2016	0%	\$0	0%	\$0	0%	\$0
2017	34%	\$4,104	38%	\$3,444	0%	\$0

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates		
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Cohort	Institution Rate	Peer Group Rate
Cohort		625	815	649	Fall 2009 4-year	30.1%	20.0%
Total		85.8%	83.7%	87.8%	Fall 2013 4-year	32.0%	24.2%
Same		66.4%	62.2%	61.6%	Fall 2014 4-year	35.5%	26.7%
Other		19.4%	21.5%	26.2%	Fall 2008 5-year	51.0%	37.4%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2012 5-year	50.2%	37.4%
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	52.2%	41.8%
Institution Persistence					Fall 2007 6-year	58.3%	42.4%
Cohort		632	766	815	Fall 2011 6-year	57.5%	45.7%
Total		76.9%	77.3%	78.2%	Fall 2012 6-year	58.4%	45.0%
Same		52.7%	48.2%	53.4%	National Comparison (IPEDS Definition)		
Other		24.2%	29.1%	24.8%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2008 4-year	25.0%	21.0%
Cohort		493	535	544	Fall 2012 4-year	23.0%	23.0%
Total		69.0%	72.9%	70.0%	Fall 2007 5-year	37.0%	34.0%
Same		45.8%	50.5%	49.8%	Fall 2011 5-year	35.0%	37.6%
Other		22.9%	22.4%	20.2%	Fall 2006 6-year	41.0%	36.0%
Average Number of Fall & Spring Semesters					Fall 2010 6-year	39.0%	42.6%
		Institution		Peer Group Average			
Year	Grads	Sem	SCH	Grads	Sem	SCH	
FY 2014	656	10.50	139.26	416	12.15	143.84	
FY 2017	872	10.40	138.00	480	11.91	141.42	
FY 2018	1,036	10.60	138.00	525	11.81	139.57	

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

\*Peer Group data is average for peer group.

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

# Online Resume for Prospective Students, Parents and the Public

## THE UNIVERSITY OF TEXAS AT TYLER

Location: Tyler, Upper East Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students		
Measure	Entering	
	Fall	Rate
4-year Rate Total	2014	35.5%
Same Institution		27.9%
Other Institutions		7.7%
5-year Rate Total	2013	52.2%
Same Institution		38.2%
Other Institutions		14.0%
6-year Rate Total	2012	58.4%
Same Institution		45.1%
Other Institutions		13.3%
<a href="#">Grad Rates by Ethnicity</a>		

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

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

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

[Degrees by Ethnicity](#)

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

\*Data for FY 2017

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

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

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

\* Fall 2017 Data

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

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

[Rates of Tuition per SCH](#)

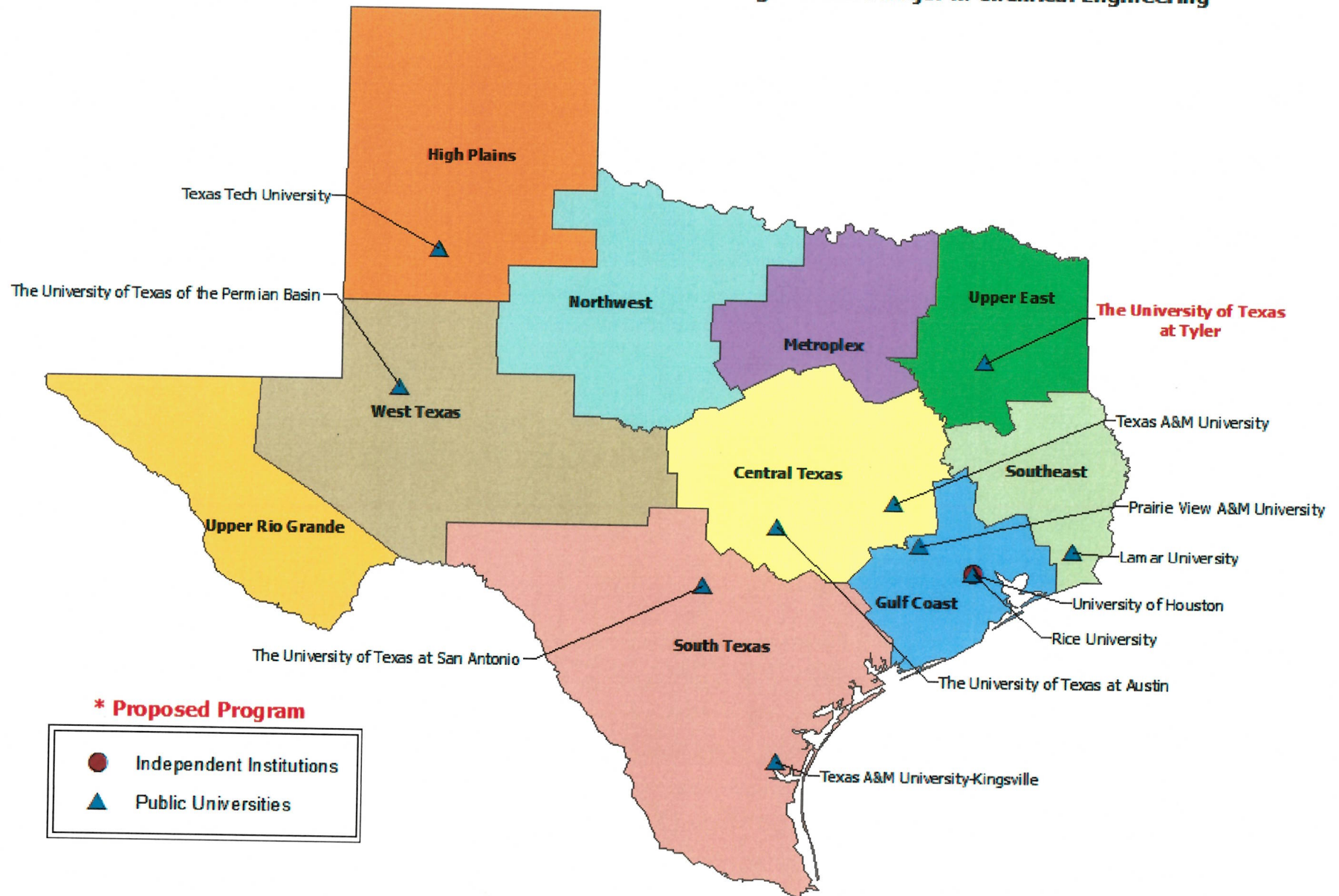
[Mandatory Fees](#)

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

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



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



Committee on Academic and Workforce Success

AGENDA ITEM V-A (6)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas Health Science Center at Houston for a Bachelor of Science in Nursing (BSN) to Doctor of Nursing Practice (DNP) degree in Nurse Practitioner

RECOMMENDATION: Approval, beginning fall 2019

**Rationale:**

The University of Texas Health Science Center at Houston (UTHSC-Houston) is requesting approval to admit Bachelor of Science in Nursing (BSN) prepared registered nurses (RNs) to the DNP-Nurse Practitioner program with specialty tracks in Family Nurse Practitioner (FNP), Adult/Gerontology Primary Nurse Practitioner (A/GPNP), and Psychiatric Mental Health Nurse Practitioner (PMHNP). The BSN-DNP pathway would expand UTHSC-Houston's existing DNP-Nurse Practitioner program, which has been offered as a post-master's only program since 2006. UTHSC-Houston has offered a BSN-DNP pathway for the DNP in Nurse Anesthesia program since 2013.

Graduates of the proposed BSN-DNP pathway would meet certification requirements for their chosen nurse practitioner specialty track and would be eligible to sit for their certification examination. Recent certification rate data for UTHSC-Houston's MSN programs show passing rates of 98 to 100 percent.

Graduate nursing programs at UTHSC-Houston have experienced an increase in enrollment during the last five years, and UTHSC-Houston reports strong student interest in a post-baccalaureate DNP-Nurse Practitioner program. The supporting baccalaureate and master's programs are at capacity, and the number of applicants has steadily increased each year over the past five years.

Nurses are in high demand with many states, including Texas, reporting a shortage in nursing staff. Nationally, for the decade 2016-2026, the Bureau of Labor and Statistics predicts a 36 percent increase in nurse practitioner positions. During the same period, the Texas Workforce Commission expects a 44 percent growth in the number of available nurse practitioner positions statewide.

**Recommendations:**

None

**The University of Texas Health Science Center at Houston** (*Accountability Peer Group: Health-Related Institutions*)

<i>Completion Measures</i>	<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	64.8% 72.9%
	Doctoral 10-Year Graduation Rate	63.4% 43.7%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: Yes No <b>N/A</b>  Recently Approved Doctoral Programs: <ul style="list-style-type: none"> <li>• Doctorate in Health Informatics (DHI, 2018)</li> </ul> The institution has met its resource commitments for new doctoral program(s) approved in the last five years: Yes No <b>N/A</b>	

**Proposed Program:**

UTHSC-Houston proposes to offer the BSN-DNP-Nurse Practitioner pathway with tracks in FNP, A/GPNP, and PMHNP beginning in fall 2019. The program would admit 12 students per track for the first year and increase to 20 students per track by the fifth year. Entry into the program would require a BSN and a valid RN license. UTHSC-Houston would offer the program part-time to attract and retain working RNs and would have a full-time option available for students who choose to accelerate their program. The proposed program would require 79 semester credit hours (SCH) beyond the bachelor's degree. The required SCH are comparable to other BSN-DNP-Nurse Practitioner programs in Texas.

The post-master's DNP-Nurse Practitioner program has grown from 96 students in 2014 to 115 students in 2018. Supporting Master of Science in Nursing (MSN) programs have grown from 327 students in 2014 to 777 students in 2018.

UTHSC-Houston has existing resources and facilities in place to support the proposed BSN-DNP pathway. The new pathway would not have a significant impact on UTHSC-Houston's existing nursing programs. No additional faculty would be hired. The institution estimates that five-years costs for the proposed program would total \$2,555,206.

**Existing Programs:**

There are seven public universities, four public health-related institutions, and seven independent universities offering DNP programs in Texas. If approved, UTHSC-Houston would be the third Texas public institution to offer the BSN-DNP pathway for nurse practitioners.

In 2017, Texas Tech University Health Sciences Center and The University of Texas Health Science Center at San Antonio were approved to offer the BSN-DNP pathway for nurse practitioners.

**Public Universities:**

Prairie View A&M University  
Texas A&M University-Corpus Christi

Texas Woman's University  
 The University of Texas at Arlington  
 The University of Texas at Austin  
 The University of Texas at El Paso  
 The University of Texas at Tyler

**Public Health-Related Institutions:**

Texas Tech University Health Sciences Center  
 The University of Texas Health Science Center at Houston  
 The University of Texas Health Science Center at San Antonio  
 The University of Texas Medical Branch-Galveston

**Independent Colleges and Universities:**

Abilene Christian University  
 Baylor College of Medicine  
 Baylor University  
 Texas Christian University  
 Texas Wesleyan University  
 University of Mary-Hardin Baylor  
 University of the Incarnate Word

There are no existing BSN-to-DNP programs in nurse practitioner specialties within a 60-minute drive of proposed program. The program at Baylor College of Medicine, also located in the Texas Medical Center, offers a BSN-to-DNP program in Nurse Anesthesia. In 2018, there were a total of 16 declared BSN-DNP-Nurse Practitioner majors at public universities and health-related institutions.

<b><i>Start-Up Projections:</i></b>	<b><i>Yr. 1</i></b>	<b><i>Yr. 2</i></b>	<b><i>Yr. 3</i></b>	<b><i>Yr. 4</i></b>	<b><i>Yr. 5</i></b>
<i>Students Enrolled</i>	36	72	114	162	222
<i>Graduates</i>	32	33	38	44	55
<i>Avg. Financial Assistance</i>	\$9,500	\$8,000	\$7,500	\$7,000	\$7,000
<i>Students Assisted</i>	3	7	11	15	20
<i>Core Faculty (FTE)</i>	9.3	9.3	9.3	9.3	9.3
<i>Total Costs</i>	\$157,510	\$327,212	\$533,035	\$750,791	\$786,658
<i>Total Funding</i>	\$170,676	\$341,320	\$565,778	\$1,305,242	\$1,401,335
<i>% From Formula Funding</i>	0	0	0	36%	34%

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty (Reallocated)	\$ 2,351,086
Clerical/Staff (New)	\$ 127,419
Supplies and Materials	\$ 50,000
Other (faculty travel)	\$ 26,700
<b>Total</b>	<b>\$ 2,555,206</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 3-5)	\$ 949,666
Other	\$ 2,834,685
<b>Total</b>	<b>\$ 3,784,351</b>

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

## Online Resume for Legislators and Other Policymakers UT HEALTH SCIENCE CENTER-HOUSTON

Location: Houston, Gulf Coast Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC - El Paso, UNT HSC, UT Austin Dell Medical School, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers:

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

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Enrollment			
Category	Fall 2013	Fall 2017	Fall 2018
Medical School Students	965	967	984
Total Enrollment	4,615	5,242	5,335
Physicians Certified in Residency	892	1,014	1,052

Costs				
Average Annual Total Academic Costs for Resident Full-time Student				
Undergraduate Student			Graduate Student	
Year	Institution	Peer Group	Institution	Peer Group
FY 2014	\$7,328	\$5,081	\$5,462	\$5,328
FY 2018	\$9,791	\$4,925	\$7,062	\$6,540
FY 2019	\$10,121	\$5,853	\$7,425	\$6,725

Student Success													
Nursing and Allied Health Degrees Awarded								National Data: Nursing or Allied Health Degrees Awarded					
FY 2013		FY 2017		FY 2018		FY 2012		FY 2016		FY 2017			
Type	Peer Institution	Peer Group	Institution	Peer Group	Institution	Peer Group		Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.
Bachelor's	361	308	438	329	473	331		Associate's	.	.	.	.	.
Master's	184	134	206	144	358	174		Bachelor's	311	.	.	.	.
Doctoral	23	8	51	12	45	11	Master's	185	.	.	.	.	
Professional	0	38	0	33	0	33	Doctoral	4	.	.	.	.	

