



TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12788 Austin, Texas 78711

MEMORANDUM

October 10, 2018

Stuart W. Stedman
CHAIR

Fred Farias III, O.D.
VICE CHAIR

John T. Steen, Jr.
SECRETARY OF THE BOARD

Michelle Q. Tran
STUDENT REPRESENTATIVE

Arcilia C. Acosta
S. Javaid Anwar
Michael J. Plank
Ricky A. Raven
Donna N. Williams
Welcome Wilson, Jr.

Raymund A. Paredes
COMMISSIONER
OF HIGHER EDUCATION

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

To: Coordinating Board Members & Interested Parties

From: Raymund A. Paredes

Subject: Coordinating Board Meeting

The agenda for the October 25, 2018, Coordinating Board meeting is attached. The meeting will be held in the Board Room at 1200 East Anderson Lane in Austin according to the schedule below. The agenda is organized according to committees. The times indicated for the start and conclusion of each section of the agenda are approximate and depend on the length of discussion for each item.

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

Wednesday, October 24

2:00 p.m.

Agency Operations Committee

Texas Higher Education Coordinating Board
Board Room 1.170

6:00 p.m.

Reception for Board Members with the Council of Public University Presidents and Chancellors followed by Dinner for Board Members

Headliners Club
221 West 6th Street
Austin, TX 78701

Thursday, October 25

Coordinating Board Meeting

Texas Higher Education Coordinating Board
Board Room 1.170

8:30 a.m.

Agenda Item I

Call to Order: Opening Remarks and Strategic
Planning Presentation

- 9:15 a.m. Agenda Item II
Approval of Minutes
- 9:17 a.m. Agenda Item III
Approval of Consent Calendar for entire meeting
- 9:20 a.m. Agenda Item IV
Major Policy Discussion
- 10:20 a.m. Agenda Item V
Matters relating to the Full Board
- 10:30 a.m. Agenda Item VI
Recognition of Excellence
- 11:00 a.m. Agenda Item VII
Matters relating to *60x30TX* and Innovation in Higher Education
- 11:40 a.m. Agenda Item VIII
Lunch
- 12:10 p.m. Agenda Item IX
Matters relating to the Committee on Affordability, Accountability and Planning
- 12:50 p.m. Agenda Item X
Matters Relating to the Committee on Academic and Workforce Success
- 2:20 p.m. Agenda Item XI
Matters Relating to the Agency Operations Committee
- 2:50 p.m. Agenda Item XII
Adjournment

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

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

TEXAS HIGHER EDUCATION COORDINATING BOARD**PREFERRED MAILING ADDRESS LIST**EMAIL: boardmember@theccb.state.tx.us

BOARD MEMBER	ADDRESS/PHONE/EMAIL	TERM ENDS
Stuart W. Stedman <i>Chair</i> HOUSTON	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/21
Fred Farias III, O.D. <i>Vice Chair</i> MCALLEN	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/19
John T. Steen, Jr. <i>Secretary of the Board</i> SAN ANTONIO	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/19
Arcilia Acosta DALLAS	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/19
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Michael J. Plank HOUSTON	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/23
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Welcome W. Wilson, Jr. HOUSTON	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/23
Michelle Q. Tran <i>Student Representative</i> HOUSTON	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	05/31/19

dated 06/05/18

TEXAS HIGHER EDUCATION COORDINATING BOARD
STANDING COMMITTEE MEMBERSHIP
Effective June 5, 2018

Committee on Academic and Workforce Success (CAWS)

Fred Farias III, O.D., Chair
Donna N. Williams, Vice Chair
Welcome Wilson, Jr.
Arcilia C. Acosta
Ricky A. Raven
Michelle Q. Tran (Student Representative), Ex-Officio
Stuart W. Stedman, Ex-Officio

Committee on Affordability, Accountability and Planning (CAAP)

S. Javaid Anwar, Chair
Arcilia C. Acosta, Vice Chair
Donna N. Williams
Michael J. Plank
Welcome Wilson, Jr.
Michelle Q. Tran (Student Representative), Ex-Officio
Stuart W. Stedman, Ex-Officio

Agency Operations Committee (AOC)

John T. Steen, Jr., Chair
Ricky A. Raven, Vice Chair
S. Javaid Anwar
Fred Farias III, O.D.
Michael J. Plank
Michelle Q. Tran (Student Representative), Ex-Officio
Stuart W. Stedman, Ex-Officio

NOTE: The Coordinating Board meeting will be broadcast live on the Internet at <http://www.thecb.state.tx.us/Events>. Board meeting agendas, minutes, presentations, and reports are also available at this address.

TEXAS HIGHER EDUCATION COORDINATING BOARD

A G E N D A

Regular Quarterly Meeting

**1200 EAST ANDERSON LANE, ROOM 1.170
AUSTIN, TEXAS**

8:30 A.M., Thursday, October 25, 2018

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

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

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

- A. Commissioner's Remarks
- B. Strategic Planning Presentation by Ray Martinez III, President, Independent Colleges and Universities of Texas, Inc.

II. Approval of Minutes

- A. July 26, 2018, Board Meeting
- B. August 14, 2018, Special Called Board Meeting

III. Approval of the Consent Calendar

- A. Consent Calendar

IV. Major Policy Discussion

- A. Dual Credit Education in Texas

V. Matters relating to the Full Board

- A. Consideration of approval of the AIR-THECB study on Dual Credit Education in Texas

VI. Recognition of Excellence

- A. Texas A&M University – College of Architecture Visualization Laboratory

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

- A. Chatbot Technology on Texas Campuses

VIII. Lunch

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

- A. Committee Chair's Overview
- B. Public Testimony on Items Relating to the Committee on Affordability, Accountability and Planning
- C. Data Highlight: The Changing Pipeline to Completion
- D. Presentation on the Preliminary Headcount for fall 2018
- E. Consideration of adopting the Committee's recommendation to the Board relating to the five-year review of the Higher Education Fund (HEF) allocation
- F. Report on facilities projects that were submitted to the Coordinating Board
- G. Consideration of adopting the Committee's recommendation to the Board relating to the Report on Student Financial Aid in Texas Higher Education, Fiscal Year 2017 (*General Appropriations Act, Senate Bill 1, Article III, page III-54, 85th Texas Legislature, Regular Session*)
- H. Consideration of adopting the Committee's recommendation to the Board relating to the approval of the nominated members of the Financial Aid Advisory Committee

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

- A. Committee Chair's Overview
- B. Public Testimony on Items Relating to the Committee on Academic and Workforce Success
- C. Report to the Board on activities of the Community and Technical College Leadership Council
- D. Consideration of adopting the Committee's recommendation to the Board relating to requests for a new degree program:

ANGELO STATE UNIVERSITY

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

UNIVERSITY OF HOUSTON

- (2) Doctor of Medicine (MD) degree with a major in Medicine

UNIVERSITY OF NORTH TEXAS HEALTH SCIENCE CENTER

- (3) Doctor of Medicine (MD) degree with a major in Medicine

Note: Highlighted items in gray are on the Consent Calendar

- E. Consideration of adopting the Committee's recommendation to the Board relating to the Aerospace and Aviation Report (*Senate Bill 458, 84th Texas Legislature, Regular Session*)
- F. Consideration of adopting the Committee's recommendation to the Board relating to the Block Scheduled Workforce Programs at Public Junior Colleges Report (*House Bill 1583, 84th Texas Legislature, Regular Session*)
- G. Consideration of adopting the Committee's recommendation to the Board relating to the Bachelor of Science in Dental Hygiene at Tyler Junior College Report (*House Bill 3348, 84th Texas Legislature, Regular Session*)
- H. Consideration of adopting the Committee's recommendation to the Board relating to the Report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education (*Senate Bill 37, 84th Texas Legislature, Regular Session*)
- I. Consideration of adopting the Committee's recommendation to the Board relating to the Report on the Effectiveness of Advise TX (*Rider 53, 85th Texas Legislature, Regular Session*)
- J. Consideration of adopting the staff recommendation to the Board relating to the Assessment of Graduate Medical Education Positions Report (*Senate Bill 215, 83rd Texas Legislature, Regular Session*)
- K. Consideration of adopting the staff recommendation to the Board relating to the Advanced Placement Report (*House Bill 1992, 84th Texas Legislature, Regular Session*)
- L. Consideration of adopting the staff recommendation to the Board relating to the Texas General Academic Institutions: Increasing Successful Community College Transfer Report (*General Appropriations Act, Senate Bill 1, Article III, Section 49, 85th Texas Legislature*)
- M. Consideration of adopting the staff recommendation to the Board relating to Best Practices in the Transfer of Course Credit Between Public Institutions of Higher Education Report (*Senate Bill 802, 85th Texas Legislature, Regular Session*)
- N. Report to the Board on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)
- O. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved English Language & Literature Field of Study
- P. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Sociology Field of Study

Q. Consideration of adopting the Committee's recommendation to the Board relating to courses required for:

- (1) Architectural Drafting
- (2) Electrical Lineworker
- (3) Industrial Electrician
- (4) Residential and Commercial Electrician
- (5) Heating, Ventilation, and Air Conditioning
- (6) Pipefitting
- (7) Plumbing

R. Consideration of adopting the Committee's recommendation to the Board relating to courses required for:

- (1) Dental Hygiene
- (2) Emergency Medical Services/Paramedic
- (3) Occupational Therapy Assistant
- (4) Physical Therapist Assistant
- (5) Radiologic Technology

S. Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Applications for:

- (1) Autism Grant Program
- (2) Minority Health Research and Education Grant Program

T. Consideration of adopting the Committee's recommendation to the Board for approval of additional funding related to Request for Applications for the Developmental Education Program (*House Bill 2223, 85th Texas Legislature, Regular Session*)

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

- (1) Graduate Education Advisory Committee
- (2) Health and Wellness Field of Study Advisory Committee
- (3) Learning Technology Advisory Committee
- (4) Multidisciplinary Studies Field of Study Advisory Committee
- (5) Undergraduate Education Advisory Committee

V. Proposed Rules:

- (1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 1, Subchapter O, Sections 1.185 and 1.187 of Board rules concerning the Learning Technology Advisory Committee
- (2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter DD, Sections 27.681-27.687 of Board rules concerning the establishment of the Communication Disorders Science and Services Field of Study Advisory Committee

(3) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter EE, Sections 27.701 – 27.707 of Board rules concerning the establishment of the Fine and Studio Arts Field of Study Advisory Committee

(4) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter FF, Sections 27.721 – 27.727 of Board rules concerning the establishment of the Journalism Field of Study Advisory Committee

(5) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter GG, Sections 27.741 - 27.747 of Board rules concerning the establishment of the Animal Sciences Field of Study Advisory Committee

(6) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter HH, Sections 27.761 – 27.767 of Board rules concerning the establishment of the Agricultural Business and Management Field of Study Advisory Committee

W. Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the last Board meeting

XI. Matters relating to the Agency Operations Committee

A. Committee Chair's Overview

B. Public Testimony on Items Relating to the Agency Operations Committee

C. Consideration of adopting the Committee's recommendation to the Board relating to the certification of Texas Research Incentive Program (TRIP) funds to the Emerging Research Universities

D. Consideration of adopting the Committee's recommendation to the Board regarding a resolution authorizing the issuance of State of Texas College Student Loan Bonds in one or more series to refund the 2007A and 2008A bond series; and delegation of the authority for administration and approval of the activities necessary to complete the sale of the private activity bonds

E. Consideration of adopting the Committee's recommendation to the Board to approve a two-year extension for the current student loan software contract

XII. Adjournment

AGENDA ITEM I-A

Commissioner's Remarks

RECOMMENDATION: No action required

Background Information:

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

AGENDA ITEM I-B

Strategic Planning Presentation by Ray Martinez III, President, Independent Colleges and Universities of Texas, Inc.

RECOMMENDATION: No action required

Background Information:

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

Independent Colleges and Universities of Texas, Inc. (ICUT), a nonprofit association, is the voice for Texas' fully-accredited private colleges and universities. For over 50 years, it has fulfilled its mission of helping policymakers recognize the importance and value of the independent sector of higher education by successfully articulating the sector's needs and aspirations. The higher education system in Texas is made stronger by including Texas' independent, regionally accredited, nonprofit colleges and universities.

ICUT supports Texas independent nonprofit colleges and universities by strengthening member institutions through advocacy, policy research, and collaboration. ICUT's vision is to be an integral, vibrant, and sustainable component of the higher education landscape in Texas. In fulfillment of this vision, ICUT champions the diverse traditions, approaches, and populations of its member institutions.

A 501(c)(6) organization, ICUT has a full-time president and professional staff headquartered in Austin. ICUT is governed by a Board of Directors composed of presidents and chancellors from its member institutions. The ICUT Foundation, a 501(c)(3), collaborates with institutional members, businesses, and relevant stakeholders to raise funds to develop and implement innovative programs and administer privately funded scholarship opportunities for students at ICUT member institutions.

On behalf of ICUT and its 42 member institutions, Ray Martinez III, President, Independent Colleges and Universities of Texas, Inc.; Dr. Don Christian, President and CEO, Concordia University Texas; and Dr. Colette Pierce Burnett, President and CEO, Huston-Tillotson University, will provide a summary presentation on the strategic plans of independent colleges and universities in Texas and how these align with *60x30TX*.



ICUT MEMBER INSTITUTIONS – 2018

Abilene Christian University	Abilene
Amberton University	Garland
Austin College	Sherman
Baylor College of Medicine	Houston
Baylor University	Waco
Concordia University Texas	Austin
Criswell College	Dallas
Dallas Baptist University	Dallas
East Texas Baptist University	Marshall
Hardin-Simmons University	Abilene
Houston Baptist University	Houston
Howard Payne University	Brownwood
Huston-Tillotson University	Austin
Jacksonville College	Jacksonville
Jarvis Christian College	Hawkins
LeTourneau University	Longview
Lubbock Christian University	Lubbock
McMurry University	Abilene
Our Lady of the Lake University	San Antonio
Parker University	Dallas
Rice University	Houston
St. Edward's University	Austin
St. Mary's University	San Antonio
Schreiner University	Kerrville
Southern Methodist University	Dallas
Southwestern University	Georgetown
Southwestern Adventist University	Keene
Southwestern Assemblies of God University	Waxahachie
Texas Christian University	Fort Worth
Texas College	Tyler
Texas Lutheran University	Seguin
Texas Wesleyan University	Fort Worth
Trinity University	San Antonio
University of Dallas	Dallas
University of the Incarnate Word	San Antonio
University of Mary Hardin-Baylor	Belton
University of St. Thomas	Houston
Wayland Baptist University	Plainview
Wiley College	Marshall
Hallmark University (Associate Member)	San Antonio
Southwest School of Art (Associate Member)	San Antonio
Paul Quinn College (Affiliate Member)	Dallas

DRAFT

TEXAS HIGHER EDUCATION COORDINATING BOARD MINUTES

Regular Quarterly Meeting
1200 East Anderson Lane, Austin, Texas
July 26, 2018

The Texas Higher Education Coordinating Board convened at 8:31 a.m. on July 26, 2018, with the following members present: **Stuart Stedman, presiding; Fred Farias; Arcilia Acosta; Javaid Anwar; Ricky Raven; John Steen; Donna Williams; and Welcome Wilson.**

Members absent: Michael Plank; Michelle Tran

AGENDA ITEM	ACTION
I. Call to order: Opening Remarks and Strategic Planning Presentation	Mr. Stedman called the meeting of the Coordinating Board to order and announced that Mr. Plank and Ms. Tran were unable to attend the board meeting today due to duties requiring their attention elsewhere. On a motion by Mr. Steen, seconded by Mr. Anwar, the Board excused the absence of Mr. Plank and Ms. Tran. A quorum was met for this Board meeting.
A. Recognition of Damian Cisneros, LaTreshia Hamilton, and Mayra Rodarte, recipients of the Kenneth H. Ashworth Fellowship Award for 2018-2019	No action required.
B. Commissioner's Remarks	No action required.
C. Strategic Planning Presentation by Michael L. Reeser, Chancellor and Chief Executive Officer, Texas State Technical College	No action required. Mike Reeser, Chancellor and Chief Executive Officer of Texas State Technical College provided a presentation on Texas State Technical College's strategic plan and how it aligns with <i>60x30TX</i> .
II. Approval of Minutes	
A. April 26, 2018, Board Meeting	On a motion by Dr. Farias, seconded by Mr. Raven, the Board approved the April 26, 2018, minutes.

AGENDA ITEM	ACTION
B. June 20, 2018, Special Called Board Meeting	On a motion by Mr. Steen, seconded by Mr. Wilson, the Board approved the June 20, 2018, minutes.
III. Approval of the Consent Calendar	On a motion by Ms. Acosta, seconded by Dr. Farias, the Board removed Item X-G from the Consent Calendar. On a motion by Mr. Raven, seconded by Mr. Anwar, the Board approved the Consent Calendar as amended. Items on the Consent Calendar were: IX-F; IX-G; IX-H; X-C; X-D; X-H; X-I; X-J; X-K; X-L; X-M; X-N; X-O; X-P; X-Q; X-S; X-U; X-V; X-W; X-X; and XI-D.
IV. Major Policy Discussion	
A. Examining Male Enrollment and Success in Higher Education	No action required. Jerel Booker, Assistant Commissioner, College Readiness and Success introduced the panel and facilitated the Major Policy Discussion for this meeting regarding male enrollment and success in higher education. The panelists were as follows: Dr. Jerlando Jackson, Vilas Distinguished Professor of Higher Education, Department Chair of Educational Leadership & Policy Analysis, and the Director and Chief Research Scientist of Wisconsin's Equity and Inclusion Laboratory at the University of Wisconsin-Madison; Mr. Randy Willis, Superintendent of Granger Independent School District; and Dr. Darren Kelly, Deputy to the Vice President and Director of McNair Scholars for the Division of Diversity and Community Engagement at The University of Texas at Austin.
V. Recognition of Excellence	
A. Alamo Community College District – University Transfer Compact Partnership	No action required. Dr. Bruce Leslie, Chancellor of the Alamo Community College District; Dr. George Railey, Jr., Vice Chancellor of Academic Affairs and Student Success; and Angela Guadian-Mendez, Director of Student Completion made a presentation on the University Transfer Compact Partnership, provided an overview of the Alamo College Institutes, and suggested recommendations to “clear the path” of some identified barriers that can hinder students’ successful achievement of their education goals.

AGENDA ITEM	ACTION
VI. Matters relating to 60x30TX and Innovation in Higher Education	
A. Open Educational Resources	No action required. Dr. Judith Sebesta, Consultant for Open Educational Resources, and Daniel Williamson, Managing Director of OpenStax at Rice University, provided a brief overview of open educational resources and was available to answer questions.
VII. Matters relating to the Full Board	
A. Status Update for the Texas Higher Education Foundation	No action required. Neal W. Adams, Chairman and President of the Texas Higher Education Foundation and Ms. Heather Marsh, Executive Director of the Texas Higher Education Foundation, presented this item and was available to answer questions.
B. THECB-AIR Study on Dual Credit Education in Texas	No action required. Dr. Trey Miller, Principal Researcher at American Institutes for Research (AIR), presented findings from Phase II and was available to answer questions.
C. Consideration of adopting the Negotiated Rulemaking Committee's recommendation to the Board relating to Chapter 22, Subchapter B, Section 22.22 and Section 22.29 of Board rules regarding the allocation and disbursement of funds concerning the Provisions for the Tuition Equalization Grant (TEG) Program	On a motion by Mr. Steen, seconded by Mr. Wilson, the Board approved the amendments to Chapter 22, Section 22.22 and 22.29 regarding the Tuition Equalization Grant Program. A copy of the Board rules as adopted may be found in the agenda materials.
D. Consideration of adopting the Negotiated Rulemaking Committee's recommendation to the Board relating to amendments to Chapter 22, Subchapter M, Section 22.254 and Section 22.262 of Board rules regarding the allocation and disbursement of funds concerning the Texas Educational Opportunity Grant (TEOG) Program – Public Community Colleges	On a motion by Mr. Steen, seconded by Mr. Wilson, the Board approved the amendments to Chapter 22, Subchapter M, Section 22.254 and 22.262 regarding the Texas Educational Opportunity Grant (TEOG) Program – Public Community Colleges. A copy of the Board rules as adopted may be found in the agenda materials.
E. Consideration of adopting the Negotiated Rulemaking Committee's recommendation to the Board relating to Chapter 22, Subchapter M, new Section 22.264 of Board rules regarding the allocation and disbursement of funds concerning the Texas Educational Opportunity Grant (TEOG) Program – Public Technical and State Colleges	On a motion by Mr. Steen, seconded by Mr. Wilson, the Board approved the amendments to Chapter 22, Subchapter M, new Section 22.264 regarding the Texas Educational Opportunity Grant (TEOG) Program – Public Technical and State Colleges. A copy of the Board rules as adopted may be found in the agenda materials.

AGENDA ITEM	ACTION
F. Consideration of adopting the Negotiated Rulemaking Committee's recommendation to the Board relating to Chapter 22, Subchapter L, Section 22.226 and Section 22.236 of Board rules regarding the reallocation and disbursement of funds concerning the Toward EXcellence, Access, and Success (TEXAS) Grant Program	On a motion by Mr. Steen, seconded by Mr. Wilson, the Board approved the amendments to Chapter 22, Subchapter L, Section 22.226 and 22.236 regarding the Toward EXcellence, Access, and Success (TEXAS) Grant Program. A copy of the Board rules as adopted may be found in the agenda materials.
VIII. Lunch	
IX. Matters Relating to the Committee on Affordability, Accountability and Planning	
A. Committee Chair's Overview	No action required. An overview of the Committee's activities was presented to the Board by Mr. Anwar, Chair of the Committee on Affordability, Accountability and Planning.
B. Public Testimony on Items Relating to the Committee on Affordability, Accountability and Planning	No action required.
C. Consideration of adopting the Committee's recommendation to the Board relating to approval of the <i>60x30TX</i> progress report	On a motion by Ms. Acosta, seconded by Mr. Steen, the Board approved the report. Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding presented an overview of the report. At the conclusion of the presentation, Dr. Eklund, Dr. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, and Mr. Jerel Booker, Assistant Commissioner for College Readiness and Success, were available to answer questions.
D. Report on facilities projects that were submitted to the Coordinating Board	No action required. Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, presented this item and was available to answer questions.
E. Update on Preparations for the 86th Texas Legislative Session	No action required. Mr. John Wyatt, Director for External Relations, provided a brief presentation regarding interim activities in preparation for the legislative session and was available to answer questions.