Research Expenditures	
Year	Amount
FY 2013	\$220,143,776
FY 2017	\$232,468,158
FY 2018	\$240,030,744

Percent of Medical School Students Practicing Primary Care in Texas after Graduation		
Year	Institution	Peer Group
FY 2013	20.00%	28.61%
FY 2017	22.00%	25.85%
FY 2018	20.00%	26.85%

Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License		
Year	Institution	Peer Group
FY 2013	97.00%	97.08%
FY 2017	98.00%	96.00%
FY 2018	98.00%	97.25%

Funding			
Total Appropriated Funds Including Faculty and Staff Health and Retirement		Total Amount of Money from Any Source Available in FY	
Year	Amount	Year	Amount
FY 2014	\$210,489,944	FY 2014	\$898,628,187
FY 2017	\$233,223,463	FY 2017	\$1,153,279,551
FY 2018	\$233,613,776	FY 2018	\$1,214,818,393



## Online Resume for Prospective Students, Parents and the Public

### UT HEALTH SCIENCE CENTER-HOUSTON

Location: Houston, Gulf Coast Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC - El Paso, UNT HSC, UT Austin Dell Medical School, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers:

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

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Enrollment						
Fall 2018						
Race/Ethnicity	Total Students Number % of Total	Medical Students Number % of Total	Physicians Certified in Residency*			
			Number	% of Total	Number	% of Total
White	1,917 35.9%	437 44.4%	0	.0%		
Hispanic	959 18.0%	147 14.9%	0	.0%		
African American	594 11.1%	73 7.4%	0	.0%		
Asian/Pacific Isl.	1,041 19.5%	250 25.4%	0	.0%		
International	510 9.6%	0 .0%	0	.0%		
Other & Unknown	314 5.9%	77 7.8%	0	.0%		
<b>Total</b>	<b>5,335 100.0%</b>	<b>984 100.0%</b>	<b>1,052</b>	<b>100.0%</b>		

\* Data for FY 2019

Costs	
Annual Academic Costs for Full-time Resident Student, FY 2019	
Type of Cost	Average Amount
Undergraduate	\$10,121
Graduate	\$7,425
First-time Medical Student	\$22,176

[Rates of Tuition per SCH](#)

[Mandatory Fees as Defined by CB](#)

[Amount & Percent of Tuition Increase \(UGrad\)](#)

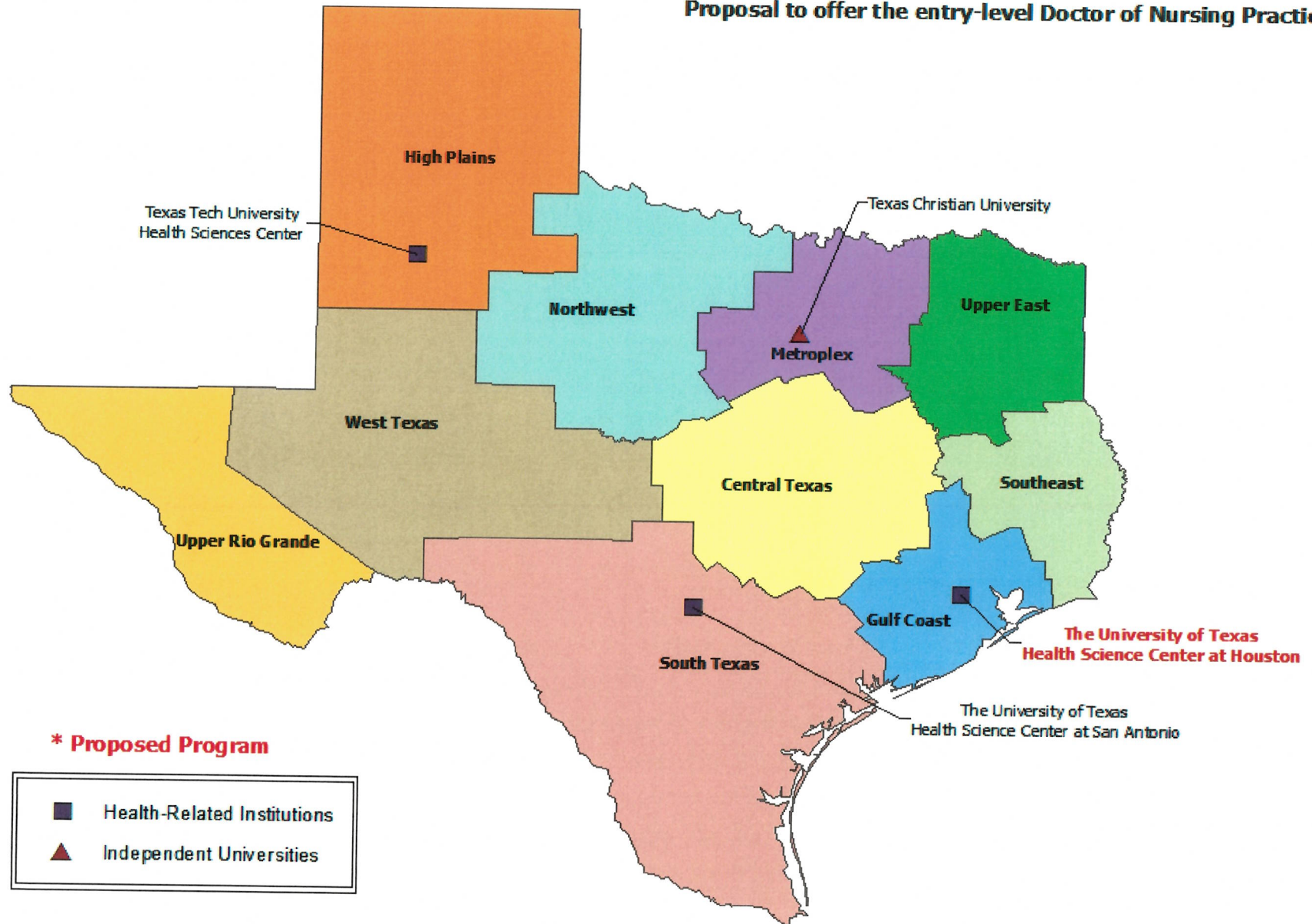
[Amount & Percent of Tuition Increase \(Grad\)](#)

Student Success						
Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License			Percent of Medical School Students Practicing Primary Care in Texas after Graduation			Nursing and Allied Health Degrees, FY 2018
Year	Institution	Peer Group	Year	Institution	Peer Group	Year Institution Peer Group
FY 2018	98.00%	97.25%	FY 2018	20.00%	26.85%	Bachelor's 473 331 Master's 358 174 Doctoral 45 11 Professional 0 33

First-time Licensure or Certification Examination Pass Rate		
FY 2018		
Field	Institution	Peer Group
Dental	96.0%	91.7%
Allied Health	99.0%	95.1%
Nursing	90.0%	94.7%
Pharmacy	N/A	94.0%
Medical	98.0%	97.3%

Research Expenditures	
Year	Amount
FY 2018	\$240,030,744

**Proposal to offer the entry-level Doctor of Nursing Practice track**



Committee on Academic and Workforce Success

AGENDA ITEM V-A (7)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas Tech University Health Sciences Center for a Doctor of Occupational Therapy (OTD) degree with a major in Occupational Therapy

RECOMMENDATION: Approval, beginning summer 2020

**Rationale:**

Texas Tech University Health Sciences Center (TTUHSC) is proposing a Doctor of Occupational Therapy (OTD) degree program. The proposed program would offer two tracks: (1) Entry-level, which would prepare students to enter the field of occupational therapy; and (2) Post-professional, for licensed occupational therapists with a bachelor's or master's degree in occupational therapy. The post-professional track would be taught fully online.

Workforce need and projection data from the Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) indicate a greater than average need for occupational therapists. For the decade 2016-2026, the BLS anticipates a 24 percent increase in available occupational therapy jobs. The TWC expects Texas will experience a 34 percent increase in occupational therapy positions.

Nationally and in Texas, occupational therapy programs are producing fewer graduates than available jobs. Nationally, in 2017, occupational therapy programs produced 2,958 fewer graduates than available jobs. In 2017, Texas public institutions produced 98 fewer graduates than available occupational therapy jobs.

TTUHSC has successfully offered a Master of Occupational Therapy (MOT) program since 2012 and has the faculty and resources in place to support the proposed OTD. Once the entry-level track of the OTD program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), the MOT program will be phased-out.

**Recommendations:**

In accordance with the institution's proposed hiring schedule, TTUHSC will hire two additional faculty members. The first faculty member will be hired by December 2019 and the second will be hired by September 2021. Upon hiring of each faculty member, the institution will provide documentation of the hires through submission of a letter of intent, curriculum vitae, and list of courses to be taught.

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

**Texas Tech University Health Sciences Center** (*Accountability Peer Group: Health-Related Institutions*)

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	75.6%	72.9%
	Doctoral 10-Year Graduation Rate	39.1%	43.7%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: Yes No <u>N/A</u>		
	The institution has no recently approved doctoral programs. The institution has offered the Doctor of Science in Physical Therapy since 2002, the PhD in Rehabilitation Sciences since 2004, and the Doctor of Physical Therapy since 2007.		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: Yes No <u>N/A</u>		

**Proposed Program:**

TTUHSC proposes to offer an OTD program beginning in summer 2020 with an incoming class of 53 students (entry-level track) and 20 students (post-professional track) in Year 1 and increasing to an entering class size of 159 (entry-level track) and 60 (post-professional track) by Year 5. The proposed program would offer two tracks: (1) Entry-level, which will prepare students to enter the field of occupational therapy; and (2) Post-professional, for licensed occupational therapists with a bachelor's or master's degree in occupational therapy. The post-professional track will be taught fully online to accommodate working occupational therapists.

The proposed curriculum for the entry-level track is a mix of required classes, including courses in human anatomy, cognitive and behavioral models, motor control and learning models, biomechanical and rehabilitative models, and neurological foundations. The proposed entry-level track would enroll individuals with a bachelor's degree and require 100 semester credit hours (SCH).

A bridge program will be available to students who are currently enrolled in the MOT program at the time of accreditation of the proposed entry-level OTD program. Students will be given the option to continue with the MOT degree or earn the entry-level OTD degree. Students who choose the OTD degree would not be conferred a MOT degree. The proposed bridge program would require 19 SCH after the completion of the 88 SCH MOT program, for a total of 107 SCH.

The proposed curriculum for the post-professional track is a mix of required classes, including courses in health and wellness, management and leadership in healthcare, outcomes measurement, capstone, and professional seminar. The proposed post-professional track would enroll licensed occupational therapists holding either a bachelor's or master's degree in

occupational therapy and would require 33 SCH beyond a bachelor's degree and 27 SCH beyond a master's degree.

The required coursework in the proposed program is comparable to other occupational therapy programs in Texas and the nation.

The institution would draw on its existing faculty to begin the program and has identified six core faculty and four support faculty to be dedicated to the proposed program. While many of the students entering the proposed program would be working professionals, the institution has committed \$40,000 annually to be used for student support. The institution estimates that five-year costs for the proposed program would total \$7,846,205.

### **Existing Programs:**

Post-professional OTD programs are offered at one public health-related institution, one public university, and one independent university. All of the post-professional programs are offered online. There is one entry-level OTD program offered at a public health-related institution. The entry-level program, offered face-to-face, is located 382 miles away at The University of Texas Health Science Center at San Antonio.

#### **Public Universities:**

Texas Woman's University, Doctor of Occupational Therapy (Post-Professional)

#### **Public Health-Related Institutions:**

The University of Texas Medical Branch-Galveston, Doctor of Occupational Therapy (Post-Professional)

The University of Texas Health Science Center at San Antonio, Doctor of Occupational Therapy (Entry-Level)

#### **Independent Colleges and Universities:**

Baylor University, Doctor of Occupational Therapy (Post-Professional)

In 2017, there were a total of 350 declared majors in occupational therapy doctoral programs at the three public universities that offer similar programs.

<b><i>Start-Up Projections:</i></b>	<b><i>Yr. 1</i></b>	<b><i>Yr. 2</i></b>	<b><i>Yr. 3</i></b>	<b><i>Yr. 4</i></b>	<b><i>Yr. 5</i></b>
<i>Students Enrolled (Entry-Level)</i>	53	106	159	159	159
<i>Graduates</i>	0	0	53	53	53
<i>Students Enrolled (Post-Professional)</i>	20	35	55	60	60
<i>Graduates</i>	0	0	12	18	20
<i>Avg. Financial Assistance</i>	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
<i>Students Assisted</i>	28	28	28	28	28
<i>Core Faculty (FTE)</i>	7	8	8	8	8
<i>Total Costs</i>	\$1,415,532	\$1,503,612	\$1,626,541	\$1,643,189	\$1,657,331
<i>Total Funding</i>	\$1,489,078	\$1,530,378	\$1,652,202	\$1,805,992	\$2,683,075
<i>% From Formula Funding</i>	0	0	50%	46%	77%

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty	\$ 4,200,000
Program Administration	\$ 1,460,000
Clerical/Staff	\$ 508,000
Facilities and Equipment	\$ 502,738
Library, IT, Supplies, and Materials	\$ 920,467
Student Support (scholarships)	\$ 200,000
Other	\$ 55,000
<b>Total</b>	<b>\$ 7,846,205</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 3-5 Only)	\$ 3,733,431
Reallocated Funds	\$ 3,512,324
Tuition and Fees	\$ 1,914,970
<b>Total</b>	<b>\$ 9,160,725</b>

### **Major Commitments:**

In accordance with the institution's proposed hiring schedule, TTUHSC will hire two additional faculty members. The first faculty member will be hired by December 2019 and the second will be hired by September 2021. Upon hiring each faculty member, the institution will provide documentation of the hires through submission of a letter of intent, curriculum vitae, and list of courses to be taught.

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

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

# Online Resume for Legislators and Other Policymakers

## TEXAS TECH UNIVERSITY

Location: Lubbock, High Plains Region

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

Out-Of-State Peers: University Of Arkansas, University Of Louisiana, 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 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	19,858	60.5%	20,156	55.0%	20,358	53.8%
Hispanic	6,294	19.2%	9,630	26.3%	10,283	27.2%
African American	2,139	6.5%	2,535	6.9%	2,646	7.0%
Asian	1,020	3.1%	1,070	2.9%	1,147	3.0%
International	1,630	5.0%	2,223	6.1%	2,153	5.7%
Other & Unknown	1,856	5.7%	1,020	2.8%	1,258	3.3%
<b>Total</b>	<b>32,797</b>	<b>100.0%</b>	<b>36,634</b>	<b>100.0%</b>	<b>37,845</b>	<b>100.0%</b>
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	1,670	6.2%	1,752	5.7%	1,684	5.3%
Other Institutions	396	1.5%	414	1.4%	420	1.3%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,242	.0%	\$9,345	.0%
2015	\$9,608	4.0%	\$9,598	2.7%
2016	\$9,866	2.7%	\$9,777	1.9%
2017	\$10,622	7.7%	\$10,201	4.3%
2018	\$10,772	1.4%	\$10,443	2.4%
2019	\$11,046	2.5%	\$10,712	2.6%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2016	45%	\$8,385	46%	\$6,403	0%	\$0
2017	46%	\$8,485	46%	\$7,469	0%	\$0
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2016	53%	\$7,042	57%	\$7,308	0%	\$0
2017	54%	\$6,868	57%	\$7,502	0%	\$0
<b>Federal (Pell) Grants</b>						
2016	27%	\$4,212	37%	\$4,231	0%	\$0
2017	27%	\$4,210	37%	\$4,226	0%	\$0

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Cohort	Peer Group
Cohort		4,496	4,687	5,789	Fall 2009 4-year	27.4%
Total		91.4%	92.4%	92.6%	Fall 2013 4-year	34.4%
Same		81.9%	84.0%	84.9%	Fall 2014 4-year	36.7%
Other		9.5%	8.3%	7.8%	Fall 2008 5-year	49.3%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2012 5-year	54.6%	
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	55.9%
Institution Persistence				Fall 2007 6-year	57.6%	
Cohort				Fall 2011 6-year	60.8%	
Total				Fall 2012 6-year	62.6%	
Same				National Comparison (IPEDS Definition)		
Other				Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2008 4-year	37.0%	32.5%
Cohort				Fall 2012 4-year	34.0%	36.0%
Total				Fall 2013 4-year	35.0%	38.0%
Same				Fall 2007 5-year	57.0%	53.5%
Other				Fall 2011 5-year	55.0%	55.6%
				Fall 2012 5-year	54.0%	57.0%
				Fall 2006 6-year	62.0%	58.5%
				Fall 2010 6-year	60.0%	60.4%
				Fall 2011 6-year	59.0%	61.0%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2014	4,080	9.52	141.67	3,391	10.91	142.56
FY 2017	4,485	9.60	140.00	3,929	10.72	139.00
FY 2018	5,043	9.60	139.00	4,194	10.62	138.12

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	163	61.3%
Peer Group	253	52.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	4,333	79.6%
Peer Group	3,202	74.0%

\*Peer Group data is average for peer group.

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$202,914,440	33.3%	\$267,607,286	37.2%	\$258,732,291	36.6%
Federal Funds	\$65,710,454	10.8%	\$78,128,414	10.9%	\$79,758,158	11.3%
Tuition & Fees	\$257,319,023	42.2%	\$299,280,815	41.6%	\$307,738,012	43.6%
<b>Total Revenue</b>	<b>\$609,167,765</b>	<b>100.0%</b>	<b>\$719,431,074</b>	<b>100.0%</b>	<b>\$706,158,290</b>	<b>100.0%</b>



# Online Resume for Prospective Students, Parents and the Public

## TEXAS TECH UNIVERSITY

Location: Lubbock, High Plains Region

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

Out-Of-State Peers: University Of Arkansas, University Of Louisville, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of South Carolina-Columbia

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

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Enrollment		
Race/Ethnicity	Fall 2018	
	Number	Percent
White	20,358	53.8%
Hispanic	10,283	27.2%
African American	2,646	7.0%
Asian	1,147	3.0%
International	2,153	5.7%
Other & Unknown	1,258	3.3%
<b>Total</b>	<b>37,845</b>	<b>100.0%</b>
TX First Time Transfers		
Number	% of UG	
Two-Year Institutions	1,684	5.3%
Other Institutions	420	1.3%

Baccalaureate Success

Graduation Rate of First-time, Full-time Degree-seeking Students		
Entering		Rate
Measure	Fall	Rate
4-year Rate Total	2014	43.1%
Same Institution		37.1%
Other Institutions		6.0%
5-year Rate Total	2013	65.3%
Same Institution		56.1%
Other Institutions		9.2%
6-year Rate Total	2012	71.6%
Same Institution		59.7%
Other Institutions		11.8%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2017	
Total	92.6%
Same	84.9%
Other	7.8%
2-Year Persistence, Fall 2016	
Total	87.6%
Same	74.2%
Other	13.3%

Avg Number SCH for Bachelor's Degree		
FY 2018 Average		
	Sem	SCH
All	9.60	139.00

Degrees Awarded	
Type	FY 2018
Bachelor's	6,302
Master's	1,629
Doctoral	349
Professional	155
<b>Total</b>	<b>8,435</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	96.80%
Law	90.0%
Pharmacy	%
Nursing	%
Engineering	79.0%

\*Data for FY 2017

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

Application for First-time Undergraduate Admission Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	8,968	77.3%	47.6%
African American	2,320	44.5%	37.5%
Hispanic	10,710	57.0%	33.7%
Asian	907	73.9%	25.1%
International	746	66.9%	14.6%
Other	623	67.9%	42.6%
<b>Total</b>	<b>24,274</b>	<b>64.5%</b>	<b>39.3%</b>

Instruction		
Measure of Excellence	Fall 2018	
Undergraduate Classes with < 20 Students	29.2%	
Undergraduate Classes with > 50 Students	14.9%	
% of Teaching Faculty Tenured/Tenure-track *	70.2%	
Student/Faculty Ratio *	23:1	

\* Fall 2017 Data

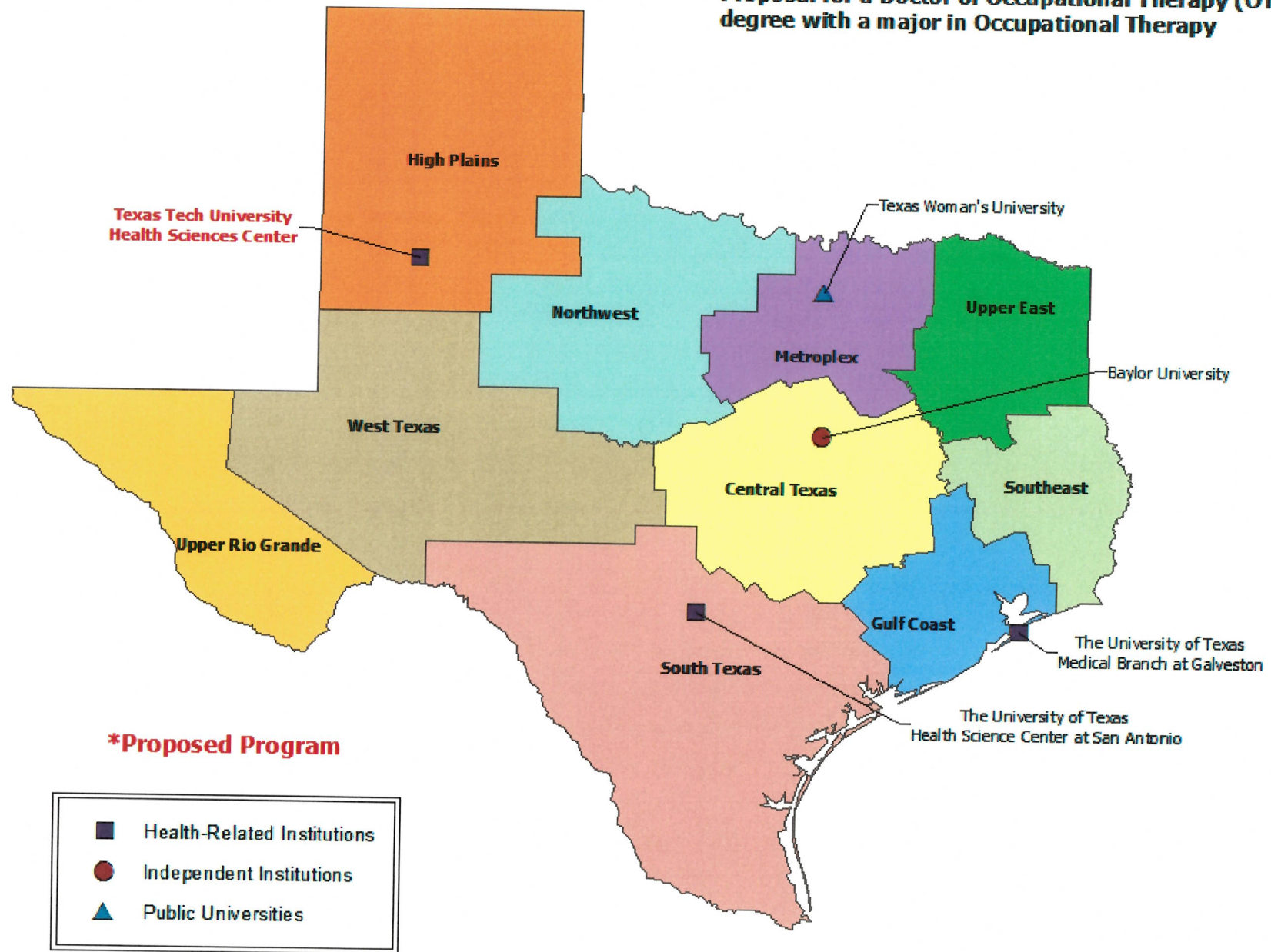
Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2014	\$9,242	.0%	\$9,359	.0%	Total Academic Cost
2015	\$9,608	3.8%	\$9,596	2.5%	On-campus Room & Board
2016	\$9,866	2.6%	\$9,764	1.7%	Books & Supplies
2017	\$10,622	7.1%	\$10,140	3.7%	Off-Campus Transportation & Personal Expenses
2018	\$10,772	1.4%	\$10,396	2.5%	Total Cost
2019	\$11,046	2.5%	\$10,664	2.5%	

[Rates of Tuition per SCH](#)  
[Mandatory Fees](#)

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	54%	\$6,868
Federal (Pell) Grants	27%	\$4,210
Federal Student Loans	46%	\$8,485

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$258,732,291	36.6%
Federal Funds	\$79,758,158	11.3%
Tuition & Fees	\$307,738,012	43.6%
<b>Total Revenue</b>	<b>\$706,158,290</b>	<b>100.0%</b>

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



Committee on Academic and Workforce Success

AGENDA ITEM V-B

Consideration of adopting the Certification Advisory Council's recommendation to the Committee relating to a request from Medisend College of Biomedical Engineering Technology for a second Certificate of Authority to grant degrees in Texas

RECOMMENDATION: Approval

Background Information:

Medisend College of Biomedical Engineering Technology (Medisend), Dallas, Texas, seeks approval for its second Certificate of Authority to award an Associate of Applied Science degree in Biomedical 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, the institution must have obtained accreditation from an accrediting agency recognized by the Texas Higher Education Coordinating Board (THECB).

The purpose of Medisend is to provide high-quality, intensive education and training that prepares graduates for professional careers as biomedical technicians. Utilizing a state-of-the-art facility and healthcare technologies, the school objectives include providing detailed training in all technologies utilized in modern medical facilities. Medisend's training emphasizes critical thinking, problem-solving, and communication skills essential to participating effectively in healthcare technology management teams.

Medisend has applied for its second Certificate of Authority as the institution works toward accreditation by an accrediting agency recognized by the THECB. Medisend is pursuing accreditation by the Accrediting Commission of Career Schools and Colleges (ACCSC). The second Certificate of Authority would be valid from April 2019 to April 2021.

An on-site evaluation was conducted at Medisend on December 6 and 7, 2019. The THECB's Certification Advisory Council (CAC) reviewed the evaluation team's report and Medisend's response to the evaluation report at its January 31, 2019 meeting. A quorum of four members participated in the meeting. The CAC members voted 4 to 0 to recommend approval to the Board of Medisend College of Biomedical Engineering Technology's application for its second Certificate of Authority. The Commissioner of Higher Education concurs with the Council's recommendation.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-C

Consideration of adopting the staff recommendation to the Committee relating to the report on the Fiscal Year 2019 Annual Review of Low-Producing Programs

RECOMMENDATION: Approval

Background Information:

Additional materials will be provided prior to the March 20, 2019, Committee meeting with regards to programs that staff recommends the institutions' governing board will consider for closure or consolidation.

The staff recommendation to the Board of the THECB includes new programs recommended for closure or consolidation, based on the Fiscal Year (FY) 2019 review, in preparation for the 2020 Legislative Appropriation Requests (LAR). The list of low-producing degree programs is available on the agency's website at [www.thecb.state.tx.us/LPP](http://www.thecb.state.tx.us/LPP).

Texas Education Code, Chapter 61, Subchapter C, Section 61.0512 (f), authorizes university systems or, where a system does not exist, the institution to close or consolidate low-producing programs at institutions of higher education. Texas Higher Education Coordinating Board (THECB) staff may recommend the closure of a non-exempt degree or certificate program to an institution's system or governing board, if the program has been on the annual list of low-producing programs for three or more consecutive reviews (Texas Administrative Code (TAC), Rule 4.290).

The FY 2018 list of low-producing programs was approved at the April 2018 Board meeting. At the time, THECB staff did not make new recommendations for consolidation or closure. The Board of the THECB approved staff recommendations at its July 2017 Board meeting, so that institutions could discuss and decide on appropriate action together with their systems or governing boards, as intended by statute, during the year prior to the submission of the 2018 LAR. Programs that are not consolidated or closed pursuant to THECB recommendation must be identified on the system's or institution's LAR.

TAC Chapter 4, Subchapter R, Rules 4.285 through 4.290 provide the process THECB staff follow regarding the periodic review of low-producing degree programs at public institutions of higher education. In order for a degree program to be identified as low-producing, the number of its graduates is, over a cumulative five-year period:

- fewer than 25 graduates for undergraduate programs;
- fewer than 15 graduates for master's programs; and
- fewer than 10 graduates for doctoral programs.

New degree programs are exempt from the low-producing review for the first five years of operation. Master's degree programs that lead directly to a doctoral degree are exempt. The number of graduates of applied associate degree programs and corresponding certificate programs are combined for low-producing purposes. Second major graduates are counted separately.

If a system or institution is required to identify a degree program on its LAR, the system or institution should also develop a plan to allow the degree program to achieve the minimum standard for the degree awarded, or if the standard is not attainable, provide a rationale describing the merits of continuing the degree program.

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

## Committee on Academic and Workforce Success

### AGENDA ITEM V-D

#### Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2019 Texas Higher Education Star Awards

#### RECOMMENDATION: Adoption

#### Background Information:

The Texas Higher Education Star Award was originally established by the Texas Higher Education Coordinating Board (THECB) in 2001 to recognize exceptional contributions toward achieving one or more of the goals of the former long-range Texas higher education plan, *Closing the Gaps by 2015*. The Board approved continuing the program at its quarterly meeting in April 2016, with revised guidelines to reflect the goals of the current long-range higher education plan, *60x30TX*— Educated Population, Completion, Marketable Skills, and Manageable Student Debt. Finalists are recommended by a THECB staff review panel, and winners are selected by a review committee consisting of board members of the THECB, out-of-state higher education experts, and Texas community leaders. Representatives of institutions, organizations, and groups from all over Texas have been recognized for their efforts to develop and implement the state's most successful programs, projects, activities, and partnerships.

The THECB received 36 nominations and 26 applications for the 2018 Star Award. As part of the 2018 Texas Higher Education Leadership Conference held Nov. 29-30, the Board recognized five finalists and presented one Star Award for the following program:

- Houston Community College – HCC's Weekend College: A Template for Degree Completion for Working Adults

Given the success of the Star Award program, staff recommends continuing the program, albeit with some revised guidelines to improve the program and encourage the submission of a greater number of high-quality applications. Staff recommends the following changes for the 2019 Star Award program:

1. Combining the categories "Groups and Organizations in Texas" and "Partnerships" for the Star Award into one "Texas Groups, Organizations, or Partnerships" category.
2. Reducing the number of potential finalists annually from an unlimited number of finalists, regardless of Star Award category, to "up to eight (8) finalists, to include at least one (1) finalist from each of the following categories of applicants:
  - a. Programs, projects, and activities at Texas four-year institutions of higher education;
  - b. Programs, projects, and activities at Texas two-year institutions of higher education; and

- c. Texas groups; organizations; or partnerships among higher education institutions, public/private schools/districts, businesses, or community organizations.”
- 3. Reducing the number of potential winners annually from “a maximum of seven” to “a maximum of three.”
- 4. To clarify, specifying that although the Internal Staff Review Panel’s list of recommended Star Award finalists must include at least one finalist from each category of applicant, the External Review Panel does not have to pick a winner from each category.
- 5. Revising the criteria for the 2019 Star Award to include the provision that programs/projects/activities and groups/organizations/partnerships must have been in operation for at least two years.
- 6. Revising the Call for Star Award Nominations (Call) to include sending the announcement and Call to the 20 Education Service Centers in Texas.
- 7. Revising the Call for Star Award Nominations to include sending invitations and the Call from the Commissioner of Higher Education to:
  - a. The president of each public and independent institution of higher education in Texas to encourage each president’s nomination of at least one program, project, or activity at the institution; and
  - b. The lead member of each of the 10 advisory committees for the *60x30TX* Regional Targets to encourage each advisory committee’s nomination of at least one group/organization/partnership within the region.
- 8. In addition to being included on the application form, incorporating into Step Four of the *2019 Application Process and Guidelines* the provision that before an application is considered by the THECB, the application must be authorized by the institution’s chief executive officer as appropriate (i.e., president, chancellor, superintendent, principal, or CEO) through his or her signature.
- 9. Updating the dates in timeline for the Texas Higher Education Star Award program for 2019.
- 10. In addition to sending to Star Award nominees as part of Star Award application instructions, revising and including the “Tip Sheet: What Makes a Good Star Award Application?” as “Appendix A” in the *2019 Application Process and Guidelines*.
- 11. To further assist Star Award nominees in preparing their Star Award applications, revising and including the 2019 Star Award Application Review Form as “Appendix B” in the *2019 Application Process and Guidelines*.
- 12. Including in the *2019 Application Process and Guidelines* the THECB’s practice of featuring the year’s Star Award winners in the annual *60x30TX Progress Report* and *Texas Public Higher Education Almanac*.