AGENDA ITEM	ACTION
F. Consideration of adopting the Committee's recommendation to the Board relating to the report on the TEXAS Grant Program (Senate Bill 28, 82nd Texas Legislature, Regular Session)	This item was approved on the Consent Calendar.
G. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of a student representative to the Financial Aid Advisory Committee	This item was approved on the Consent Calendar.
<p>H. Proposed Rules:</p> <p>(1) Consideration of adopting the Committee's recommendation to the Board relating to the repeal of Chapter 21, Subchapter A, Sections 21.1, 21.3, 21.9, and 21.10 of the Board rules, concerning General Provisions</p> <p>(2) Consideration of adopting the Committee's recommendation to the Board relating to Chapter 22, Subchapter A, proposed new Sections 22.5 – 22.8 of Board rules, concerning General Provisions</p> <p>(3) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter D, Sections 22.61 – 22.65, and proposed new Section 22.66 of the Board rules, concerning the Texas Public Educational Grant Program (TPEG)</p> <p>(4) Consideration of adopting the Committee's recommendation to the Board relating to the Repeal of Chapter 22, Subchapter J, Sections 22.181 – 22.188 of Board rules, concerning the Texas Career Opportunity Grant Program</p> <p>(5) Consideration of adopting the Committee's recommendation to the Board relating to the proposed repeal of Chapter 22, Subchapter F, Sections 22.113, and proposed amendments to Sections 22.114 – 22.116, of Board rules, concerning the Matching Scholarships to Retain Students in Texas Program</p> <p>(6) Consideration of adopting the Committee's recommendation to the Board relating to Chapter 22, Subchapter M, proposed new Section 22.265 of Board rules, concerning the Texas Educational Opportunity Grant Program</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>

AGENDA ITEM	ACTION
(7) Consideration of adopting the Committee's recommendation to the Board relating to moving Chapter 22, Subchapter W of Board rules, relating to The Good Neighbor Scholarship Program, to Chapter 21, Student Services, new Subchapter U	This item was approved on the Consent Calendar.
X. Matters relating to the Committee on Academic and Workforce Success	
A. Committee Chair's Overview	No action required. An overview of the Committee's activities was presented to the Board by Dr. Farias, Chair of the Committee on Academic and Workforce Success.
B. Public Testimony on Items Relating to the Committee on Academic and Workforce Success	No action required.
C. Consideration of adopting the Committee's recommendation to the Board relating to the distribution of funds trustee to the Coordinating Board to support family practice residency programs for Fiscal Year 2019 and the report on trustee funds distributed in Fiscal Year 2018	This item was approved on the Consent Calendar.
D. Consideration of adopting the Committee's recommendation to the Board relating to changes in the <i>Lower-Division Academic Course Guide Manual (ACGM)</i>	This item was approved on the Consent Calendar.
E. Consideration of adopting the Commissioner's recommendation to the Board relating to the request from Sam Houston State University for a Doctor of Osteopathic (DO) degree with a major in Osteopathic Medicine	<p>Ms. Acosta made the motion to approve the request from Sam Houston State for a Doctor of Osteopathic (DO) degree and Ms. Williams seconded that motion.</p> <p>After further discussion, Mr. Anwar made the motion to table this item and hold a special called board meeting. This motion was seconded by Mr. Raven and the Board approved.</p> <p>On a motion by Mr. Stedman, seconded by Mr. Raven, the Board approved holding a special called board meeting for this request.</p>

AGENDA ITEM	ACTION
<p>F. Consideration of adopting the Committee's recommendation to the Board relating to requests for a new degree program:</p> <p>TEXAS STATE UNIVERSITY (1) Doctor of Philosophy (PhD) degree with a major in Applied Anthropology</p> <p>TEXAS TECH UNIVERSITY (2) Doctor of Philosophy (PhD) degree with a major in Addictive Disorders and Recovery Studies</p> <p>THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON (3) Doctorate of Health Informatics (DHI) degree with a major in Health Informatics</p> <p>WEST TEXAS A&M UNIVERSITY (4) Doctor of Education (EdD) degree with a major in Educational Leadership</p>	<p>On a motion by Mr. Anwar, seconded by Mr. Raven, the Board approved the new degree program.</p> <p>On a motion by Mr. Raven, seconded by Mr. Anwar, the Board approved the new degree program.</p> <p>On a motion by Mr. Raven, seconded by Mr. Wilson, the Board approved the new degree program.</p> <p>On a motion by Mr. Steen, seconded by Mr. Raven, the Board approved the new degree program.</p>
<p>G. Consideration of adopting the Committee's recommendation to the Board relating to the Open Educational Resources Report (<i>Senate Bill 810, 85th Texas Legislature, Regular Session</i>)</p>	<p>On a motion by Mr. Steen, seconded by Mr. Raven, the Board approved the Open Educational Resources Report.</p>
<p>H. Consideration of adopting the Committee's recommendation to the Board relating to the Report on the Autism Grant Program</p>	<p>This item was approved on the Consent Calendar.</p>
<p>I. Consideration of adopting the Committee's recommendation to the Board relating to the January 2018 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")</p>	<p>This item was approved on the Consent Calendar.</p>
<p>J. Consideration of adopting the Committee's recommendation to the Board relating to a request from United States American College of Business and Healthcare for an initial Certificate of Authority to grant degrees in Texas</p>	<p>This item was approved on the Consent Calendar.</p>

AGENDA ITEM	ACTION
K. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the General Drafting Program of Study	This item was approved on the Consent Calendar.
L. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Biology Field of Study	This item was approved on the Consent Calendar.
M. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Business Administration & Management Field of Study	This item was approved on the Consent Calendar.
N. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Criminal Justice Field of Study	This item was approved on the Consent Calendar.
O. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Political Science Field of Study	This item was approved on the Consent Calendar.
P. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Psychology Field of Study	This item was approved on the Consent Calendar.
Q. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Social Work Field of Study	This item was approved on the Consent Calendar.
R. Consideration of adopting the Committee's recommendation to the Board relating to the proposed revisions to the Texas College and Career Readiness Standards for English Language Arts and Math	On a motion by Mr. Raven, seconded by Mr. Anwar, the Board approved the Texas College and Career Readiness Standards for English Language Arts and Math.
S. Consideration of adopting the Committee's recommendation to the Board relating to the approval to increase funding for Grad TX activities designed to help meet the completion goal of <i>60x30TX</i>	This item was approved on the Consent Calendar.

AGENDA ITEM	ACTION
T. Consideration of adopting the Committee's recommendation to the Board relating to an amendment extending the contract for the Texas Success Initiative Assessment	On a motion by Mr. Anwar, seconded by Mr. Raven, the Board approved an amendment extending the contract for the Texas Success Initiative Assessment.
U. Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Proposals for the development and implementation of a classification and diagnostic assessment instrument for the Texas Success Initiative	This item was approved on the Consent Calendar.
V. Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Applications for the facilitation of the review and revision of the Science, Social Studies, and Cross-Disciplinary Texas College and Career Readiness Standards	This item was approved on the Consent Calendar.
W. Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rules, Chapter 27, Subchapter CC, Sections 27.661 – 27.667 of Board rules, concerning the establishment of the Health and Wellness Field of Study Advisory Committee	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
<p>X. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to:</p> <ul style="list-style-type: none"> (1) Apply Texas Advisory Committee (2) Certification Advisory Council (3) Communications Field of Study Advisory Committee (4) Community Technical College Leadership Council (5) Computer Science/Information Technology Field of Study Advisory Committee (6) Drama/Performing Arts Field of Study Advisory Committee (7) Graduate Education Advisory Committee (GEAC) (8) Learning Technology Advisory Committee (LTAC) (9) Lower-Division Academic Course Guide Manual Advisory Committee (ACGM) (10) Undergraduate Education Advisory Committee (UEAC) (11) Economics Field of Study Advisory Committee 	This item was approved on the Consent Calendar.

AGENDA ITEM	ACTION
Y. Consideration of adopting the staff recommendation to the Board relating to the request from South Plains College for an Associate of Applied Science (AAS) degree with a major in Culinary Arts	On a motion by Mr. Anwar, seconded by Mr. Raven, the Board approved the request from South Plains College for an AAS degree with a major in Culinary Arts.
Z. Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the last Board meeting	No action required. Dr. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, presented this item and was available to answer questions.
XI. Matters relating to the Agency Operation's Committee	
A. Committee Chair's Overview	No action required. An overview of the Committee's activities was presented to the Board by Mr. Steen, Chair of the Committee on Agency Operations.
B. Public Testimony on Items Relating to the Agency Operation's Committee	No action required.
C. Consideration of adopting the Committee's recommendation to the Board relating to the agency's Legislative Appropriation Request for Fiscal Years 2020 - 2021	On a motion by Mr. Raven, seconded by Mr. Anwar, the Board approved the agency's Legislative Appropriation Request for FY 2020 – 2021.
D. Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 1, Subchapter C, Sections 1.83 and 1.84 of Board rules concerning Agency Administration (Standards of Conduct)	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
E. Consideration of adopting the Committee's recommendation to the Board relating to a resolution authorizing the issuance of State of Texas College Student Loan Bonds in one or more series; and delegation of the authority for administration and approval of the activities necessary to complete the sale of the private activity bonds	On a motion by Mr. Raven, seconded by Mr. Anwar, the Board approved the resolution.

AGENDA ITEM	ACTION
XI. Adjournment	

With no further business, on a motion by Mr. Steen, seconded by Dr. Farias, the meeting adjourned at approximately 4:40 p.m.

Respectfully Submitted,

John Steen
Secretary of the Board

DRAFT

TEXAS HIGHER EDUCATION COORDINATING BOARD MINUTES

**Special Called Board Meeting
1200 East Anderson Lane, Austin, Texas
August 14, 2018**

The Texas Higher Education Coordinating Board convened at 10:05 a.m. on August 14, 2018, with the following members present: Stuart Stedman, presiding; Fred Farias; Arcilia Acosta; Javaid Anwar; Ricky Raven; John Steen; Donna Williams; and Michelle Tran.