Dr. Mary E. Smith, Assistant Deputy Commissioner for Academic Planning and Policy, will present this item and be available to answer questions.



**TEXAS HIGHER EDUCATION STAR AWARD  
FOR HELPING TO ACHIEVE THE GOALS OF 60x30TX  
2019 APPLICATION PROCESS AND GUIDELINES**

**Purpose**

The Texas Higher Education Star Award was originally established by the Texas Higher Education Coordinating Board (Coordinating Board or THECB) in 2001 to recognize exceptional contributions toward achieving one or more of the goals of the former long-range Texas higher education plan, *Closing the Gaps by 2015*. The state's current long-range higher education plan, *60x30TX*, adopted by the board of the THECB in July 2015, builds on the success of *Closing the Gaps* and is designed to establish a globally competitive workforce in Texas by 2030.

The board of the THECB approved continuing the Star Award program at its quarterly meeting in April 2016, with revised guidelines to recognize exceptional contributions toward meeting one or more of the goals of *60x30TX* – Educated Population, Completion, Marketable Skills, and Manageable Student Debt. Finalists are recommended by a THECB staff review panel, and winners are selected by a review committee consisting of board members of the THECB, out-of-state higher education experts, and Texas community leaders. Recipients receive a custom-designed award and public recognition for their efforts in the fall at the annual Texas Higher Education Leadership Conference. A maximum of three awards are presented annually. The year's Star Award winners are featured in the THECB's annual *60x30TX Progress Report* and *Texas Public Higher Education Almanac*.

**Changes for the 2019 Star Award Program**

1. The categories "Groups and Organizations in Texas" and "Partnerships" for the Star Award have been combined into one "Texas Groups, Organizations, or Partnerships" category.
2. The number of potential finalists annually has been reduced from an unlimited number of finalists, regardless of Star Award category, to "up to eight (8) finalists, to include at least one (1) finalist from each of the following categories of applicants:
  - a. Programs, projects, and activities at Texas four-year institutions of higher education;
  - b. Programs, projects, and activities at Texas two-year institutions of higher education; and
  - c. Texas groups; organizations; or partnerships among higher education institutions, public/private schools/districts, businesses, or community organizations."
3. The number of potential winners annually has been reduced from "a maximum of seven" to "a maximum of three."
4. To clarify, although the Internal Staff Review Panel's list of recommended Star Award finalists must include at least one finalist from each category of applicant, the External Review Panel does not have to pick a winner from each category.
5. The criteria for the 2019 Star Award have been revised to include the provision that programs/projects/activities and groups/organizations/partnerships must have been in operation for at least two years.
6. The Call for Star Award Nominations (Call) has been revised to include sending the announcement and Call to the 20 Education Service Centers in Texas.
7. The Call for Star Award Nominations has been revised to include sending invitations and the Call from the Commissioner of Higher Education to:
  - a. The president of each public and independent institution of higher education in Texas to encourage each president's nomination of at least one program, project, or activity at the institution; and

- b. The lead member of each of the 10 advisory committees for the *60x30TX* Regional Targets to encourage each advisory committee's nomination of at least one group/organization/partnership within the region.
8. In addition to being included on the application form, incorporating into Step Four of the *2019 Application Process and Guidelines* the provision that before an application is considered by the THECB, the application must be authorized by the institution's chief executive officer as appropriate (i.e., president, chancellor, superintendent, principal, or CEO) through his or her signature.
9. The timeline for the Texas Higher Education Star Award program has been updated for 2019.
10. In addition to being sent to Star Award nominees as part of Star Award application instructions, the "Tip Sheet: What Makes a Good Star Award Application?" has been revised and included as "Appendix A" in the *2019 Application Process and Guidelines*.
11. To further assist Star Award nominees in preparing their Star Award applications, the 2019 Star Award Application Review Form has been revised and included as "Appendix B" in the *2019 Application Process and Guidelines*.
12. Including in the *2019 Application Process and Guidelines* the THECB's practice of featuring the year's Star Award winner(s) in the annual *60x30TX Progress Report* and *Texas Public Higher Education Almanac*.

#### **Categories for the 2019 Star Award**

1. Programs, projects, and activities at Texas four-year institutions of higher education.
2. Programs, projects, and activities at Texas two-year institutions of higher education.
3. Texas groups; organizations; or partnerships among higher education institutions, public/private schools/districts, businesses, or community organizations.

#### **Eligibility for the 2019 Star Award**

1. Programs, projects, and activities at Texas four-year institutions of higher education that are helping to meet one or more of the goals of *60x30TX*, including those at:
  - a. Public and independent four-year colleges and universities;
  - b. Public and independent health science centers; and
  - c. Career colleges and schools that offer bachelor's, master's, or doctoral degrees.
2. Programs, projects, and activities at Texas two-year institutions of higher education that are helping to meet one or more of the goals of *60x30TX*, including those at:
  - a. Public and independent two-year community colleges;
  - b. Public and independent two-year technical and state colleges; and
  - c. Career colleges and schools that offer certificates or degrees up to the associate level.
3. Texas groups, organizations, or partnerships in Texas that are helping to meet one or more of the goals of *60x30TX*, including:
  - a. Businesses;
  - b. Community organizations; and
  - c. Partnerships among higher education institutions, public/private schools/districts, businesses, or community organizations.

### **Criteria for the 2019 Star Award**

Programs/projects/activities and groups/organizations/partnerships must:

1. Have been in operation for at least two years;
2. Clearly demonstrate within the application successful outcomes in one or more of the following areas: (a) the educational attainment of the state's 25- to 34-year-old population; (b) student completion of a certificate or degree; (c) the number of programs with identified marketable skills; or (d) the implementation of programs or cost efficiencies that help to ensure that undergraduate student loan debt will not exceed 60 percent of first-year wages;
3. Clearly demonstrate within the application successful outcomes using benchmarks and other comparison data that allow progress to be monitored and evaluated, and that clearly demonstrate that the successful outcomes are attributable to the program/project/activity or group/organization/partnership; and
4. Clearly demonstrate an efficient cost/benefit ratio per student for the purpose of potential replication by others.

### **Review Process**

#### **Step One – Announcement and Call for Star Award Nominations**

1. The 2019 Star Award program will be announced by May 6, 2019.
2. THECB staff will send the general announcement and Call for Star Award Nominations to the following groups:
  - a. Public and independent institutions of higher education (chancellors and presidents; chief academic officers; instructional officers; institutional research directors; deans of education; workforce deans; technical deans; registrars; reporting officials; continuing education officers; public relations officers; community, state, and technical college liaisons; and universities and health-related institutions institutional liaisons);
  - b. Degree-granting career colleges and schools (presidents and executive officers);
  - c. The 20 Education Service Centers in Texas for distribution to their school districts;
  - d. Local government and business organizations (African American Chambers of Commerce of Texas, Texas Association of Business, Texas Regional Council of Governments, County Judges and Commissioners Association of Texas, Texas High School Project, Texas Association of Mexican-American Chambers of Commerce, Texas Municipal League, and Texas City Management Association); and
  - e. Chambers of Commerce of Texas' larger cities.
3. The Commissioner of Higher Education will send invitations and the Call for Star Award Nominations to:
  - a. The president of each public and independent institution of higher education in Texas to encourage each president's nomination of at least one program, project, or activity at the institution; and
  - b. The lead member of each of the 10 advisory committees for the 60x30TX Regional Targets to encourage each advisory committee's nomination of at least one group/organization/partnership within the region.

**Step Two – Nominations**

To be considered for the 2019 Star Award, completed nominations (including self-nominations) must be received electronically by the THECB by June 10, 2019 at 5:00 p.m. Nominations [maximum three (3) pages, including cover sheet] must be submitted electronically as a pdf file via email to: [StarAward@thecb.state.tx.us](mailto:StarAward@thecb.state.tx.us).

**Step Three – Notifications to Nominees**

THECB staff will notify Star Award nominees that they have been nominated and that a formal application must be received by the THECB for the nominee to be considered for a Star Award.

**Step Four – Applications for Star Award**

A formal application form must be completed by (or for) each nominee for the Star Award and must be authorized for consideration by the THECB by the institution's chief executive officer as appropriate (i.e., president, chancellor, superintendent, principal, or CEO) through his or her signature. To be considered for the 2019 Star Award, completed applications must be received electronically by the THECB by July 15, 2019 at 5:00 p.m. Applications [maximum thirteen (13) pages, including cover sheet and at least one letter of recommendation] must be submitted electronically as a pdf file via email to the following address: [StarAward@thecb.state.tx.us](mailto:StarAward@thecb.state.tx.us).

**Step Five – Internal Staff Review Panel Reviews All Applications**

A THECB Internal Staff Review Panel, consisting of Coordinating Board staff leaders, will review all applications to determine if the requested information is complete and adheres to application requirements. The Internal Staff Review Panel will forward a list of up to eight (8) recommended finalists to the Commissioner of Higher Education based on criteria established for the 2019 Star Award. The recommended finalists will include at least one (1) finalist from each of the following categories of applicants:

1. Programs, projects, and activities at Texas four-year institutions of higher education.
2. Programs, projects, and activities at Texas two-year institutions of higher education.
3. Texas groups; organizations; or partnerships among higher education institutions, public/private schools/districts, businesses, or community organizations.

The Commissioner will recommend up to eight (8) finalists to the Chair of the Coordinating Board. The Commissioner and the Chair of the Coordinating Board will make actual finalist determinations.

**Step Six – External Committee Reviews All Finalists' Applications**

An External Review Panel, consisting of three board members of the THECB, three Texas business and community leaders, and three out-of-state higher education experts, will review the applications of the finalists and determine which of these finalists will be honored with the Star Award based on criteria established for the 2019 Star Award. The External Review Panel will agree by consensus on up to three (3) winners. Although the Internal Staff Review Panel's list of recommended Star Award finalists must include at least one finalist from each category of applicant, the External Review Panel does not have to pick a winner from each category.

**Step Seven – Notification to Finalists**

THECB staff will notify finalists on or about September 25, 2019. Finalists will be invited to attend a special ceremony during which they will be honored and Star Award winners announced.

**Step Eight – Awards Presentation**

The 2019 Star Awards will be presented at the THECB's annual Texas Higher Education Leadership Conference, on a date still to be determined.

<b>Timeline for the 2019 Texas Higher Education Star Award Program</b>	
<b>Dates in 2019</b>	<b>What Occurs</b>
May 3	<ul style="list-style-type: none"> <li>Nomination forms and supporting materials are posted to the THECB's website.</li> </ul>
May 6 – May 8	<ul style="list-style-type: none"> <li>The 2019 Star Award program is announced.</li> <li>The Call for Star Award Nominations is sent to specified groups.</li> <li>Invitations and the Call for Star Award nominations are sent from the Commissioner of Higher Education to institutions' presidents and the lead members of each of the 10 advisory committees for the 60x30TX Regional Targets.</li> </ul>
June 10	<ul style="list-style-type: none"> <li>Nomination deadline</li> </ul>
June 14	<ul style="list-style-type: none"> <li>Nominees notified</li> </ul>
July 15	<ul style="list-style-type: none"> <li>Application deadline</li> </ul>
July 19 (on or about)	<ul style="list-style-type: none"> <li>Internal Staff Review Panel Planning Meeting</li> </ul>
July 19 – August 2	<ul style="list-style-type: none"> <li>Internal Staff Review Panel reviews all applications.</li> </ul>
August 2 (on or about)	<ul style="list-style-type: none"> <li>Internal Staff Review Panel evaluations are due.</li> <li>Internal Staff Review Panel Meeting</li> </ul>
August 9	<ul style="list-style-type: none"> <li>Internal Staff Review Panel recommends up to eight (8) finalists to the Commissioner of Higher Education.</li> </ul>
August 9 – August 16	<ul style="list-style-type: none"> <li>The Commissioner recommends up to eight (8) finalists to the Chair of the Coordinating Board; actual finalists are determined.</li> </ul>
August 19	<ul style="list-style-type: none"> <li>Finalists' applications are sent to the members of the External Review Committee.</li> </ul>
August 19 – September 9	<ul style="list-style-type: none"> <li>External Review Committee reviews all finalists' applications.</li> </ul>
September 9	<ul style="list-style-type: none"> <li>External Review Committee evaluations are due.</li> </ul>
Week of September 16	<ul style="list-style-type: none"> <li>External Review Committee holds telephone conference on a date to be determined.</li> </ul>
September 25 (on or about)	<ul style="list-style-type: none"> <li>Finalists are notified and invited to attend the Texas Higher Education Star Awards Ceremony.</li> </ul>
Fall 2019 (date to be determined)	<ul style="list-style-type: none"> <li>2019 Star Awards are presented at the Texas Higher Education Leadership Conference.</li> </ul>

## **APPENDIX A**

### **TIP SHEET**

#### **What makes a good Star Award application?**

To assist Star Award nominees in preparing their Star Award applications, the Coordinating Board staff provides the following tips:

#### **TIP 1: Addressing the Goals of 60x30TX**

Reviewers evaluate applications solely on the ***content of the application***. Because application reviewers may not be familiar with a program/project/activity or organization/group/partnership, the narrative description should be clearly articulated. Cutting and pasting from promotional brochures may not adequately convey how a candidate helps address the goals of the long-range Texas higher education plan, 60x30TX. Also, inaccurate grammar, incorrect punctuation, and the use of acronyms should be avoided so that application reviewers will be better able to read and understand the narrative description.

Applicants should clearly address ***one or more goals, or a specific target within a goal***, as identified in 60x30TX. Rather than describing in broad terms a general collection of efforts that contribute to meeting 60x30TX goals/targets, applicants are encouraged to focus on the primary goal or target of a particular program/project/activity or organization/group/partnership.