Members attending via video conference: Michael Plank; Welcome Wilson

AGENDA ITEM	ACTION
I. Call to order: Opening Remarks and Announcements	Mr. Stedman called the Special Called Board Meeting to order and announced that a quorum was met for this Board meeting.
II. Matters relating to the Committee on Academic and Workforce Success	
A. Committee Chair's Overview	Dr. Fred Farias, Chair of the Committee, presided over this part of the meeting.
B. Public Testimony	No action required.
C. Continuation of proceedings regarding agenda item X-E from the Board's meeting agenda for July 26, 2018: Consideration of adopting the Commissioner's recommendation to the Board relating to the request from Sam Houston State University for a Doctor of Osteopathic (DO) degree with a major in Osteopathic Medicine	Dr. Dana Hoyt, President of Sam Houston State University; Dr. Brian McCall, Chancellor of Texas State University System; Ms. Beth Paul, Vice President of Germane Solutions; and Dr. Charles Henley, Founding Dean of the proposed program made a presentation to the Board. Also, making presentations from the Coordinating Board staff were Dr. Stacey Silverman, Deputy Assistant Commissioner for Academic Quality, Dr. Rex Peebles, Assistant Commissioner for Academic

AGENDA ITEM	ACTION
	<p>Quality and Workforce, and Dr. David Gardner, Deputy Commissioner for Academic Planning and Policy. After a thorough discussion by the board members, a motion was made by Ms. Acosta to approve Sam Houston State's Osteopathic Degree proposal on the condition that Sam Houston State University will never seek, nor if offered, ever accept any formula funding to support its Doctor of Osteopathic program. The motion was seconded by Mr. Steen and on a vote of 5 ayes and 4 nays, the Board approved the program.</p>
XI. Adjournment	

With no further business, on a motion by Mr. Steen, seconded by Ms. Acosta, the meeting adjourned at approximately 1:00 p.m.

Respectfully Submitted,

John Steen
Secretary of the Board

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

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

- G. Consideration of adopting the Committee's recommendation to the Board relating to the Report on Student Financial Aid in Texas Higher Education, Fiscal Year 2017 (*General Appropriations Act, Senate Bill 1, Article III, page III-54, 85th Texas Legislature, Regular Session*)
- H. Consideration of adopting the Committee's recommendation to the Board relating to the approval of the nominated members of the Financial Aid Advisory Committee

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

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

ANGELO STATE UNIVERSITY

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

- E. Consideration of adopting the Committee's recommendation to the Board relating to the Aerospace and Aviation Report (*Senate Bill 458, 84th Texas Legislature, Regular Session*)
- F. Consideration of adopting the Committee's recommendation to the Board relating to the Block Scheduled Workforce Programs at Public Junior Colleges Report (*House Bill 1583, 84th Texas Legislature, Regular Session*)
- G. Consideration of adopting the Committee's recommendation to the Board relating to the Bachelor of Science in Dental Hygiene at Tyler Junior College Report (*House Bill 3348, 84th Texas Legislature, Regular Session*)
- H. Consideration of adopting the Committee's recommendation to the Board relating to the Report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education (*Senate Bill 37, 84th Texas Legislature, Regular Session*)
- O. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved English Language & Literature Field of Study
- P. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Sociology Field of Study

- Q. Consideration of adopting the Committee's recommendation to the Board relating to courses required for:
- (1) Architectural Drafting
 - (2) Electrical Lineworker
 - (3) Industrial Electrician
 - (4) Residential and Commercial Electrician
 - (5) Heating, Ventilation, and Air Conditioning
 - (6) Pipefitting
 - (7) Plumbing
- R. Consideration of adopting the Committee's recommendation to the Board relating to courses required for:
- (1) Dental Hygiene
 - (2) Emergency Medical Services/Paramedic
 - (3) Occupational Therapy Assistant
 - (4) Physical Therapist Assistant
 - (5) Radiologic Technology
- S. Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Applications for:
- (1) Autism Grant Program
 - (2) Minority Health Research and Education Grant Program
- T. Consideration of adopting the Committee's recommendation to the Board for approval of additional funding related to Request for Applications for the Developmental Education Program (*House Bill 2223, 85th Texas Legislature, Regular Session*)
- U. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to:
- (1) Graduate Education Advisory Committee
 - (2) Health and Wellness Field of Study Advisory Committee
 - (3) Learning Technology Advisory Committee
 - (4) Multidisciplinary Studies Field of Study Advisory Committee
 - (5) Undergraduate Education Advisory Committee
- V. Proposed Rules:
- (1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 1, Subchapter O, Sections 1.185 and 1.187 of Board rules concerning the Learning Technology Advisory Committee
 - (2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter DD, Sections 27.681- 27.687 of Board rules concerning the establishment of the Communication Disorders Science and Services Field of Study Advisory Committee
 - (3) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter EE, Sections 27.701 – 27.707 of Board rules concerning the establishment of the Fine and Studio Arts Field of Study Advisory Committee

- (4) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter FF, Sections 27.721 – 27.727 of Board rules concerning the establishment of the Journalism Field of Study Advisory Committee
- (5) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter GG, Sections 27.741 -27.747 of Board rules concerning the establishment of the Animal Sciences Field of Study Advisory Committee
- (6) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter HH, Sections 27.761 – 27.767 of Board rules concerning the establishment of the Agricultural Business and Management Field of Study Advisory Committee

AGENDA ITEM IV-A

Dual Credit Education in Texas

RECOMMENDATION: No action required

Background Information:

Major Policy Discussions are topics of interest where staff, policy experts, and/or stakeholders provide Coordinating Board members with information on higher education policy matters or initiatives that have the potential to impact Texas statewide. The Major Policy Discussion for this meeting will focus on dual credit education in Texas.

Dual credit allows students to start college while in high school. Enrollment in dual credit has grown exponentially over the past several years, culminating in 161,631 enrollments in the spring semester of 2018. Approximately 93 percent of dual credit classes are offered by two-year institutions. The vast majority of dual credit courses are academic, with 16 percent being career and technical education courses.

Recently, two studies and one report have been completed that explore the landscape of dual credit in Texas. Specifics such as the growth in dual credit, the costs of dual credit, the rigor of dual credit courses, and the impact of dual credit have been examined. Representatives of the two studies and the report, along with a leading researcher of early college high schools, will discuss findings and recommendations emanating from this recent work.

Rex Peebles, Ph.D., Assistant Commissioner, Academic Quality and Workforce, will provide a brief overview, introduce panelists, and facilitate the discussion. Panelists who have been invited to present to the Board are:

- Julie Edmunds, Ph.D., Program Director, Secondary School Reform, Serve Center, University of North Carolina at Greensboro
- Trey Miller, Ph.D., Principle Researcher, American Institutes for Research
- David Troutman, Ph.D., Associate Vice Chancellor for Institutional Research and Advanced Analytics, The University of Texas System
- Jacob Fraire, President and CEO, Texas Association of Community Colleges

AGENDA ITEM V-A

Consideration of approval of the AIR-THECB study on Dual Credit Education in Texas

RECOMMENDATION: Approval

Background Information:

Over the past five decades, states and education institutions have initiated and scaled dual credit education programs to improve college access and success among high school students. However, state and local policymakers have little empirical evidence to determine whether dual credit education is an effective and efficient intervention, and to identify aspects of dual credit education where reform may be necessary.

This report disseminates findings from the second phase of a two-phase study that examines dual credit education programs in Texas. Phase II was conducted by the American Institutes for Research (AIR) in collaboration with the Texas Higher Education Coordinating Board (THECB), and builds on and extends research conducted by the RAND Corporation for Phase I. This report provides Texas lawmakers and education stakeholders greater insight into questions about (1) the impact of dual credit education programs on college access and college completion; (2) the quality of advising and the rigor of academic content, instructional strategies, and assessment practices; (3) the costs and the benefits of delivering dual credit education; (4) racial disparities in dual credit participation; and (5) changes that have resulted from recent legislative efforts to expand access to dual credit education coursework.

Major findings from the study include: (1) the benefits of participating in dual credit education greatly exceed the costs of implementation; (2) dual credit education directly increases college enrollment and completion; and (3) suggestive evidence that the rigor of dual credit courses are similar to college credit only courses. Areas that merit attention include: (1) disadvantaged students benefitted less from dual credit education than advantaged students; (2) costs of delivering dual credit education appear to be an obstacle to student participation in and ensuring affordable access to dual credit education; and (3) the constraints faced by high school counselors and college advisors compromise the quality of dual credit advising services.

Non-substantive changes may be made by AIR publications team should the Board vote to approve.

Dr. Trey Miller, Principal Researcher at AIR, will be available for questions about the study.

AGENDA ITEM VI-A

Texas A&M University – College of Architecture Visualization Laboratory

RECOMMENDATION: No action required

Background Information:

The Texas Higher Education Coordinating Board's (THECB) Recognition of Excellence is meant to showcase models of excellence within the education community and highlight the outstanding work of our education faculty and administrators, and the outstanding institutional programs around our state. The Recognition of Excellence for this meeting is Texas A&M University (TAMU) for its Visualization Laboratory in the College of Architecture's Department of Visualization.

The advent of high-speed computing, imaging, and digital media systems has fostered a modern renaissance in visualization. Today's visualizers need skills spanning foundations in artistic and engineering disciplines, as well as new ones, such as computer graphics, video interaction design, and psychology. If you have enjoyed any of the later *Star Wars* movies, *Iron Man*, *Pirates of the Caribbean*, *Shrek*, or *The Incredibles 2*, you have seen the work of graduates from the TAMU College of Architecture's Department of Visualization.

The Visualization Laboratory was established in 1988 in the College of Architecture. The first academic program started one year later. The Visualization Laboratory and Master of Science in Visualization Sciences were created in response to clear indications that digital visualization was going to play a highly important role in design and media communication. In 2008, the Department of Visualization was established and is now home to the Master of Science in Visualization, the Master of Fine Arts in Visualization, and the Bachelor of Science in Visualization. The visualization academic programs all have curricula based upon the studio style, project-based learning and focus on exploring problems where the fields of art and science merge. The solitary artistic genius has been replaced by the collaborative team, and strong participants on such teams have both expertise in a specialty area and the broad background necessary for effective collaboration with other team members. Studio executives know that graduates of TAMU's Visualization academic programs are among the best-trained computer animators/technical directors, games designers, technical artists, and visual information design artists graduating from universities anywhere in the country. Program graduates regularly accept employment with studios like Pixar, Dreamworks Animation, Walt Disney Animation, Blue Sky Studios, Industrial Light and Magic, and Texas' own Reel FX Creative Studio in Dallas and BioWare in Austin.

The 7,500 square-foot Visualization Laboratory in the College of Architecture includes computer graphics labs, performance studios (with video cameras, complete lighting, blue screen, and cyclorama systems), studios for game design and development (aka the LIVE Lab), interaction and user-experience design facilities, an AR/VR lab, setups for traditional and digital photography, digital image editing suites, sound creation and manipulation facilities, and tools and lab space for physical and wearable computing. All computational facilities in the laboratory

are interconnected by high-speed network links. The laboratory, in turn, is connected to the university's network backbone and from there to the Internet.

Dr. Jorge Vanegas, Dean and Research Professor, TAMU College of Architecture, and Mr. Tim McLaughlin, Department Head of the Department of Visualization, will make a presentation on the Texas A&M University, College of Architecture and Department of Visualization's Visualization Laboratory. The following Visualization department faculty and staff will also be present: Mr. Bill Jenks, Assistant Department Head, Visualization, Laboratory Director; Dr. Ann McNamara, Associate Professor Graduate Program Coordinator, Associate Head of Department Visualization; Mr. André Thomas, MFA, Director of the LIVE Lab; and Dr. Ergun Akleman, Professor, Department of Visualization.

AGENDA ITEM VII-A

Chatbot Technology on Texas Campuses

RECOMMENDATION: No action required

Background Information:

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

A chatbot is an artificial intelligence (AI) computer program designed to simulate conversation with human users. Chatbots are typically used for various practical purposes including customer service or information acquisition. Chatbot technology has multiple applications for serving students in higher education. Institutions of higher education (IHEs) are using chatbot technology as a customer service tool in such areas as recruitment, admissions, enrollment, academic support, and more.

A widely known success story and use case on chatbot technology is from Georgia State University (GSU). Their chatbot, named "Pounce" after their panther mascot, is an admissions tool. It has reduced their "summer melt" by 22 percent. Summer melt occurs when students commit to attending an IHE but do not matriculate in the fall. Data from GSU show that Pounce responded to 200,000 messages from 3,100 students in summer 2016. It also accounted for more than 99 percent of student engagement between admission and arriving on campus for orientation for GSU's incoming class. Pounce provided individualized support that was far beyond the capacity of admissions counselors.

Texas IHEs are also adopting chatbot technology. Jerel Booker, Assistant Commissioner, College Readiness and Success, will give a brief overview of chatbots, including how the agency is leveraging this technology, and introduce panelists. Panelists who have been invited to present to the Board and share their IHE's use of chatbot technology are:

- Michael J. Knox, Vice President, Student Enrollment, Engagement, and Success, West Texas A&M University
- Karen L. Serna, AFC, Director, Student Money Management Office, Austin Community College; Member, THECB Financial Aid Literacy Committee, 2016-2017
- Samantha Wilson, Executive Director, Career Center, Texas A&M University

AGENDA ITEM IX-A

Committee Chair's Overview

Mr. S. Javaid Anwar, Chair of the Committee on Affordability, Accountability and Planning, will provide the Board an overview of the items on the agenda.

AGENDA ITEM IX-B

Public Testimony on Items Relating to the Committee on Affordability, Accountability and Planning

RECOMMENDATION: No action required

Background Information:

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

AGENDA ITEM IX-C

Data Highlight: The Changing Pipeline to Completion

RECOMMENDATION: No action required

Background Information:

The first two goals of the *60x30TX* strategic plan for higher education in Texas – the 60x30 educated population and completion goals – are vital to the future of the state's economy. This presentation will explore how these two goals relate to one another and clarify common misunderstandings. It will also include a closer look at one of the targets under the completion goal – increasing the number of completions among economically disadvantaged students in Texas higher education.

The 60x30 educated population and completion goals are distinct but interrelated measures of the educational strength of the state. The educated population goal aims for 60 percent of the population between ages 25 and 34 to hold a degree or certificate by 2030, while the completion goal aims to have at least 550,000 students complete a certificate, associate, bachelor's, or master's degree from a Texas institution of higher education in 2030. Increasing the number of students awarded degrees and certificates within the state each year will be a primary driver in achieving our 60x30 educated population goal, but it is not the only factor. A strong Texas economy is another driver, as it plays an important role in both fostering in-migration of educated workers from other states and countries and providing opportunities for young adults who earned credentials in Texas.

The number of credentials awarded to economically disadvantaged undergraduate students has nearly doubled over the last 10 years. Completions by this group now make up the majority of undergraduate completions in the state, making it a critical population for reaching the completion and educated population goals. The growing number of credentials earned by economically disadvantaged students is primarily due to an increased number of this category of students entering higher education in the state, but also reflects improving outcomes for this population. As these numbers continue to grow, it will be even more important to support this group in order to meet the target of 246,000 economically disadvantaged student completions in 2030. Success in achieving this target has the potential to raise workforce outcomes for economically disadvantaged completers, improving the overall quality of life for Texans and for their children.

Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, and Dr. Jenna Cullinane Hege, Deputy Assistant Commissioner for Strategic Planning, will provide a presentation and be available to answer questions.

AGENDA ITEM IX-D

Presentation on the Preliminary Headcount for fall 2018

RECOMMENDATION: No action required

Background Information:

Information about enrollment trends is fundamental to higher education planning and even more critical in times of limited resources and growing enrollments. These data will inform the Coordinating Board on a key factor related to *60x30TX*—the number of potential completers institutions are currently serving. Preliminary enrollment data also provide insight into the impact of recent legislative actions, as well as economic and environmental conditions that may affect student decisions to enroll in higher education.

Each fall, institutions submit preliminary enrollment data to the Coordinating Board based on the 12th class day enrollment. These preliminary data have historically dropped by approximately 2-6 percent when final, certified figures are obtained.

Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, will provide a brief report and is available to answer questions.

AGENDA ITEM IX-E

Consideration of adopting the Committee's recommendation to the Board relating to the five-year review of the Higher Education Fund (HEF) allocation

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board is required by Texas Education Code, Section 62.022 to conduct a five-year review of the Higher Education Fund (HEF) allocation methodology to verify the equity of allocations and make recommendations for changes to funding levels. The results of this study will be provided to the Legislative Budget Board and the Texas Legislature.

As specified in statute and standard operating procedures, staff sought the full participation of all institutions eligible for HEF-distributions to serve on a stakeholder group to inform the study. A Webex meeting was held on August 2, 2018, and input was provided by all HEF-eligible institutions.

Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, will provide a brief presentation and be available to answer questions.

AGENDA ITEM IX-F

Report on facilities projects that were submitted to the Coordinating Board

RECOMMENDATION: No action required

Background Information:

Senate Bill 215, 83rd Texas Legislature, Regular Session, shifted the authority to approve capital projects from the Texas Higher Education Coordinating Board (THECB) to the Boards of Regents. However, it requires that institutions continue to report projects to the Board and that THECB staff continue to review facilities projects. Additional information is provided for projects that do not meet one or more standards. The Board must submit a report to the governor, lieutenant governor, speaker of the house, and Legislative Budget Board on all projects that do not meet standards.

Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, will present this item and will be available to answer questions.

Reviewed Projects

Institution Project Name	Project Cost	Standard Met Yes/No			
		Space Usage	Space Need	Cost	Building Efficiency
The University of Texas System <i>Construct UT System Building</i>	\$142,100,000	NA ¹	NA ¹	No ²	No ²
University of Houston-Downtown (TRB) <i>Construct Science and Technology Building</i>	\$75,500,000	Yes	Yes	Yes	No ³
University of Houston-Clear Lake (TRB) <i>Construct Stem and Classroom Building</i>	\$65,700,000	Yes	Yes	Yes	Yes
University of Houston (TRB) <i>Construct New Academic Building at the University of Houston Sugar Land</i>	\$54,000,000	Yes	Yes	Yes	Yes
University of Houston System (TRB) <i>Construct New Katy Academic Building</i>	\$52,328,200	NA ¹	NA ¹	Yes	Yes
University of Houston-Clear Lake (TRB) <i>Construct Recreation and Wellness Center</i>	\$38,200,000	Yes	Yes	Yes	Yes
University of Houston-Clear Lake (TRB) <i>Construct Health Sciences and Classroom Building at Pearland</i>	\$24,624,000	Yes	Yes	Yes	No ⁴

1 Space Usage Efficiency (SUE) and Space Need are not calculated for university system projects.

2 This project does not meet the project standard for cost and parking efficiency for the parking structure only. This project does meet the standard for cost and building efficiency for the office portion of the project.

3 This project meets the building efficiency for the Science and Technology building but not for the North Plant (NP). The NP would be generally considered mechanical space and therefore would have no assignable space to contribute to the overall efficiency of the building.

4 This project contains 24,152 square feet of shelled space to be completed by the institution at a later date, once completed the building will meet standard with a 74 percent building efficiency.

Guidelines Used for Capital Project Reviews				
Project Type	Space Usage	Space Need	Cost	Building Efficiency
New Construction and Addition	Space Usage Efficiency (SUE) score of: <ul style="list-style-type: none"> 75 points in the classroom score for classroom type facilities 75 points in the class laboratory score for lab type facilities 150 points overall for all others 	Does not create nor add to a surplus as predicted in the space projection model	Does not exceed the annually published cost standard	The ratio of net assignable square feet (NASF) to gross square feet (GSF) shall not exceed: <ul style="list-style-type: none"> Classroom and general – 0.60 Office – 0.65 Clinical, diagnostic support labs, and technical research – 0.50 For parking structures: <ul style="list-style-type: none"> Automobile – 400 SF per space Boathouses – 500 SF per space Airplanes – 3,000 SF per space
Repair and Renovation (including repairs and renovations as part of a real property purchase)	Not applicable	Does not create nor add to a surplus as predicted in the space projection model	Does not exceed the annually published cost standard	Does not reduce existing ratio of NASF to GSF more than ten percent
Real Property Purchases	Not applicable	Does not create nor add to a surplus as predicted in the space projection model	Should not exceed the higher of two appraisals. If the cost exceeds this amount, institution must demonstrate the need to purchase at the higher price	Not applicable

AGENDA ITEM IX-G

Consideration of adopting the Committee's recommendation to the Board relating to the Report on Student Financial Aid in Texas Higher Education, Fiscal Year 2017, (General Appropriations Act, Senate Bill 1, page III-54, 85th Texas Legislature, Regular Session)

Recommendation: Approval

Background Information:

General Appropriations Act, Senate Bill 1, Article III, Section 25, 85th Texas Legislature, directs the Texas Higher Education Coordinating Board (THECB) to prepare an annual report concerning student financial aid at Texas public and independent institutions of higher education. Following Board adoption, the report will be forwarded to the Legislative Budget Board no later than November 1, 2018. The report provides a comprehensive analysis of the financial aid awarded to students in Texas.

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

AGENDA ITEM IX-H

Consideration of adopting the Committee's recommendation to the Board relating to the approval of nominated members of the Financial Aid Advisory Committee

Recommendation: Appoint Members

Background Information:

Coordinating Board staff are requesting new member appointments for the Financial Aid Advisory Committee (FAAC).

In accordance with Texas Education Code, Section 61.0776, and Texas Government Code, Section 2110.0012, the FAAC was created to make recommendations regarding the development, implementation, and evaluation of state financial aid programs for college students. To strengthen student access to higher education, the committee also advises the Board regarding strategies for communicating financial aid information to students, parents, secondary school counselors, and others.

The FAAC consists of individuals representing public and private institutions of higher education, public school counselors, and other stakeholders. All members of the advisory committee have student financial aid, admissions, or enrollment background experience. The FAAC meets quarterly, and most members serve for a term of three years.

The appointments are needed to replace outgoing members whose terms have expired and to expand representation within certain institutional sectors and geographic regions. Agency staff and the FAAC Chair, Vice Chair and Past Chair reviewed the nominations submitted by institutional chancellors and presidents and other stakeholders. A list of the candidates recommended for appointment to the FAAC appears on the following page.