- **Educated Population Goal.** Program/project/activity or organization/group/partnership that helps to increase the postsecondary educational attainment level of the state's 25- to 34-year-old population.
- **Completion Goal.** Program/project/activity or organization/group/partnership that helps to increase the number of students completing a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.
- **Marketable Skills Goal.** Program/project/activity or organization/group/partnership that helps to increasing the number of programs with identified marketable skills at Texas public institutions of higher education.
- **Student Debt Goal.** Program/project/activity or organization/group/partnership that implements programs or cost efficiencies that help to ensure that undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

#### **TIP 2: Including Outcomes Data**

Application reviewers need **straightforward evidence** that the goal/target of 60x30TX is being addressed by the program/project/activity or organization/group/partnership. **Insufficient evidence of positive outcomes is the single most common reason that applicants are not recommended as finalists.** So, ***clearly detailed historical outcome evidence*** attributable to the program/project/activity or organization/group/partnership is needed. The presentation of outcomes data should show evidence of serving a large number of students who might otherwise not be served, or that the impact is beyond a single program, institution, or geographic area. When providing outcomes data, both ***numbers and percentages*** should be provided. Data should be specific and constitute appropriate evidence of the goal or target identified.

**TIP 3: Providing Evidence of an Efficient Cost/Benefit Ratio**

One of the primary interests of the Coordinating Board is to enable the replication of successful programs/projects/activities or represent an increase in the involvement of the organizations/groups/partnerships that will help address the goals/targets of 60x30TX. This is possible only if the cost/benefit ratio per student is known. Application reviewers need evidence that the program/project/activity or involvement by the organization/group or partnership is **cost efficient**. While there is no formal definition of "cost efficiency" for purposes of a Star Award application, as an "optimum," the application should provide evidence of cost per student, and evidence that the cost/benefit ratio is worth the investment.

**TIP 4: Showing Improvement and Excellence**

Benchmark data should illustrate the **value added** by the program/project/activity or involvement by the organization/group/partners. Ideally, data should show a comparison of outcomes for participants versus non-participants for each year since the implementation of the program/project/activity or involvement by the organization/group/partners, versus outcomes prior to implementation/involvement (or data should provide information on what was happening before implementation/involvement). General statements such as "the retention rate for this program is above the state and national average for similar programs" should be avoided. Rather, the specific state and national averages should be stated, with data provided on how the program/project/activity (or involvement by the organization/group/partners) helps exceed those averages.

As noted in Tip 1, one of the criteria upon which applications are evaluated is whether the program/project/activity or organization/group/partnership is "exemplary" when compared to similar programs or peers. Reviewers are asked to consider excellence in terms of whether the program/project/activity or involvement by the organization/group/partners is either a new, groundbreaking kind of activity; or that creative strategies are being used to accomplish goals; or that the program/project/activity or organization/group/partnership is doing things in a way that makes the program/project/activity or involvement by the organization/group/partners more effective or successful than similar such activities, groups, or partnerships in the state. So, if what is being done isn't necessarily "groundbreaking," the application should include information about the way in which things are done that makes the program/project/activity or organization/group/partnership particularly effective, successful, and special.

**TIP 5: Recognizing an Organization/Group**

If an application is to recognize the **contributions of an organization or group**, data should illustrate how the organization/group has been focused on helping to meet one or more of the goals/targets of 60x30TX. Organization/group contributions should exceed typical job responsibilities demonstrating value added that is "above and beyond."

**TIP 6: Recognizing a Partnership**

If the application is to recognize the **contributions of a partnership**, data should illustrate how the partnership has been focused on helping to meet one or more of the goals/targets of 60x30TX. Partners and their respective roles in the program/project/activity should be identified. What makes this partnership exceptionally successful should be described.

**TIP 7: Contacting Previous Star Award Finalists/Winners**

For additional information, applicants may wish to contact previous Star Award winners (available online at: <http://www.thecb.state.tx.us/starawards>).



**APPENDIX B****REVIEWER EVALUATION FORM FOR 2019 STAR AWARD APPLICATIONS***Applicant Category:***Name of Applicant's Institution:** \_\_\_\_\_\_\_\_\_\_ *Program, Project, Activity – Two-Year Institution***Name of Program/Project/Activity/:** \_\_\_\_\_**Group/Organization/Partnership**\_\_\_\_\_ *Program, Project, Activity – Four-Year Institution***Reviewer's Name:** \_\_\_\_\_\_\_\_\_\_ *Group/Organization/Partnership***FINAL SCORE (maximum 55 points):** \_\_\_\_\_**I. GENERAL ELIGIBILITY FOR THE 2019 STAR AWARD****A.** The candidate contributes to the following 60x30TX goals:

\_\_\_\_\_ Educated Population \_\_\_\_\_ Completion \_\_\_\_\_ Marketable Skills \_\_\_\_\_ Manageable Student Debt

**B.** The candidate strengthens an institution; benefits students; and/or describes a group, organization, or partnership that clearly contributes to achieving one or more of the goals and targets established in 60x30TX:

\_\_\_\_\_ Strengthens an institution \_\_\_\_\_ Benefits students \_\_\_\_\_ Group/Organization/Partnership

**C.** The program/project/activity or group/organization/partnership has been focused on helping to meet the goals of 60x30TX for at least two years. \_\_\_\_\_ Yes \_\_\_\_\_ No**Notes:** \_\_\_\_\_

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**II. EVIDENCE OF SUCCESSFUL OUTCOMES****A.** The candidate clearly contributes to the 60x30TX goal(s) identified. Data are provided that clearly demonstrate successful outcomes in the areas of educated population, completion, marketable skills, or manageable student debt that are attributable to the candidate.

Small contribution:

Strongly contributes:

Score:

1 to 5 \_\_\_\_\_

or

6 to 10 \_\_\_\_\_

**Notes:** \_\_\_\_\_

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- B. Data clearly demonstrate progress attributable to the candidate. The candidate serves a large number of students who might otherwise not be served or has an impact beyond a single program, institution, or geographic area.

	Score:
Little evidence of success; small contribution:	1 to 5 _____
	or
Clear, well-detailed history of successful outcomes; strongly contributes:	6 to 10 _____

Notes: \_\_\_\_\_

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## II. EFFICIENT COST/BENEFIT RATIO

The candidate demonstrates an efficient cost/benefit ratio per student for purposes of being replicable. The overall cost would allow replication at peer institutions at a reasonable cost per student.

	Score:
Not particularly cost efficient:	1 to 7 _____
	or
Cost efficient and replicable:	8 to 15 _____

Notes: \_\_\_\_\_

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## IV. IMPROVEMENT AND EXCELLENCE

- A. Benchmark data demonstrate the value added by the candidate that can be monitored and evaluated. Data provide information on what was happening before compared to what is happening now due to the candidate. (Or, data provide a comparison between program participants and non-participants, those served and those not served.) Outcomes go beyond what normally would be expected for a similar program/project/activity or group/organization/partnership.

	Score:
Few documented outcomes/benchmarks; little value added:	1 to 5 _____
	or
Demonstrated outcomes/benchmarks; good or excellent value added:	6 to 10 _____

Notes: \_\_\_\_\_

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- B. The candidate described is truly exemplary. It is a new, groundbreaking type of activity; if not new, it is innovative – creative strategies are used to accomplish goals. If neither new nor innovative, there is an indication that the candidate is doing things in a way that makes it more effective or successful than similar programs/projects/activities or groups/organizations/partnerships elsewhere in the state.

	Score:
Common practice; not innovative or very successful:	1 to 5 _____
	or
Exemplary; innovative, effective/successful:	6 to 10 _____

Notes: \_\_\_\_\_

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Committee on Academic and Workforce Success

AGENDA ITEM V-E

Consideration of adopting the staff recommendation to the Committee relating to the approval of funding to develop online higher education professional development modules

Total Project Cost: up to \$200,000  
Source of Funds: A.1.1. Strategy, College Readiness and Success  
Authority: Texas Education Code, Section 61.0762(a)(5)  
Programs to Enhance Student Success

RECOMMENDATION: Approval

The Texas Higher Education Coordinating Board (THECB) staff requests approval to award up to \$200,000 to the Texas OnCourse program at The University of Texas at Austin (UT-Austin) to fund the development, adaptation, and dissemination of professional development modules for higher education institutions and their students.

Background Information:

The 84th Texas Legislature, Regular Session, enacted House Bill 18, which aims to improve the college and career advising available to middle and high school students. The University of Texas at Austin was charged to collaborate with the Texas Education Agency, Texas Workforce Commission, and the THECB to develop Texas OnCourse, a postsecondary and career counseling academy. Texas OnCourse provides free, online resources for parents, students, and educators to assist in planning for life after high school. Currently over 900 Texas school districts make use of these resources.

Texas OnCourse modules, either in development or already available online, provide information, training, and game modules to support decision-making regarding financial aid and the costs of higher education, career planning and preparation, and in other areas that affect college and career success. Due to the current reach and utility of the online modules offered through Texas OnCourse, THECB staff proposes to contract with UT-Austin to adapt and develop several modules to support students who have enrolled in higher education.

Modules to be adapted or developed for a postsecondary audience may include:

1. College cost, budgeting, responsible borrowing, and understanding financial aid;
2. Career exploration and learning experience;
3. Postsecondary advising of highly mobile students; and
4. Identifying and defining marketable skills.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-F

Consideration of adopting the Communications Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Communications Field of Study

RECOMMENDATION: Approval

Background Information:

The Communications Field of Study (FOS) Advisory Committee was charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Communications degree program into which a student transfers. Students completing a Communications FOS receive full academic credit toward the degree program for the block of courses transferred.

The committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Communications FOS Curriculum.

**Recommendations of the 2019 Communications  
FOS Advisory Committee**

The committee recommends adoption of the 2019 FOS curriculum. The FOS for Communications shall consist of 12 lower-division semester credit hours that are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Table 1 shows the curriculum the committee proposes for Coordinating Board approval.

**Table 1.** Proposed 2019 Communications Field of Study Curriculum

<b>Course Title</b>	<b>Course Number</b>	<b>SCH</b>
Introduction to Speech Communication	SPCH 1311	3
Public Speaking	SPCH 1315	3
Interpersonal Communication	SPCH 1318	3
Business & Professional Communication	SPCH 1321	3
<b>TOTAL</b>		<b>12</b>

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on September 17, 2018. The 30-day comment period ended on October 17, 2018. The following comments were received and reviewed by the committee.

**Institutional representatives had no issues with the proposed FOS or said that the FOS courses will have satisfactory course equivalents in their existing curriculum.**

**COMMENTS:** Houston Community College and San Jacinto College stated that there should be no issues transferring the courses in the proposed FOS.

**COMMITTEE RESPONSE:** No response needed.

**Institutional representatives recommended additional courses for the FOS.**

**COMMENTS:** The University of Texas at Austin (UT-Austin) recommended a new course, Introduction to Communication Leadership, in order to make the FOS compatible with UT-Austin's curriculum. UT-Austin also recommended a new course in Speech in American Culture. Tarrant County College (Tarrant) said that there should be more course options available, particularly at the 2000 level, and they recommended a new course in Communication Theory. Tarrant recommended adding a course, Oral Interpretation of Literature (SPCH 2341), as an option in the FOS. Tarrant and Texas A&M University (TAMU) recommended adding courses in Argumentation and Debate (SPCH 2335) and Discussion and Small Group Communication (SPCH 2333). TAMU recommended new courses in Interviewing and Communication Technology Skills. TAMU, The University of Texas of the Permian Basin (UT-Permian Basin) and University of North Texas (UNT) recommended adding courses in Technical and/or Business Writing.

**COMMITTEE RESPONSE:** The committee felt that the existing courses in the *Lower-Division Academic Course Guide Manual* (ACGM) are sufficient and necessary, and they would create the fewest problems in transfer for the majority of Texas universities. The committee discussed the length of the proposed FOS and felt that it was sufficient to prepare students for upper-division coursework while still leaving room for universities to keep their upper-division requirements. The committee discussed Speech in American Culture, Interviewing, Communication in the Technical Professions, Communication Technology Skills, and Communication Theory courses, and it determined that these are specialized courses that are not widely required or are upper-division courses. The committee extensively discussed Small Group Communication and Argumentation and Debate, and they concluded that these courses are not widely required in Communications programs, and key course content is already included in the proposed FOS courses. **The committee made no changes to the proposed FOS.**

**Institutional representatives recommended deleting or replacing courses in the FOS.**

**COMMENTS:** UT-Austin stated that the proposed FOS does not align with the foundational courses in their lower-division curriculum. They recommended deleting Public Speaking (SPCH 1315) so the FOS would not contain two introductory courses.

**COMMITTEE RESPONSE:** The committee determined that Public Speaking is widely required and accepted for transfer at public universities and offers necessary content. **The committee made no changes to the proposed FOS.**

**Institutional representatives expressed concern about how the proposed FOS will align with their degree programs.**

**COMMENTS:** UNT, UT-Austin, UT-Permian Basin, and TAMU stated that the proposed FOS does not align with their Communications curricula.

**COMMITTEE RESPONSE:** The committee confirmed that the proposed FOS is not intended to apply to programs in Journalism, Mass Communication, or Advertising/Public Relations. The committee discussed the current lower-division requirements at universities across the state and feels that the proposed FOS balances the courses frequently offered at Texas universities with room for electives and a full range of upper-division level program requirements. **The committee made no changes to the proposed FOS.**

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



Committee on Academic and Workforce Success

AGENDA ITEM V-G

Consideration of adopting the History Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved History Field of Study

RECOMMENDATION: Approval

Background Information:

The History Field of Study (FOS) Advisory Committee was charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the History degree program into which a student transfers. Students completing a History FOS receive full academic credit toward the degree program for the block of courses transferred.

The committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the History FOS Curriculum.

**Recommendations of the 2019 History  
FOS Advisory Committee**

The committee recommends adoption of the 2019 FOS curriculum. There are two tracks: Academic and Teacher Certification. The Academic Track shall consist of 12 lower-division semester credit hours (SCH), and the Teacher Certification Track shall consist of 21 SCH, and both are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Tables 1 and 2 show the curricula the committee proposes for Coordinating Board approval.

**Table 1.** Proposed 2019 History Field of Study Curriculum: Academic Track

<b>Course Title</b>	<b>Course Number</b>	<b>SCH</b>
United States History I	HIST 1301	3
United States History II	HIST 1302	3
Choose two of the following eight courses: I. Texas History II. Western Civilization I III. Western Civilization II IV. World Civilizations I V. World Civilizations II VI. Mexican American History I (to the United States-Mexico War Era) VII. Mexican American History II (from the United States-Mexico War Era) VIII. African American History	I. HIST 2301 II. HIST 2311 III. HIST 2312 IV. HIST 2321 V. HIST 2322 VI. HIST 2327 VII. HIST 2328 VIII. HIST 2381	6
<b>TOTAL</b>		<b>12</b>

**Table 2.** Proposed 2019 History Field of Study Curriculum: Teacher Certification Track

<b>Course Title</b>	<b>Course Number</b>	<b>SCH</b>
Introduction to the Teaching Profession	EDUC 1301	3
Introduction to Special Populations	EDUC 2301	3
United States History I	HIST 1301	3
United States History II	HIST 1302	3
Texas History	HIST 2301	3
World Civilizations I	HIST 2321	3
World Civilizations II	HIST 2322	3
<b>TOTAL</b>		<b>21</b>

Two versions of the proposed FOS were distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons. The first version was sent out on April 16, 2018, and the 30-day comment period ended on May 16, 2018. The public comments received included recommendations on including Mexican American History and Texas History in the Teacher Certification Track, adding a Historical Methods course, requiring either

Western or World Civilizations courses, and other requests to add additional courses or options. The committee met for a second time on January 7, 2019, and on the basis of the public comments received and input from a subcommittee formed to advise on teacher certification issues, made a revision to the proposed Teacher Certification Track to include Texas History (HIST 2301). After a meeting of the Multidisciplinary Studies FOS Advisory Committee on January 14-15, 2019, the History FOS Advisory Committee also decided to add the Introduction to the Teaching Profession (EDUC 1301) and Introduction to Special Populations (EDUC 2301) courses to the proposed Teacher Certification Track in order to bring the Teaching Certification track in line with other subject-specific teaching FOS forthcoming from the Multidisciplinary Studies committee.