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

Recommended new members:

Delisa Falks, President
Texas Association of Student Financial Aid Administrators (TASFAA)
(Nominated for a one-year term as the TASFAA representative.)

Paul Galyean, Director of Financial Aid
Jacksonville College
(Term ending 2021)

Heidi Granger, Assistant Vice President, Student Financial Services
The University of Texas at El Paso
(Term ending 2021)

Charles (Ed) Kerestley, Director of Financial Aid
Angelo State University
(Term ending 2021)

Karen LaQuay, Director Financial Aid
Wayland Baptist University
(Term ending 2020, to serve the remainder of unexpired term due to Dana Mingo vacating her position on the committee)

Tam Nguyen, Financial Aid Counselor
University of North Texas Health Science Center
(Term ending 2021)

Kelly Prater, Director of Financial Aid
Amarillo College
(Term ending 2021)

Arnold Trejo, Executive Director, Financial Aid
Texas A&M University - Kingsville
(Term ending 2020, to serve the remainder of unexpired term due to Billy Satterfield vacating his position on the committee.)

Denise Welch, Director of Financial Aid
Panola College
(Term ending 2021)

Brent Williford, Dean Financial Aid and Scholarships
Blinn College
(Term ending 2020, to serve the remainder of unexpired term due to Peggy Watts vacating her position on the committee.)

AGENDA ITEM X-A

Committee Chair's Overview

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

AGENDA ITEM X-B

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

RECOMMENDATION: No action required

Background Information:

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

AGENDA ITEM X-C

Report to the Board on activities of the Community and Technical College Leadership Council

RECOMMENDATION: No action required

Background Information:

The Community and Technical College Leadership Council (Council) is charged to provide input to the Board, Commissioner, and staff on issues relevant to community, technical, and state colleges. The Council was convened in summer 2013 in response to recommendations by the Task Force on Community and Technical Colleges. The Council is comprised of presidents, chancellors, and trustees from community, technical, and state colleges.

The Council is tasked to build collaborative relationships that will allow the state to leverage and scale the positive results of initiatives and partnerships at public community, technical, and state colleges. The Council works to identify areas to reinforce the distinctive mission of community, technical, and state colleges and develop policy recommendations to ensure seamless student progress through the educational pipeline linking with the K-12 system, adult education, and four-year institutions. The Council also reviews the legislative agenda of the Texas Association of Community Colleges and the Community College Association of Texas Trustees and provides legislative recommendations to the Board. The Council provides guidance on how the two-year colleges can contribute to the statewide goals set by *60x30TX*.

Mr. Ron Walker, Council Chair, will provide a brief update of the Council's activities and will be available to answer questions.

COMMUNITY AND TECHNICAL COLLEGE LEADERSHIP COUNCIL

ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: 10/31/2021

Committee Purpose: The Community and Technical College Leadership Council is created to provide the Commissioner and the Board with advice and recommendations on issues relevant to community, technical and state colleges.

Report Period: September 1, 2017 – August 31, 2018

Chair: Mr. Ron Walker, Trustee, Victoria College

Vice Chair: Mr. Dan Mims, Trustee, San Jacinto College

Committee Members:

Pam Boehm, Ed.D., President, Hill College
Mike Reeser, MBA, Chancellor, Texas State Technical College
Anita Shackelford, Trustee, Southwest Texas Junior College
Cesar Maldonado, Ph.D., President, Houston Community College
K.Paul Holt, Trustee, McLennan Community College
Charles (Rex) Weaver, Trustee, Central Texas College
Armin Cantini, Trustee, Galveston College
Mark Williams, Trustee, Austin Community College
Cheryl Sparks, Ed.D., President, Howard College
Brenda Kays, Ed.D., President, Kilgore College
Ricardo Solis, Ph.D., President, Laredo Community College
Lonnie Howard, Ph.D., President, Lamar Institute of Technology

Committee Meeting Dates:

- September 14, 2017
- November 29, 2017
- March 1, 2018
- June 14, 2018

Annual Costs Expended

The Council's estimated cost for FY 2018 were estimated at \$29,300 for the fiscal year. The estimate includes the following:

Travel to attend the meetings: \$7,000

Staff time preparing for or attending meetings: \$14,000

Presidents/chancellors salary costs to attend meetings: \$7,800; Broadcasting: \$500

Time Commitments: Committee members spend approximately 4-6 days a year for traveling and attending Council meetings. Coordinating Board staff spend approximately 20-25 days per year to prepare and attend meetings. Due to the role of the Council, the Council meetings generally include the Commissioner and most of the executive leadership team. Therefore there is a greater impact on staff time associated with the Council meetings.

Summary of Tasks Completed and Current Recommendations to the Board:

The Council serves as a communication channel between the state's two year institutions, the Texas Higher Education Coordinating Board, the Texas Association of Community Colleges (TACC) and the Community College Association of Texas Trustees (CCATT). The Council meetings provide an opportunity for staff to brief the members about current activities of the agency and to incubate topics of mutual interest. The Council has fostered better relations between the Council and CB staff. The free exchange of ideas has benefited both groups. CB staff have been able to hear directly from college Presidents and Trustees concerns and both sides have "heard" the other side.

TEXAS HIGHER EDUCATION COORDINATING BOARD

Minutes

Community and Technical College Leadership Council

1200 East Anderson Lane, Room 1.170

Austin, Texas

September 14, 2017 10:30 a.m.

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

AGENDA ITEM	ACTION
1. Welcome and Committee Chair's meeting overview	<p>The Council convened at 10:30 a.m.</p> <p>The following Council members were present:</p> <p>Armin Cantini, Galveston College Anita Shackelford, Southwest Texas Junior College Brenda Kays, Kilgore College Charles Weaver, Central Texas College Cheryl Sparks, Howard College Dan Mims, San Jacinto College Jeremy McMillen, Grayson College K. Paul Holt, McLennan Community College Lonnie Howard, Lamar Institute of Technology Ricardo Solis, Laredo Community College Ron Walker, Victoria College William Serrata, El Paso Community College</p> <p>The following Council members were not present:</p> <p>Mike Reeser, Texas State Technical College Mark Williams, Austin Community College</p> <p>Staff present:</p> <p>Mary Smith, Assistant Deputy Commissioner, Academic Planning and Policy John Wyatt, Director, External Relations Rex Peebles, Assistant Commissioner, Academic Quality and Workforce Garry Tomerlin, Deputy Assistant Commissioner, Workforce Jenna Cullinane Hege, Deputy Assistant Commissioner, Strategic Planning and Funding Jerel Booker, Assistant Commissioner, College Readiness and Success Kristin Kramer, Deputy Assistant Commissioner, College Readiness and Success Suzanne Morales-Vale, Director, College Readiness and Success</p>

AGENDA ITEM	ACTION
2. Election of Committee Chair and Chair Elect	On a motion by Charles Weaver, seconded by Anita Shackelford, the committee approved Ron Walker as Committee Chair. On a motion by William Serrata, seconded by Anita Shackelford, the committee approved Dan Mims as Chair Elect.
3. Consideration of minutes from the June 8, 2017 meeting	On motion a by Ron Walker, seconded by Charles Weaver, the Council approved the minutes.
4. Discussion of Tasks assigned to the Council	Garry Tomerlin, Deputy Assistant Commissioner, Workforce welcomed new members and provided a description of tasks assigned to the council.
5. Legislative Update and Interim Discussions	John Wyatt, Director, External Relations, provided an update on legislative priorities, and briefed the committee on the process for legislation recommendations. Also briefed the committee on Hurricane Harvey recovery and relief efforts. He advised the council of strategies that are in current discussion regarding relief and workforce needs.
6. Overview of the Negotiated Rulemaking Process	Mary Smith, Assistant Deputy Commissioner, Academic Planning and Policy briefed the Council on the Negotiated Rulemaking process. She discussed in detail the process and methodology necessary for committees and stake holders to negotiate the terms of a proposed administrative rule, policy or procedure. She also briefed the council on the process for appointing members to the Negotiated Rulemaking Committee.
7. Update from the Texas Association of Community Colleges and Community College Association of Texas Trustees	Jacob Fraire, President and Chief Executive Officer, Texas Association of Community Colleges (TACC), briefed the council on recent TACC activities and provided an update on current project collaborations with THECB. He also discussed recent activities of the Community College Association of Texas Trustees.
8. Discussion of the application process for Baccalaureate Degree Programs at Public Junior Colleges	Rex Peebles, Assistant Commissioner, Academic Quality and Workforce presented and updated the committee on the application process for Baccalaureate degree programs at Public Junior Colleges. He discussed the recent legislation that expanded the authorization of these degrees and provided details pertaining to baccalaureate degree standards and criteria.
9. Discussion of HB 2223 and Developmental Education Reform	Kristin Kramer, Deputy Assistant Commissioner, College Readiness and Success briefed the Council on House Bill 2223 and Developmental Education Reform. Suzanne Morales-Vale, Director, College Readiness and Success presented and provided details on the required

AGENDA ITEM	ACTION
	corequisite requirements of the bill. She explained the details of the bill to the committee and how it would impact developmental education.
10.Discussion of Regional Targets for 60X30TX	Jenna Cullinane Hege, Deputy Assistant Commissioner, Strategic Planning and Funding presented and discussed Regional Targets for 60X30TX. Elaborated on efforts in place for developing regional targets.
11.Update concerning issues related to transfer.	Rex Peebles, Assistant Commissioner, Academic Quality and Workforce provided an update on Fields of Study and Programs of Study. He discussed with the committee the concerns of courses transfers and applying to degrees and related legislative priorities.
12.Discussion of future agenda items and meeting dates	The next meeting is scheduled for Wednesday, November 29, 2017, 1:00 am – 4:00 pm. Committee member, Ricardo Solis, Laredo Community College requested an update pertaining to dual credit as a future agenda item.
13.Adjournment	The meeting adjourned at 1:00 p.m.

TEXAS HIGHER EDUCATION COORDINATING BOARD

Minutes

Community and Technical College Leadership Council

1200 East Anderson Lane, Room 1.170

Austin, Texas

November 29, 2017 1:00 p.m.

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

AGENDA ITEM	ACTION
1. Welcome and Committee Chair's meeting overview	<p>The Council convened at 1:00 p.m.</p> <p>The following Council members were present:</p> <p>Armin Cantini, Galveston College Brenda Kays, Kilgore College Charles Weaver, Central Texas College Dan Mims, San Jacinto College Jeremy McMillen, Grayson College K. Paul Holt, McLennan Community College Lonnie Howard, Lamar Institute of Technology Mark Williams, Austin Community College Mike Reeser, Texas State Technical College Ricardo Solis, Laredo Community College Ron Walker, Victoria College William Serrata, El Paso Community College</p> <p>The following Council members were not present:</p> <p>Anita Shackelford, Southwest Texas Junior College Cheryl Sparks, Howard College</p> <p>Staff present:</p> <p>Mary Smith, Assistant Deputy Commissioner, Academic Planning and Policy John Wyatt, Director, External Relations Rex Peebles, Assistant Commissioner, Academic Quality and Workforce Garry Tomerlin, Deputy Assistant Commissioner, Workforce Jenna Cullinane Hege, Deputy Assistant Commissioner, Strategic Planning and Funding Julie Eklund, Assistant Commissioner, Strategic Planning and Funding Kristin Kramer, Deputy Assistant Commissioner, College Readiness and Success</p>

AGENDA ITEM	ACTION
2. Consideration of minutes from the September 14, 2017 meeting	On a motion by Charles Weaver, seconded by William Serrata, the Council approved the minutes.
3. Legislative Update and Interim Discussions	<p>John Wyatt, Director, External Relations briefed the Council on the Tri-Agency (THECB, TEA, and TWC) response to Hurricane Harvey and meeting the workforce needs to rebuild the impacted communities. A final report regarding Tri-Agency recommendations is forthcoming.</p> <p>He outlined how THECB develops its legislative agenda and discussed interim legislative activities.</p>
4. Update Concerning Activities of Negotiated Rulemaking Committees	Mary Smith, Assistant Deputy Commissioner, Academic Planning and Policy provided an update concerning activities of recent negotiated rulemaking committees and outlined how the rules will ultimately become official once adopted by the Board.
5. Update from the Texas Association of Community Colleges (TACC) and Community College Association of Texas Trustees, Jacob Fraire, President & Chief Executive Officer, TACC.	Jacob Fraire, President and Chief Executive Officer, Texas Association of Community Colleges (TACC), briefed the Council on recent TACC activities and provided an update on current project collaborations with THECB. He introduced Rose Martinez as the new Director of Trustee Strategies for the Community College Association of Texas Trustees.
6. Discussion of the application process for Baccalaureate Degree Programs at Public Junior Colleges	Rex Peebles, Assistant Commissioner, Academic Quality and Workforce discussed the Senate Bill 2118 which authorizes baccalaureate degree programs in certain fields at public community colleges. He explained the rules related to these programs will be considered by the Board in January.
7. Update Concerning issues related to Dual Credit	Rex Peebles, Assistant Commissioner, Academic Quality and Workforce provided an update on Dual Credit. He discussed how THECB and TEA were working collectively to identify dual credit goals and objectives.
8. Discussion of proposed rules related to HB 2223 and Developmental Education Reform	Kristin Kramer, Deputy Assistant Commissioner, College Readiness and Success provided an update regarding the implementation of HB2223 and the requirement concerning developmental education reform.
9. Discussion of the revised Accountability System	Julie Eklund, Assistant Commissioner, Strategic Planning and Funding presented information about the revised Accountability measures and system interface. Provided an overview of updated infographics, information and data currently available on the <i>60X30TX.com</i> website.

AGENDA ITEM	ACTION
10.Discussion of Regional Targets for 60X30TX	Jenna Cullinane Hege, Deputy Assistant Commissioner, Strategic Planning and Funding discussed Regional Targets for 60X30TX. She explained the process for developing regional targets and provided an overview on strategies currently in place.
11.Update concerning issues related to transfer	Rex Peebles, Assistant Commissioner, Academic Quality and Workforce briefed the Council about the ongoing processes related to the development of new Fields of Study or revising existing FOS.
12.Discussion of future agenda items and meeting dates.	The next meeting is scheduled for Thursday, March 1,2018, 10:30 am – 1:00 pm.
13.Adjournment	The meeting adjourned at 4:00 p.m.

TEXAS HIGHER EDUCATION COORDINATING BOARD

Minutes

Community and Technical College Leadership Council

1200 East Anderson Lane, Room 1.170

Austin, Texas

March 1, 2018 10:30 a.m.

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

AGENDA ITEM	ACTION
1. Welcome and call to order	<p>The Council convened at 10:30 a.m.</p> <p>The following Council members were present:</p> <p>Anita Shackelford, Southwest Texas Junior College Armin Cantini, Galveston College Charles Weaver, Central Texas College Cheryl Sparks, Howard College Dan Mims, San Jacinto College K. Paul Holt, McLennan Community College Lonnie Howard, Lamar Institute of Technology Mark Williams, Austin Community College Mike Reeser, Texas State Technical College Ron Walker, Victoria College</p> <p>The following Council members were not present:</p> <p>Brenda Kays, Kilgore College Jeremy McMillen, Grayson College Ricardo Solis, Laredo Community College William Serrata, El Paso Community College</p> <p>Staff present:</p> <p>Raymund Paredes, Commissioner David Gardner, Deputy Commissioner, Academic Planning and Policy John Wyatt, Director, External Relations Rex Peebles, Assistant Commissioner, Academic Quality and Workforce Julie Eklund, Assistant Commissioner, Strategic Planning and Funding Jerel Booker, Assistant Commissioner, College Readiness and Success</p>

AGENDA ITEM	ACTION
Letter from Governor, Greg Abbott	<p>Raymund Paredes, Commissioner, briefed the Council of a concerning a letter he had received from the Governor mandating public community colleges review and assess their compliance with applicable laws related to school safety on public community college campuses. He expressed to the committee how seriously and urgently the Governor considered the issue of school safety and the importance of addressing the governor's directives outlined in the letter promptly. He reiterated the importance of following state statute and addressing any audit findings as mandated by the Governor to ensure campus and student safety.</p> <p>The Council discussed general campus security concerns such as open and concealed carrying of firearms, dual credit students on campus and informing students of policies and procedures related to school safety.</p>
2. Consideration of summary notes from the November 29, 2017 meeting	On a motion by Charles Weaver, seconded by Anita Shackelford, the Council approved the minutes.
3. Legislative Update and Interim Discussions	<p>John Wyatt, Director, External Relations briefed the Council on interim legislative activities, and discussed legislative recommendations THECB is developing for the next legislative session.</p> <p>He informed the Council about hearings held by the Joint Interim Committee on Higher Education Formula Funding, a special committee created by a rider in the current General Appropriation Act. The Committee composed of five members from each chamber is charged to look at higher education formula funding in general, along with non-formula items, and charged to make recommendations for the introduced budget for the upcoming session based on their findings. He stated the Committee discussed how funding based on success points and graduation bonuses could be applied to public universities.</p> <p>The Council discussed concerns impacting community colleges and their ability to raise taxes at the local level,</p>

AGENDA ITEM	ACTION
	<p>specifically if new limitations to raise taxes at the local level are imposed.</p> <p>Other Interim committees will discuss the ongoing recovery of Hurricane Harvey, all aspects of dual credit, and the implementation of 60X30TX.</p> <p>John advised the Council of the formula funding recommendations made by the formula funding advisory committee. The Commissioner will also make recommendations and the Board will ultimately adopt a final recommendation.</p> <p>The agency is also considering legislative priorities related to internship opportunities, transfer, dual credit and college readiness, and financial aid.</p> <p>The Council requested that a future agenda item focus on Community college funding.</p> <p>John rejoined the meeting and provided additional comments about school safety after the conference call with the Office of the Governor. He stated each community college that had an audit finding based on the school safety center report would have 45 days to correct the identified deficiency.</p>
<p>4. Update from the Texas Association of Community Colleges (TACC) and Community College Association of Texas Trustees, Jacob Fraire, President & Chief Executive Officer, TACC.</p>	<p>Jacob Fraire, President and Chief Executive Officer, Texas Association of Community Colleges (TACC), briefed the Council on recent TACC activities and provided an update on current project collaborations with THECB. He provided information about a campus safety event held by Tyler Junior College and other information about how community colleges have addressed campus safety. He discussed that success points should be funded at \$215 each with new money, and not be reallocated out of the existing contact hour funding.</p> <p>He discussed the dual credit task force and explained how TACC had partnered with University of Texas and their upcoming report. He advised approximately 10 percent of high school students enroll in dual credit courses, approximately 20 percent high school graduates completed dual credit courses, and that approximately 9 percent of all higher education students participated in dual credit.</p> <p>He introduced Rose Martinez as the Director of Trustee Strategies for the Community College Association of Texas Trustees (CCATT). She outlined recent activities that included the Association of Community College Trustees (AACT) event held in Washington, DC. She also apprised the committee on combined legislative planning between TACC, CCATT, and the Texas Community College Teachers Association (TCCTA). She reminded the committee about the upcoming CCATT trustee meeting.</p>

AGENDA ITEM	ACTION
5. Discussion of the application process for Baccalaureate Degree Programs at Public Junior Colleges	Rex Peebles, Assistant Commissioner, Academic Quality and Workforce provided an update concerning Senate Bill 2118 which authorizes baccalaureate degree programs in certain fields at public community colleges. He discussed the specific requirements a college must meet before a new program is approved, including taxable valuation of the district, composite financial index, and capacity of existing programs at all colleges and universities in the region. He explained how capacity was evaluated in a given area in consideration of existing programs and workforce need. He discussed that currently six applications have been submitted and that staff was processing those applications that have been received.
6. Update concerning issues related to Dual Credit	Rex Peebles, Assistant Commissioner, Academic Quality and Workforce, stated that issues related to dual credit have been covered earlier in the meeting. He provided additional details concerning the proposed legislative recommendation related to demonstration of college readiness and dual credit, and how college readiness could be demonstrated. It was suggested the upcoming dual credit studies be presented in detail at the next meeting.
7. Update of rules related to HB 2223 and Developmental Education Reform	Jerel Booker, Assistant Commissioner, College Readiness and Success, explained how HB 2223 requires all institutions to initially co-enroll at least 25 percent of developmental education students in a college credit course at the same time they take a developmental education course. He explained that the bill reduces the number of developmental hours a university can report for funding purposes to 9 semester credit hours and to 18 at community colleges. The number at community colleges had previously been 27 semester credit hours.
8. Discussion of revisions to the ApplyTexas common application	Rex Peebles, Assistant Commissioner, Academic Quality and Workforce, discussed that the application would be changed to identify foster students. Jerel Booker, Assistant Commissioner, College Readiness and Success provided information concerning other enhancements to the online application to make the identifying and communicating with students more efficient.
9. Update concerning issues related to transfer and Fields of Study	Rex Peebles, Assistant Commissioner, Academic Quality and Workforce discussed the agencies efforts to develop fields of study in the top 25 transfer major by the end of the year. He explained fields of study in these would capture a significant number of students who transfer. He asked the committee to consider nominating faculty to serve on each discipline specific committee.

AGENDA ITEM	ACTION
10.Discussion of changes to the College and Career Readiness Standards	Jerel Booker, Assistant Commissioner, College Readiness and Success, provided information about how teams had been developed in partnership with Texas Tech to review and revise the College and Career Readiness standards.
11.Discussion of Marketable Skills and meeting the goals of <i>60x30TX</i>	Rex Peebles, Assistant Commissioner, Academic Quality and Workforce briefed the Council about the upcoming Marketable Skills conference in Houston. The purpose of the conference is to help institutions understand how to identify marketable skills, and to communicate those skills to students, business, and industry.
12.Discussion of future agenda items and meeting dates.	The next meeting is scheduled for Thursday, June 14,2018, 10:30 am – 1:00 pm.
13.Adjournment	The meeting adjourned at 1:00 p.m.

TEXAS HIGHER EDUCATION COORDINATING BOARD

Minutes

Community and Technical College Leadership Council

1200 East Anderson Lane, Room 1.170

Austin, Texas

June 14, 2018 10:00 a.m.