The second version of the proposed FOS was sent out on January 11, 2019, and the 30-day comment period ended on February 10, 2019. The comments were received and reviewed by the committee.

**Institutional representatives recommended adding additional courses or requirements to the FOS.**

**COMMENTS:** Texas A&M University-Central Texas recommended an additional Texas History course in the Teacher Certification Track. Del Mar College recommended adding an Academic Cooperative course. The University of Texas at Dallas, The University of Texas at El Paso, University of North Texas, and Texas State University recommended requiring Western or World Civilizations rather than a menu of options in the Academic Track. Del Mar recommended requiring Western or World Civilizations rather than having them as options in the Academic track. The University of Texas at Dallas recommended the addition of another Humanities course and regional historical survey courses to the options in the Academic Track. Lone Star College recommended a course in Advanced Historical Analysis.

**COMMITTEE RESPONSE:** The committee considered every History course in the *Lower-Division Academic Course Guide Manual* and decided that the proposed selection of courses best prepares students for success in upper-division courses while filling the appropriate number of semester credit hours in the lower-division degree plan. The committee decided that a range of options provides flexibility for students and institutions without overly reducing options for electives and upper-division program requirements. **The committee made no changes to the proposed FOS.**

**Institutional representatives and members of the public recommended adding Mexican American History options or requirements in the FOS.**

**COMMENTS:** Del Mar recommended allowing Mexican American History I and II as options in place of US History I and II. Marshall High School, Edgewood ISD, Bonham Academy, The University of Texas at San Antonio, The University of Texas Rio Grande Valley, and six Texas residents recommended allowing Mexican American History I and II to serve as options instead of World Civilizations in the Teacher Certification Track. Lonestar College, University of California-Los Angeles, Houston ISD, Houston Community College, and 14 Texas residents supported the general inclusion of Mexican American History in the Teacher Certification Track, arguing for the growing importance and

popularity of Mexican American History in Texas schools in light of demographic trends. Representatives also stated that Mexican American History prepares students for a range of topics in the certification exam.

**COMMITTEE RESPONSE:** The committee convened a subcommittee of 22 faculty members from across the state with expertise in teaching History in secondary schools and knowledge of the Texas teaching certification exam. The subcommittee met on November 2, 2018 and made a recommendation to the committee for a Teacher Certification track that includes Mexican American History I and II as alternatives to US History I and II. After extended serious discussion of the subcommittee's recommendations and the public comments, the committee decided that US History is essential for all History majors, and Mexican American History can continue to be taught at the upper division or as an elective. The committee decided that the two required US History courses best prepare students in the Teacher Certification Track for the range of US History topics in the state teaching certification exam, including Colonial and early American history. **The committee made no changes to the proposed FOS.**

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

Committee on Academic and Workforce Success

AGENDA ITEM V-H (1)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Apply Texas Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting the appointment of one member for the Apply Texas Advisory Committee (ATAC). In accordance with THECB Rules, Chapter 1, Subchapter F, Rule 1.128, the ATAC provides the Board with advice and recommendations regarding the common admission applications and the Apply Texas System.

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

One ATAC member with one to two years of service left on the appointment term has resigned their position on the committee. The nominee will replace this member. The nominee is from the same institution as the former committee member. All members of the ATAC have admission and/or enrollment experience.

The nominee's current position and highest degree awarded:

**Rebecca Griffith**, Director of Admissions and Records, Tarrant County College  
Master of Education in Educational Technology Leadership, Lamar University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-H (2)

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

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting the appointment of a new member to the Graduate Education Advisory Committee (GEAC) to fill a vacant position. The term ends August 31, 2020.

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

The nominee's current position and highest degree awarded:

**Claire Peel**, Senior Vice Provost for Academic & Faculty Affairs, University of North Texas Health Science Center  
PhD in Exercise Science and Cardiopulmonary Rehabilitation, University of Iowa

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



Committee on Academic and Workforce Success

AGENDA ITEM V-H (3)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Learning Technology Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting a member appointment for the Learning Technology Advisory Committee (LTAC) to replace one member with one to two years of service left on the appointment term. The nominee is from the same institution as the former committee member and would complete a term on August 31, 2020.

In accordance with Coordinating Board Rules, Chapter 1, Subchapter N, Section 1.135, LTAC was created to provide advice and recommendations to the Board regarding the role that learning technology plays in Texas higher education. The committee consists of 24 administrators, faculty, and other persons closely involved in the oversight of distance education and computer-assisted instruction at Texas public, private, and independent institutions of higher education. The members are appointed for three-year staggered terms. The committee meets four to six times per year.

The nominee's current position and highest degree awarded:

**Daniel Gonzalez, Jr.**, Director of Distance Education, Alvin Community College  
MEd in Instructional Design and Technology, Texas Tech University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-H (4)

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

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of new members to the Health Services Field of Study (FOS) Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Health Services degree program into which the student transfers. Students completing the Health Services FOS shall receive full academic credit toward the degree program for the block of courses transferred.

Each public institution of higher education in Texas was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education. The nominated individuals are representatives of public institutions of higher education, and a majority are faculty members. The nominees were consulted by their institutions about serving on this committee.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Health Services FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to three years.

Two-year institution nominees' current positions and highest degrees awarded:

**Vanessa Coonrod**, Assistant Professor, Del Mar College-West Campus  
MA in Health Administration, University of Phoenix

**Veronica Dominguez**, Instructor, El Paso Community College-Rio Grande Campus  
MEd in Education, The University of Texas at El Paso

**Kristi Kleinig**, Instructor, Kilgore College  
MEd in Curriculum and Instruction, The University of Texas at Tyler

**Nina Maniotis**, Program Director, Weatherford College  
MA in History, The University of Texas at Arlington

**Don Martin**, Dean, El Centro College  
MEd Curriculum and Instruction Design, The University of Texas at Brownsville

**Alexander Okwonna**, Dean, San Jacinto College-South Campus  
PharmD, Texas Southern University

**Michele Voight**, Program Director, Houston Community College  
PhD in Health Sciences, University of Indianapolis

Four-year institution nominees' current positions and highest degrees awarded:

**David Falleur**, Associate Professor, Texas State University  
MEd in Education, University of Florida

**Jimi Francis**, Assistant Professor, The University of Texas at Tyler  
PhD in Nutrition, University of California-Davis

**Peter Hu**, Dean, The University of Texas M.D. Anderson Cancer Center  
PhD in Healthcare Administration and Molecular Genetics, Trident University  
International

**LeAnne Hutson**, Assistant Professor, Tarleton State University  
PhD in Educational Leadership and Policy, The University of Texas at Arlington

**Rhonda Rahn**, Clinical Assistant Professor, Texas A&M University  
PhD in Health Education, Texas A&M University

**Mary Jean Sparks**, Associate Professor, Texas A&M University-Corpus Christi  
PhD in Molecular Biology, Texas Woman's University

**Lorraine Torres**, Program Director, The University of Texas at El Paso  
EdD in Educational Leadership, University of Phoenix

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

Committee on Academic and Workforce Success

AGENDA ITEM V-H (5)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Natural Resources Conservation & Research Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of new members to the Natural Resources Conservation & Research Field of Study (FOS) Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Natural Resources Conservation & Research degree program into which the student transfers. Students completing the Natural Resources Conservation & Research FOS shall receive full academic credit toward the degree program for the block of courses transferred.

Each public institution of higher education in Texas was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education. The nominated individuals are representatives of public institutions of higher education, and a majority are faculty members. The nominees were consulted by their institutions about serving on this committee.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Natural Resources Conservation & Research FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to three years.

Two-year institution nominees' current positions and highest degrees awarded:

**Carmen Nava-Fischer**, Associate Professor, St. Philip's College-MLK Campus  
PhD in Oceanography, Chemistry, and Bio-Chemistry, University of California-San Diego

**Mark Shepherd**, Department Chair, Austin Community College  
PhD in Toxicology, Environmental Health, and Occupational Health, University of Nebraska Medical Center

**Bradley Turner**, Associate Professor, McLennan Community College  
MS in Environmental Science, Mississippi State University

**Scott Walker**, Professor, Northwest Vista College  
PhD in Science Education, Curtin University

**Christopher Wild**, Department Chair, San Jacinto College-South Campus  
PhD in Pharmacology and Toxicology, The University of Texas Medical Branch

**Karen Yip**, Professor, Houston Community College  
PhD in Geological Sciences, University of California-Santa Barbara

Four-year institution nominees' current positions and highest degrees awarded:

**Christian Brannstrom**, Professor, Texas A&M University  
PhD in Geography, University of Wisconsin-Madison

**Robert Cox**, Associate Professor, Texas Tech University  
PhD in Botany, University of California-Riverside

**Wesley Highfield**, Associate Professor, Texas A&M University-Galveston  
PhD in Urban and Regional Sciences, Texas A&M University

**Lucina Kuusisto**, Assistant Professor, Texas A&M University-Commerce  
PhD in Earth & Environmental Sciences, The University of Texas at Arlington

**Philip Lavretsky**, Assistant Professor, The University of Texas at El Paso  
PhD in Environmental Sciences, Wright State University

**Andrew Sansom**, Executive Director, Meadows Center, Texas State University  
PhD in Geographic Education, Texas State University

**Wayne Schwertner**, Associate Professor, Tarleton State University  
PhD in Wildlife and Fisheries Science, Texas A&M University

**Kim Withers**, Assistant Professor, Texas A&M University-Corpus Christi  
PhD in Wildlife and Fisheries Science, Texas A&M University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-I (1)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter A, Section 4.8 of Board rules concerning expert witnesses

RECOMMENDATION: Approval

Background Information:

The intent of the proposed amendments to Board rules is to update existing rules to align with current statute regarding expert witnesses. The supporting section of the Texas Education Code, 61.0815, was repealed effective September 1, 2011.

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

Date approved by the Commissioner for Publication in the *Texas Register*: January 9, 2019

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

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

At this time no comments have been received.



Chapter 4 – Rules Applying to All Public Institutions of Higher Education in Texas  
Subchapter A – General Provisions

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

4.1 – 4.7 No Changes.

~~[4.8—Expert Witnesses]~~

~~[(a) Under Texas Education Code, §61.0815, the president of an institution of higher education shall file a written report with the Board regarding members of the faculty or professional staff who received compensation for serving as consulting or testifying expert witnesses during the prior fiscal year in lawsuits in which the state is a party.]~~

~~[(b) The report shall be filed with the Board no later than September 30 of each year and shall contain:]~~

~~[(1) the number of hours spent by faculty or professional staff members serving as consulting or testifying expert witnesses during the prior fiscal year;]~~

~~[(2) the names of the parties, cause number and county where the cause is filed, for each case in which qualifying expert witness services was rendered; and]~~

~~[(3) the outcome of the case, including the amount of: ]~~

~~[(A) any judgment entered against the state;]~~

~~[(B) any prejudgment or postjudgment interest awarded against the state; and]~~

~~[(C) any attorney's fees of another party ordered to be paid by the state. ]~~

~~[(c) The information regarding the number of hours spent by faculty or staff serving as consulting or testifying expert witnesses shall be reported to the Board in the aggregate without identifying specific individuals.]~~

~~[(d) In the event an institution cannot provide the information specified in subsection (b) of this section, the Texas Attorney General's Office shall be requested to provide the information to the Board.—]~~

**4.8 [4.9]** Excused Absence for a Person Called to Active Military Service

(a) Upon notice from a student required to participate in active military service, an institution shall excuse a student from attending classes or engaging in other required activities, including examinations.

(b) A student shall not be penalized for an absence which is excused under this subsection and shall be allowed to complete an assignment or take an examination from which the student is excused within a reasonable time after the absence.

(c) Each institution shall adopt a policy under this subsection which includes:

(1) the retention of a student's course work completed during the portion of the course prior to the student being called to active military service;

(2) the course syllabus or other instructional plan, so that the student will be able to complete the course without prejudice and under the same course requirements that were in effect when the student enrolled in the course;

(3) a definition of a reasonable time after the absence for the completion of assignments and examinations;

(4) procedures for failure of a student to satisfactorily complete the assignment or examination within a reasonable time after the absence; and

(5) an institutional dispute resolution process regarding the policy.

(d) The maximum period for which a student may be excused under this section shall be no more than 25% (twenty-five percent) of the total number of class meetings or the contact hour equivalent (not including the final examination period) for the specific course or courses in which the student is currently enrolled at the beginning of the period of active military service.

(e) Institutions are directed to develop and publish policies and procedures to ensure that students enrolled in distance learning, self-paced, correspondence, and other asynchronous courses receive equivalent consideration for the purposes of determining acceptable duration of excused absences and time limits for the completion of course work following an excused absence under this section.

**4.9 [4.10]** Limitations on the Number of Courses That May Be Dropped under Certain Circumstances By Undergraduate Students

(a) Beginning with the fall 2007 academic term, and applying to students who enroll in higher education for the first time during the fall 2007 academic term or any term subsequent to the fall 2007 term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless:

(1) the institution has adopted a policy under which the maximum number of courses a student is permitted to drop is less than six; or

(2) the student shows good cause for dropping more than that number, including but not limited to a showing of:

(A) a severe illness or other debilitating condition that affects the student's ability to satisfactorily complete the course;

(B) the student's responsibility for the care of a sick, injured, or needy person if the provision of that care affects the student's ability to satisfactorily complete the course;

(C) the death of a person who is considered to be a member of the student's family or who is otherwise considered to have a sufficiently close relationship to the student that the person's death is considered to be a showing of good cause;

(D) the active duty service as a member of the Texas National Guard or the armed forces of the United States of either the student or a person who is considered to be a member of the student's family or who is otherwise considered to have a sufficiently close relationship to the student that the person's active military service is considered to be a showing of good cause;

(E) the change of the student's work schedule that is beyond the control of the student, and that affects the student's ability to satisfactorily complete the course; or

(F) other good cause as determined by the institution of higher education.

(3) the enrollment is for a student who qualifies for a seventh course enrollment, who:

(A) has reenrolled at the institution following a break in enrollment from the institution or another institution of higher education covering at least the 24-month period preceding the first class day of the initial semester or other academic term of the student's reenrollment; and

(B) successfully completed at least 50 semester credit hours of course work at an institution of higher education that are not exempt from the limitation on formula funding set out in §13.104 (1) - (6) of this title (relating to Exemptions for Excess Hours) before that break in enrollment.

(b) For purposes of this section, a "member of the student's family" is defined to be the student's spouse, child, grandchild, father, mother, brother, sister, grandmother, grandfather, aunt, uncle, nephew, niece, first cousin, step-parent, step-child, or step-sibling; a "person who is otherwise considered to have a sufficiently close relationship to the student" is defined to include any other relative within the third degree of consanguinity, plus close friends, including but not limited to roommates, housemates, classmates, or other persons identified by the student, for approval by the institution on a case-by-case basis.

(c) For purposes of this section, a "grade" is defined to be the indicator, usually a letter like A, B, C, D, or F, or P (for pass) assigned upon the student's completion of a course. A "grade" indicates either that the student has earned and will be awarded credit, if the student has completed the course requirements successfully; or that the student remained enrolled in the course until the completion of the term or semester but failed to provide satisfactory performance required to be awarded credit. A "grade" under this definition does not include

symbols to indicate that the course has been left incomplete, whether those symbols indicate a negotiated temporary suspension of the end-of-term deadline for completion of the course requirements commonly designated as "incomplete" status, a dropped course under the conditions designated for this section, or a withdrawal from the institution.

(d) Each institution of higher education shall adopt a policy and procedure for determining a showing of good cause as specified in subsection (a) of this section and shall provide a copy of the policy to the Coordinating Board.

(e) Each institution of higher education shall publish the policy adopted under this section in its catalogue and other print and Internet-based publications as appropriate for the timely notification of students.

#### 4.10 [4.11] 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 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) Application Forms. 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 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.

**4.11 [4.12] Tracking Participation of Students with Intellectual and Developmental Disabilities (IDD)**

(a) For the purpose of this rule, Intellectual and Developmental Disability (IDD) will be defined as a neurodevelopmental disorder that must meet the following criteria:

(1) Deficits in intellectual functions, such as reasoning, problem solving, planning, abstract thinking, judgement, academic learning, and learning from experience.

(2) Deficits in adaptive functioning that result in failure to meet developmental and sociocultural standards for personal independence and social responsibility. Without ongoing support, the adaptive deficits limit functioning in one or more activities of daily life, such as communication, social participation, and independent living, across multiple environments, such as home, school, work and community.

(3) Paragraphs (1) and (2) of this subsection may occur after the developmental period (such as in the case of a traumatic brain injury).

(4) Students with IDD may include those diagnosed with an Autism Spectrum Disorder.

(b) For the purpose of this rule, "postsecondary transitional program or postsecondary program for students with IDD" will be defined as a degree, certificate or non-degree program for students with IDD that is offered by an institution of higher education. These programs are designed to support students with IDD who want to continue academic, career, and independent living instruction following completion of secondary education.

(c) The Coordinating Board may collect, as part of its ongoing regular data collection process, information about students with IDD for the purpose of analyzing factors affecting the college participation and outcomes of persons with IDD at public institutions of higher education. Institutions may only report students who have been identified through self-identification and/or documented receipt of special services. Students who do not self-identify will not be reflected in the data. Institutions may, but are not required to, collect consent forms regarding reporting of the data outlined in subsection (d) of this section from students who have self-identified with an IDD. In the case where a student has an appointed legal guardian, the guardian will act on behalf of the student for the purposes of this rule.

(d) All public institutions of higher education shall provide to the Coordinating Board data (as specified in subsection (e) of this section) regarding the enrollment of individuals with IDD in their undergraduate, graduate and technical continuing education programs. Data about these students' participation in postsecondary transitional programs or postsecondary programs for students with IDD will also be collected, but student-level data will not be collected for students enrolled in these programs unless they are also enrolled in credit-bearing college-level coursework or technical continuing education. Institutions of higher education and the Coordinating Board shall follow all federal privacy requirements under the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) when collecting and reporting data for the purposes of this rule.

(e) Two additional items will be added to the CBM Student Reports (CBM001, CBM00A, and CBM0E1) for the purposes of this ongoing study. The definitions in subsection (a) and (b) of this section will apply to the data collection for these items.

(1) An item with three options in which the student is reported as:

(A) not identified as having an IDD;

(B) identified as having an IDD;

(C) identified as having an autism spectrum developmental disorder but not an intellectual disability.

(2) An item with three options indicating if:

(A) the student never participated in a postsecondary transitional program or postsecondary program for students with IDD;

(B) the student participated in a postsecondary transitional program or postsecondary program for students with IDD;

(C) it is unknown if the student ever participated in a postsecondary transitional program or postsecondary program for students with IDD.

(f) Access to the identifiers above in the CBM Student Report which indicate if an enrolled student has an IDD as defined will not be made available to the Education Research Centers, established under Texas Education Code §1.005, as part of regular data requests unless this information is specified and approved by the advisory board established under Texas Education Code §1.006 as relating to the research study proposed.



Committee on Academic and Workforce Success

AGENDA ITEM V-I (2)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter B, Sections 4.32 and 4.33 of Board rules concerning students enrolled at more than one institution, and the review schedules for Field of Study curricula

RECOMMENDATION: Approval

Background Information:

Section 4.32(d) of Board rules states that students who are enrolled in more than one institution of higher education shall follow the Field of Study (FOS) curriculum requirements at the institution where a student is a degree-seeking student. However, because a FOS is the same for all public institutions of higher education, section 4.32(d) is unnecessary. Section 4.32(d) is proposed for repeal.

The proposed amendments eliminate a contradiction in the two sections about the scheduling of compliance reports. Section 4.32(f) required a report every ten years, and Section 4.33 required a report every five years. Section 4.32(f) is proposed for repeal, and Section 4.33 is clarified to state that the compliance report shall follow the same schedule as accreditation reports. Section 4.33(c) is added to establish a review schedule for updating existing FOS.

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

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

At this time no comments have been received.

Chapter 4, Rules Applying to All Public Institutions of Higher Education in Texas  
Subchapter B, Transfer of Credit, Core Curriculum and Field of Study Curricula

- §4.21 Purpose
- §4.22 Authority
- §4.23 Definitions
- §4.24 General Provisions
- §4.25 Requirements and Limitations
- §4.26 Penalty for Noncompliance with Transfer Rules
- §4.27 Resolution of Transfer Disputes for Lower-Division Courses
- §4.28 Core Curriculum
- §4.29 Core Curricula Larger than 42 Semester Credit Hours
- §4.30 Institutional Assessment and Reporting
- §4.31 Implementation and Revision of Core Curricula
- §4.32 Field of Study Curricula
- §4.33 Criteria for Evaluation of Field of Study Curricula
- §4.34 Revision of Existing Approved Field of Study Curricula
- §4.35 Texas Common Course Numbering System
- §4.36 Undergraduate Academic Certificate

§4.21 No changes

§4.22 No changes

§4.23 No changes

§4.24 No changes

§4.25 No changes

§4.26 No changes

§4.27 No changes

§4.28 No changes

§4.29 No changes

§4.30 No changes

§4.31 No changes

§4.32 Field of Study Curricula

(a) In accordance with Texas Education Code, §61.823, the Board approves field of study curricula for certain fields of study/academic disciplines. Field of study curricula shall be developed with the assistance of advisory committees whose membership includes at least a majority of members who are teaching faculty (as defined by §4.23(8) of this title, relating to

Definitions for Core Curriculum and Field of Study Curricula) within the field of study under consideration.

(b) If a student successfully completes a field of study curriculum developed by the Board, that block of courses must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the degree program for the field of study into which the student transfers, and the student must receive full academic credit toward the degree program for the block of courses transferred.

(c) A student who transfers from one institution of higher education to another without completing the field of study curriculum of the sending institution must receive academic credit in the field of study curriculum of the receiving institution for each of the courses that the student has successfully completed in the field of study curriculum of the sending institution. Following receipt of credit for these courses, the student may be required to satisfy the remaining course requirements in the field of study curriculum of the receiving institution, or to complete additional requirements in the receiving institution's program, as long as those requirements do not duplicate course content already completed through the field of study curriculum.

~~[(d) A student concurrently enrolled at more than one institution of higher education shall follow the field of study curriculum requirements of the institution at which the student is classified as a degree-seeking student.]~~

~~(d)~~ [(e)] Each institution must note field of study curriculum courses on student transcripts as recommended by the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO).

~~[(f) Each institution must review and evaluate its procedures for complying with field of study curricula at intervals specified by the Board and shall report the results of that review to the Board. These reports shall be submitted following the same timetable as the regular reports of core curriculum evaluations.]~~

§4.33 No changes

§4.33 Criteria for Evaluation of Field of Study Curricula

(a) Every five years, following the same timetable as the regular accreditation reports sent to the Southern Association of Colleges and Schools Commission on Colleges or its successor, each public institution of higher education shall review and evaluate its policies and practices regarding the acceptance and application of credit earned as part of a Board-approved field of study curriculum, and reports the results of that evaluation to the Board. The evaluation should include:

- (1) the extent to which the institution's compliance with the acceptance of transfer credit through field of study curricula is being achieved;
- (2) the extent to which the institution's application to the appropriate degree program of credit earned as part of a Board-approved field of study curriculum facilitates academic success;

(3) the effectiveness of field of study curricula in the retention and graduation of transfer students in those degree programs that have Board-approved field of study curricula.

(b) Each institution's evaluation report must contain at least the following:

(1) a listing of the institution's degree programs that have Board-approved field of study curricula;

(2) a description of the institution's policies and practices regarding applicable Board-approved field of study curricula, including admission-point evaluation of transfer credit, advising practices (including catalogue and website information on existing field of study curricula and advising/counseling practices for enrolled students), and transcribing practices to show field of study participation and completion;

(3) a chart or table showing the number of total transfer students for each degree program that has a Board-approved field of study curriculum, for each of the last five years; the chart should indicate year-by-year the percentage of students who transferred having completed the applicable field of study curriculum, the percentage of students who transferred without having completed the applicable field of study curriculum, and any information about progress toward graduation or graduation rates that can compare transfer student performance with non-transfer student performance during the evaluation period.

(c) Advisory committees will review existing field of study curricula every five years from their date of Board approval. Field of study curricula may be reviewed more frequently if issues warrant, including but not limited to discipline changes of subject matter content, emerging and/or changing technologies or business/industry standards, changes in credentialing and/licensure requirements, or changes in programmatic accreditation.

§4.34 No changes

§4.35 No changes

§4.36 No changes

Committee on Academic and Workforce Success

AGENDA ITEM V-I (3)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter D, Sections 4.84 and 4.85 of Board rules concerning institutional agreements, and dual credit requirements

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Board rules align the rule requirements for the content and structure of dual credit institutional agreements with amendments to Texas Education Code, Section 28.009 from the passage of HB 1638, 85th Texas Legislature, Regular Session. The components of any institutional dual credit agreement established or renewed between an institution of higher education and school district as a result of HB 1638 were included in Texas Administrative Code, Section 4.84. The amendments also specify the required dual credit enrollment eligibility scores on the English II and Algebra I State of Texas Assessment of Academic Readiness End-of-Course (STAAR EOC) exams as 4000. Language was also added specifying that a dual credit class which combines college credit and high school credit-only students may only be allowed when the creation of a high school credit-only class is not financially viable for the high school.

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

Date approved by the Commissioner for publication in the *Texas Register*: January 9, 2019.

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

At this time, no comments have been received.

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

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

4.81 – 4.83 No Changes.

#### 4.84 Institutional Agreements

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

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

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

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

(1) include specific program goals aligned with the statewide goals developed under TEC 28.009, Subsection (b-1);

(2) establish, or provide a procedure for establishing, the course credits that may be earned under the agreement, including developing a course equivalency crosswalk or other method of equating high school courses with college courses and identifying the number of credits that may be earned for each course completed through the program;

(3) describe the academic supports and, if applicable, guidance that will be provided to students participating in the program;

(4) establish the institution of higher education's and the school district's respective roles and responsibilities in providing the program and ensuring the quality and instructional rigor of the program; and

(5) be posted each year on the institution of higher education's and the school district's respective Internet websites.

#### 4.85 Dual Credit Requirements

##### (a) Eligible Courses.

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

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

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

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

(B) a career and technical education course; or

(C) a foreign language course.

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

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

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

##### (b) Student Eligibility.

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

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

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

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

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

(i) if the student achieves a minimum score of 4000~~[Level 2 final recommended score, as defined by the Texas Education Agency (TEA),]~~ on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or

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

(I) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(II) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

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

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

(i) if the student achieves a minimum score of 4000~~[Level 2 final recommended score, as defined by TEA,]~~ on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

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

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

(I) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(II) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

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

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

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

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

(i) if the student achieves a minimum score of 4000~~[Level 2 final recommended score, as defined by the Texas Education Agency (TEA),]~~ on the English II STAAR EOC; or

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

(I) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(II) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

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

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



(i) if the student achieves a minimum score of 4000~~[Level 2 final recommended score, as defined by the Texas Education Agency (TEA),]~~ on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

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

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

(I) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(II) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

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

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

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

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

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

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

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

(d) Composition of Class. Dual credit courses may be composed of dual credit students only or of dual and college credit students. Notwithstanding the requirements of subsection (e), exceptions for a mixed class that combines college credit and high school credit-only students ~~[, which would also include high school credit-only students,]~~ may be allowed only when the creation of a high school credit-only class is not financially viable for the high school and only under one of the following conditions:

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

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

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

(e) Faculty Selection, Supervision, and Evaluation.

(1) The college shall select instructors of dual credit courses. These instructors must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools Commission on Colleges) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college.

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

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

(g) Academic Policies and Student Support Services.

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

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

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

(i) Funding.

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

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

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

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

Committee on Academic and Workforce Success

AGENDA ITEM V-I (4)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter G, Sections 4.151-4.153, 4.155-4.158, and 4.160 of Board rules concerning Early College High Schools, and repeal of Sections 4.154, 4.159, and 4.161 of Board rules concerning Early College High Schools

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Board rules align the rules with the addition of Texas Education Code, Chapter 29, Subchapter N, Pathways in Technology Early College High School (P-TECH) Program from the passage of Senate Bill 22, 85th Texas Legislature, Regular Session, and standardize language throughout Chapter 4, Subchapter G. The term "Pathways in Technology Early College High School" and associated statutory citation and definition were added to the relevant sections of the rules. The word acronym C/U was replaced with the word "college" throughout the text of Chapter 4, Subchapter G. The title of the Southern Association of Colleges and Schools Commission on Colleges was correctly cited in the rule text. Also, sections of rules were repealed that are not supported by statute or current practices pertaining to early college high schools by the Texas Higher Education Coordinating Board or Texas Education Agency.

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

Date approved by the Commissioner for publication in the *Texas Register*: January 9, 2019

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

At this time, no comments have been received.

Chapter 4, Rules Applying to All Public Institutions of Higher Education in Texas  
Subchapter G, Early College High Schools

4.151 Purpose

4.152 Authority

4.153 Definitions

~~[4.154 Notification of Institutional Intent to Develop an Early College High School]~~

4.155 Student Eligibility

4.156 Faculty Selection, Supervision, and Evaluation

4.157 Course Curriculum, Instruction, and Grading

4.158 Transcribing of Credit

~~[4.159 Evaluation and Accountability]~~

4.160 Funding

~~[4.161 Exemption from Certain Dual Credit Restrictions]~~

4.151 Purpose

The purpose of this subchapter is to provide oversight by the Board of public colleges or universities engaged in partnerships establishing early college high schools. The rules and regulations for public colleges or universities to engage in dual credit partnerships with secondary schools as provided for in this subchapter pertain only to Early College High Schools and Pathways in Technology Early College High Schools in accordance with §4.153 of this title (relating to Definitions).

4.152 Authority

Texas Education Code, §§29.908, 29.557, 61.076, 130.001(b)(3) - (4), 130.008, and 130.090 provide the Board with the authority to regulate courses and programs offered by public institutions of higher education in cooperation with secondary schools.

4.153 Definitions

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

(1) Assessment--The criterion-referenced assessment instruments adopted by the Board to assess a student's readiness to enroll in college-level coursework or curricula.

(2) Board--The Texas Higher Education Coordinating Board.

(3) College~~[Colleges or Universities, or C/U]~~--Texas public two-year colleges or public universities.

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

(5) Early College High School or ECHS--The institution or entity designated by the Texas Education Agency as an Early College High School in accordance with §102.1091 Part 2 of this title (relating to Early College High Schools), that provides the outreach, curricula, and student learning and support programs that enable the participating student to combine high school courses and college-level courses during grade levels 9 through 12 ~~[and]~~ to earn a high school

diploma and [earn] up to 60 semester credit hours toward an associate or baccalaureate degree by the fifth anniversary of the student's first day of high school.

(6) Pathways in Technology Early College High School or P-TECH--The institution or entity designated by the Texas Education Agency as an Pathways in Technology Early College High School in accordance with §102.1095 Part 2 of this title (relating to Pathways in Technology Early College High School), that provides the outreach, curricula, and student learning and support programs that enable the participating student to combine high school courses, college-level courses, and work-based education programs during grade levels 9 through 12 to earn a high school diploma and up to 60 semester credit hours toward an associate or baccalaureate degree by the sixth anniversary of the student's first day of high school.

#### ~~[4.154 Notification of Institutional Intent to Develop an Early College High School]~~

~~Texas public colleges and universities (C/U) are eligible to enter into agreements with Texas public schools to create an ECHS. Any C/U that participates in the creation of an ECHS shall notify the Board in accordance with provisions and schedules determined by the Commissioner.]~~

#### 4.155 Student Eligibility

(a) Students participating in an ECHS or P-TECH must meet eligibility requirements ~~[governing dual credit]~~ in accordance with §§4.81 - 4.85 of this title (relating to Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges) to enroll in college level courses for dual credit.

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

(c)[(b)] An ECHS shall assess each student for readiness to enroll in any academic course, or course contained in a workforce education postsecondary Level 2 certificate or applied associate degree program, [engage in any college-level curriculum offered for college credit] prior to the student's enrollment in the course[such curriculum].

(d)[(c)] For this assessment, an ECHS or P-TECH may use any instrument otherwise approved by the Board for Texas Success Initiative purposes in accordance with §4.54 (relating to Exemptions, Exceptions, and Waivers), §4.56 (relating to Assessment Instrument), and §4.57 (relating to College Ready [and Adult Basic Education (ABE)] Standards) of this title.

[(d) After assessment, the ECHS, using guidelines established by the C/U, shall determine what forms of assistance and remediation, if any, are necessary prior to a student's enrollment in any college-level curriculum based on the results of the assessment and other indicators of student readiness.]

#### 4.156 Faculty Selection, Supervision, and Evaluation

(a) The college~~[C/U]~~ shall select instructors of all college-level curricula offered for college credit in an ECHS. These instructors must be regularly employed faculty members of the college~~[C/U]~~ or meet the same standards, including but not limited to, minimal requirements of

the ~~Southern Association of Colleges and Schools Commission on Colleges~~[Commission on Colleges of the Southern Association of Colleges and Schools].

(b) The ~~college~~[C/U] shall supervise and evaluate instructors of college-level curricula offered for college credit using the same or comparable procedures used for faculty at the ~~college~~[C/U].

#### 4.157 Course Curriculum, Instruction, and Grading

The ~~college~~[C/U] shall ensure that curricula offered for college credit and comparable courses offered by the ~~college~~[C/U] are equivalent with respect to the curriculum, materials, instructional activity, and method/rigor of evaluation of student performance.

#### 4.158 Transcribing of Credit

The ~~college~~[C/U] shall determine when the college credit for each ECHS or P-TECH student should appear on the ~~college~~[C/U] transcript.

#### ~~[4.159 Evaluation and Accountability]~~

~~Each ECHS and sponsoring C/U shall be responsible for the development and implementation of an evaluation process to determine the effectiveness of the ECHS. Measures of effectiveness shall include, but are not limited to, student results on the K-12 accountability assessments and success indicators of graduates at Texas public institutions of higher education (e.g., participation rates, grade point average, retention rates, and graduation rates).]~~

#### 4.160 Funding

(a) State funding for high school and college credit will be available to the public school district and the ~~college~~[C/U] based on the current funding rules of the State Board of Education and the Board.

(b) The ~~college~~[C/U] may claim funding for all ECHS or P-TECH students receiving college credit.

#### ~~[4.161 Exemption from Certain Dual Credit Restrictions]~~

~~(a) Rules governing dual credit in accordance with §§4.81—4.85 of this title (relating to Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges) pertain to an ECHS and its participating students.~~

~~(b) An ECHS that has notified the Commissioner in accordance with §4.154 of this title (relating to Notification of Institutional Intent to Develop an Early College High School) may allow its eligible students to enroll in more than two dual credit courses per semester. An ECHS may allow its eligible students to enroll in dual credit coursework with freshman, sophomore, junior, or senior high school standing.~~

~~(c) If the Commissioner of Education denies the application for designation as an ECHS, denies the renewal of designation, or revokes the authorization of an ECHS program in accordance with §102.1091 of this title (relating to Early College High Schools), the exemption outlined in subsection (b) of this section is simultaneously revoked.]~~

Committee on Academic and Workforce Success

AGENDA ITEM V-I (5)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed repeal of Chapter 27, Subchapter A, Sections 27.101 – 27.107 of Board rules concerning the Engineering Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

The proposed repeal of Board rules eliminates the Engineering Field of Study Advisory Committee in anticipation of establishing separate advisory committees for the subdisciplines of Civil Engineering, Mechanical Engineering, Chemical Engineering, Electrical Engineering, and other engineering fields.

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

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At this time no comments have been received.

Chapter 27, Fields of Study  
Subchapter A, Engineering Field of Study Advisory Committee

- §27.101 Authority and Specific Purposes of the Engineering Field of Study Advisory Committee
- §27.102 Definitions
- §27.103 Committee Membership and Officers
- §27.104 Duration
- §27.105 Meetings
- §27.106 Tasks Assigned to the Committee
- §27.107 Report to the Board; Evaluation of Committee Costs and Effectiveness

~~[§27.101—Authority and Specific Purposes of the Engineering Field of Study Advisory Committee~~

~~(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.823(a).~~

~~(b) Purpose. The Engineering Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Engineering field of study curricula.~~

~~§27.102—Definitions~~

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

~~—(1) Board—The Texas Higher Education Coordinating Board.~~

~~—(2) Commissioner—The Commissioner of Higher Education, the Chief Executive Officer of the Board.~~

~~—(3) Field of Study Curricula—The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the Engineering degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.~~

~~—(4) Institutions of Higher Education—As defined in Texas Education Code, §61.003(8).~~

~~§27.103—Committee Membership and Officers~~

~~(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.~~

~~(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.~~

~~(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the~~



~~faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.~~

~~(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.~~

~~(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.~~

~~(f) The number of committee members shall not exceed twenty four (24).~~

~~(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.~~

#### ~~§27.104 — Duration~~

~~The Committee shall be abolished no later than January 31, 2019 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.~~

#### ~~§27.105 — Meetings~~

~~The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.~~

#### ~~§27.106 — Tasks Assigned to the Committee~~

~~Tasks assigned to the Committee include:~~

~~—(1) Advise the Board regarding the Engineering Field of Study Curricula;~~

~~—(2) Provide Board staff with feedback about processes and procedures related to the Engineering Field of Study Curricula; and~~

~~—(3) Any other issues related to the Engineering Field of Study Curricula as determined by the Board.~~

#### ~~§27.107 — Report to the Board; Evaluation of Committee Costs and Effectiveness~~

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

Committee on Academic and Workforce Success

AGENDA ITEM V-I (6)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter B, Sections 27.123 and 27.124 of Board rules concerning the duration and committee membership terms for the Music Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Board rules renew the committee for another four years and align the membership terms with the projected meeting schedule.

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

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At this time no comments have been received.

Chapter 27, Fields of Study  
Subchapter B, Music Field of Study Advisory Committee

- §27.121 Authority and Specific Purposes of the Music Field of Study Advisory Committee
- §27.122 Definitions
- §27.123 Committee Membership and Officers
- §27.124 Duration
- §27.125 Meetings
- §27.126 Tasks Assigned to the Committee
- §27.127 Report to the Board; Evaluation of Committee Costs and Effectiveness

§27.121 No changes

§27.122 No changes

§27.123 Committee Membership and Officers

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to **four** [three] years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

§27.124 Duration

The Committee shall be abolished no later than January 31, **2023** [2019] in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

§27.125 No changes

§27.126 No changes

§27.127 No changes

Committee on Academic and Workforce Success

AGENDA ITEM V-I (7)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter C, Sections 27.143 and 27.144 of Board rules concerning the duration and committee membership terms for the Nursing Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Board rules renew the committee for another four years and align the membership terms with the projected meeting schedule.

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

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At this time no comments have been received.

Chapter 27, Fields of Study  
Subchapter C, Nursing Field of Study Advisory Committee

- §27.141 Authority and Specific Purposes of the Nursing Field of Study Advisory Committee
- §27.142 Definitions
- §27.143 Committee Membership and Officers
- §27.144 Duration
- §27.145 Meetings
- §27.146 Tasks Assigned to the Committee
- §27.147 Report to the Board; Evaluation of Committee Costs and Effectiveness

§27.141 No changes

§27.142 No changes

§27.143 Committee Membership and Officers

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to **four** [~~three~~] years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

§27.144 Duration

The Committee shall be abolished no later than January 31, **2023** [~~2019~~] in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

§27.145 No changes

§27.146 No changes

§27.147 No changes

Committee on Academic and Workforce Success

AGENDA ITEM V-I (8)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter D, Sections 27.163 and 27.164 of Board rules concerning the duration and committee membership terms for the Business Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Board rules renew the committee for another four years and align the membership terms with the projected meeting schedule.

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

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At this time no comments have been received.

Chapter 27, Fields of Study  
Subchapter D, Business Field of Study Advisory Committee

- §27.161 Authority and Specific Purposes of the Business Field of Study Advisory Committee
- §27.162 Definitions
- §27.163 Committee Membership and Officers
- §27.164 Duration
- §27.165 Meetings
- §27.166 Tasks Assigned to the Committee
- §27.167 Report to the Board; Evaluation of Committee Costs and Effectiveness

§27.161 No changes

§27.162 No changes

§27.163 Committee Membership and Officers

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to four [three] years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

§27.164 Duration

The Committee shall be abolished no later than January 31, 2023 [2019] in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

§27.165 No changes

§27.166 No changes

§27.167 No changes

Committee on Academic and Workforce Success

AGENDA ITEM V-I (9)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter E, Sections 27.183 and 27.184 of Board rules concerning the duration and committee membership terms for the Communications Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Board rules renew the committee for another four years and align the membership terms with the projected meeting schedule.

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

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

At this time no comments have been received.



Chapter 27, Fields of Study  
Subchapter E, Communications Field of Study Advisory Committee

§27.181 Authority and Specific Purposes of the Communications Field of Study Advisory Committee

§27.182 Definitions

§27.183 Committee Membership and Officers

§27.184 Duration

§27.185 Meetings

§27.186 Tasks Assigned to the Committee

§27.187 Report to the Board; Evaluation of Committee Costs and Effectiveness

§27.181 No changes

§27.182 No changes

§27.183 Committee Membership and Officers

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to four [three] years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

§27.184 Duration

The Committee shall be abolished no later than January 31, 2023 [2019] in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

§27.185 No changes

§27.186 No changes

§27.187 No changes

Committee on Academic and Workforce Success

AGENDA ITEM V-I (10)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter G, Sections 27.223 and 27.224 of Board rules concerning the duration and committee membership terms for the Mexican American Studies Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Board rules renew the committee for another four years and align the membership terms with the projected meeting schedule.

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

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At this time no comments have been received.

Chapter 27, Fields of Study  
Subchapter G, Mexican American Studies Field of Study Advisory Committee

§27.221 Authority and Specific Purposes of the Mexican American Studies Field of Study Advisory Committee

§27.222 Definitions

§27.223 Committee Membership and Officers

§27.224 Duration

§27.225 Meetings

§27.226 Tasks Assigned to the Committee

§27.227 Report to the Board; Evaluation of Committee Costs and Effectiveness

§27.221 No changes

§27.222 No changes

§27.223 Committee Membership and Officers

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to four [~~three years~~]. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

§27.224 Duration

The Committee shall be abolished no later than January 31, 2023 [~~2019~~] in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

§27.225 No changes

§27.226 No changes

§27.227 No changes

Committee on Academic and Workforce Success

AGENDA ITEM V-I (11)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 27, Subchapter H, Sections 27.243 and 27.244 of Board rules concerning the duration and committee membership terms for the Architecture Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Board rules renew the committee for another four years and align the membership terms with the projected meeting schedule.

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

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At this time no comments have been received.

Chapter 27, Fields of Study  
Subchapter H, Architecture Field of Study Advisory Committee

- §27.241 Authority and Specific Purposes of the Architecture Field of Study Advisory Committee
- §27.242 Definitions
- §27.243 Committee Membership and Officers
- §27.244 Duration
- §27.245 Meetings
- §27.246 Tasks Assigned to the Committee
- §27.247 Report to the Board; Evaluation of Committee Costs and Effectiveness

§27.241 No changes

§27.242 No changes

§27.243 Committee Membership and Officers

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of Committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to four [three] years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

§27.244 Duration

The Committee shall be abolished no later than January 31, 2023 [2019] in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

§27.245 No change

§27.246 No change

§27.247 No change

Committee on Academic and Workforce Success

AGENDA ITEM V-I (12)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter LL, Sections 27.841 – 27.847 of Board rules concerning the establishment of the Chemistry Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Chemistry Field of Study Advisory Committee. The committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Chemistry degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Chemistry degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Chemistry Field of Study Curriculum as determined by the Board.

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

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

At this time no comments have been received.

CHAPTER 27. FIELDS OF STUDY  
SUBCHAPTER LL. CHEMISTRY FIELD OF STUDY ADVISORY COMMITTEE

27.841 Authority and Specific Purposes of the Chemistry Field of Study Advisory Committee  
27.842 Definitions  
27.843 Committee Membership and Officers  
27.844 Duration  
27.845 Meetings  
27.846 Tasks Assigned to the Committee  
27.847 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.841 Authority and Specific Purposes of the Chemistry Field of Study Advisory Committee.

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, 61.823(a).

(b) Purpose. The Chemistry Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Chemistry field of study curricula.

27.842 Definitions.

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

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.843 Committee Membership and Officers.

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall



consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to four years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### 27.844 Duration.

The Committee shall be abolished no later than April 30, 2023, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 27.845 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### 27.846 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

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

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

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