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

AGENDA ITEM	ACTION
1. Welcome and Committee Chair's meeting overview	<p>The chair convened the meeting at 10:05 a.m.</p> <p>The following Council members were present:</p> <p>Anita Shackelford, Southwest TX Junior College Armin Cantini, Galveston College Charles Weaver, Central Texas College Dan Mims, San Jacinto College K. Paul Holt, McLennan Community College Lonnie Howard, Lamar Institute of Technology Mark Williams, Austin Community College Mike Reeser, Texas State Technical College Ron Walker, Victoria College</p> <p>The following Council members were not present:</p> <p>Brenda Kays, Kilgore College Cheryl Sparks, Howard College Jeremy McMillen, Grayson College Ricardo Solis, Laredo Community College William Serrata, El Paso Community College</p> <p>Staff present:</p> <p>David Gardner, Deputy Commissioner, Academic Planning and Policy Linda Battles, Deputy Commissioner, Agency Operations and Communications Rex Peebles, Assistant Commissioner, Academic Quality and Workforce Jerel Booker, Assistant Commissioner, College Readiness and Success Julie Eklund, Assistant Commissioner, Strategic Planning and Funding Garry Tomerlin, Deputy Assistant Commissioner, Workforce Tom Keaton, Director, Strategic Planning and Funding</p>
2. Consideration of minutes from March 1, 2018 meeting	<p>The Council approved the minutes from the March 1, 2018 meeting.</p>

AGENDA ITEM	ACTION
3. Legislative Update and Interim Discussions	<p>Rex Peebles briefed the Council on interim legislative activities and discussed legislative recommendations THECB is developing for the next legislative session. He informed the Council about hearings held by the Joint Interim Committee on Higher Education Formula Funding, a special committee created by a rider in the current General Appropriation Act. The Committee is charged to look at higher education formula funding and to make recommendations for the introduced budget for the upcoming session based on their findings. He explained other committees will be discussing sexual misconduct on college campuses, all aspects of dual credit, and barriers to innovation. Other Interim committees will discuss the ongoing recovery of Hurricane Harvey, teacher preparation programs, the implementation of 60X30TX, and SB 2118 related to baccalaureate degree programs at community colleges. The Governor's directive concerning school safety and the Texas School Safety Center was discussed and recommendations would be forthcoming. Rex advised the Council of the formula funding recommendations adopted by the Board at its April meeting. The recommendations included increased funding for success points. Rex discussed other legislative recommendations related to internships, the core curriculum and transfer, college readiness for dual credit, and financial aid.</p>
4. Update from the Community College Association of Texas Trustees	<p>Ron Walker thanked TACC and CCATT for their efforts related to the trustee conference in Fort Worth.</p> <p>Jacob Fraire, President and Chief Executive Officer, Texas Association of Community Colleges (TACC), briefed the Council on recent activities of TACC and the Community College Association of Texas Trustees (CCATT).</p> <p>He discussed that TACC supported the funding recommendations adopted by the Board and emphasized success points should be funded at \$215 each with new money, and not be reallocated out of the existing contact hour funding. He explained that dual credit was the number one legislative priority of TACC and CCATT. He explained that after the forth coming dual credit reports were published TACC would release their policy recommendations. The third priority is the expansion of workforce programs working in collaboration with THECB and TWC.</p> <p>He discussed the dual credit task force and explained how TACC had partnered with University of Texas to develop a report. He outlined a plan to ensure quality of dual credit programs and to also expand the programs. He shared that San Jacinto, Odessa, and Palo Alto Colleges were three of the top ten finalists for the Aspen</p>

AGENDA ITEM	ACTION
	Award.
5. Update concerning issues related to Dual Credit	<p>Prior to the plan update the Council discussed the various dual credit reports that have been published or are due to be published in the near future. Comments were shared about the differences in the reports and interest was expressed in focusing a future meeting on exploration of the reports.</p> <p>Rex Peebles did not provide additional comments about dual credit.</p>
6. Presentation on Community College Formula Funding	Julie Eklund, Assistant Commissioner, Strategic Planning and Funding presented and briefed the committee on higher education funding. She provided a power point presentation that detailed how the different sectors of higher education are funded.
7. Update concerning issues related to transfer and Fields of Study	Rex Peebles, discussed issues related to transfer and Fields of Study (FOS). Explained that a FOS functions as a statewide articulation agreement, the FOS serves as the lower division courses for a given major. He discussed how the committee's function, how comments are solicited from the field and the comments are incorporated into the FOS. He informed the Council that currently 8 FOS have been approved, 11 will be considered by the Board in July and 7 more are in the process of being developed.
8. Discussion of Marketable Skills and meeting the goals <i>60x30TX</i>	Rex Peebles, discussed the development of a career handbook designed for high school seniors that explains how to identify and document the marketable skills they are learning in their program of study. The goal is for students, regardless of degree level, to be able to convey to employers the marketable skills they have as a future employee. The recent marketable skills conference was discussed. The question was asked if a similar conference would be held next year.
9. Discussion concerning college going rates of minority males	Jerel Booker, Assistant Commissioner, College Readiness and Success discussed priorities related to all males not only minority. His comments focused on the changing educational environment and the resulting changing workforce. He discussed the expansion of dual credit and the increasing enrollment of both African American males and Hispanic males. He provided a power point presentation with information about the college going patterns of male students.

AGENDA ITEM	ACTION
10.Discussion of future agenda items and meeting dates	Ron Walker discussed focusing the next meeting exclusively to the dual credit reports if they are available.
11.Adjournment	The meeting adjourned at 1:00 p.m.

AGENDA ITEM X-D (1)

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

RECOMMENDATION: Approval with contingencies, beginning fall 2019

Rationale:

Angelo State University (Angelo) proposes to offer the first mechanical engineering program in the Concho Valley beginning fall 2019. The nearest mechanical engineering program is located at The University of Texas of the Permian Basin, which is more than 130 miles away.

Mechanical engineering is one of the most employable engineering professions, with only 1.1 percent of graduates remaining unemployed after graduation. The broad applicability of mechanical engineering knowledge and skills creates workers suited for a variety of roles and industries. The Texas Workforce Commission (TWC) anticipates mechanical engineers will experience a 17.2 percent increase in employment opportunities between 2016 and 2024.

Contingencies:

In accordance with the institution's proposed hiring schedule, Angelo will hire one faculty member to start in fall 2021 and, by June 1, 2021, will provide documentation of the hire through submission of a letter of intent, curriculum vitae, and list of mechanical 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 mechanical engineering degree program from the Accreditation Board for Engineering and Technology (ABET) upon the graduation of its first student.

Angelo State University (*Accountability Peer Group: Master's*)*Related Programs*

The institution has degree programs within the same two-digit CIP code: **Yes** No
 Angelo State University has 1 engineering degree program:
 BS in Civil Engineering (seeking ABET accreditation)

Proposed Program:

The proposed face-to-face program in mechanical engineering would require 127 semester credit hours of instruction to satisfy ABET subject matter accreditation requirements. The proposed program would offer students a regional option for pursuing a mechanical engineering degree.

The institution estimates that five-year costs would total \$3,382,098, and Formula Funding would represent 16 percent of the total funding during the first five years.

Angelo has been awarded a five-year, \$2,750,000 *Culturally Responsive Education En Mechanical Engineering (CREEME)* grant from the U.S. Department of Education's Developing Hispanic Serving Institutions (HSI) program. The grant would support the implementation of the proposed mechanical engineering program.

FIVE-YEAR COSTS	
Personnel	\$ 2,060,890
Facilities & Equipment	\$ 768,950
Library, Supplies, and Materials	\$ 252,258
Other (administrative costs, travel, accreditation)	\$ 300,000
Total	\$ 3,382,098

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 774,165
Tuition & Fees	\$ 896,061
Reallocated Funds	\$ 424,730
Other (HSI-CREEME grant)	\$ 2,750,000
Total	\$ 4,844,956

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: 24

Public Universities

Lamar University (ABET accredited)
 Midwestern University (ABET accredited)
 Prairie View A&M University (ABET accredited)
 Tarleton State University (new)
 Texas A&M University (ABET accredited)
 Texas A&M University-Corpus Christi (ABET accredited)
 Texas A&M University-Kingsville (ABET accredited)
 Texas Tech University (ABET accredited)
 The University of Texas at Arlington (ABET accredited)
 The University of Texas at Austin (ABET accredited)
 The University of Texas at Dallas (ABET accredited)
 The University of Texas at El Paso (ABET accredited)
 The University of Texas at San Antonio (ABET accredited)
 The University of Texas at Tyler (ABET accredited)
 The University of Texas of the Permian Basin (ABET accredited)
 The University of Texas Rio Grande Valley (ABET accredited)
 University of Houston (ABET accredited)
 University of Houston-Clear Lake (new)
 University of North Texas (ABET accredited)
 West Texas A&M University (ABET accredited)

Independent Colleges and Universities

Baylor University (ABET accredited)
 LeTourneau University (ABET accredited)
 Rice University (ABET accredited)
 Southern Methodist University (ABET accredited)

Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.1902): 0

<i>Job Market Need: <u>Moderate</u></i>			
Advertisements for job openings	Yes	<u>No</u>	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: <u>Moderate</u></i>			
Increased enrollment in related programs at the institution	<u>Yes</u>	No	N/A
High enrollment in similar programs at other institutions	<u>Yes</u>	No	N/A
Applicants turned away at similar programs at other institutions	<u>Yes</u>	No	N/A
Student surveys	<u>Yes</u>	No	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	23	41	62	76	110
<i>Student FTE</i>	23	38	54	62	85
<i>Core Faculty Headcount</i>	5	5	5	7	7
<i>Core Faculty FTE</i>	2	2	2	4	4

Major Commitments:

In accordance with the institution's proposed hiring schedule, Angelo State University will hire one faculty member to start fall 2021 and, by June 1, 2021 will provide documentation of the hire through submission of a letter of intent, curriculum vitae, and list of mechanical engineering courses to be taught.

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

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

ANGELO STATE UNIVERSITY

Location: San Angelo, West Region

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

Out-Of-State Peers: Arizona State University-West, California State University-San Marcos, Portland State University, University Of Illinois At Springfield, Western New Mexico University

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

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Enrollment						
Race/Ethnicity	Fall 2012		Fall 2016		Fall 2017	
	Number	Percent	Number	Percent	Number	Percent
White	3,943	57.8%	5,100	53.8%	5,405	53.0%
Hispanic	1,831	26.8%	2,853	30.1%	3,370	33.1%
African American	622	9.1%	745	7.9%	726	7.1%
Asian	94	1.4%	128	1.4%	158	1.6%
International	9	.1%	234	2.5%	201	2.0%
Other & Unknown	327	4.8%	415	4.4%	329	3.2%
Total	6,826	100.0%	9,475	100.0%	10,189	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	307	5.2%	261	3.3%	265	3.1%
Two-Year Institutions	Number	% of UG	Number	% of UG	Number	% of UG
	72	1.2%	45	.6%	43	.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
2013	\$7,500	.0%	\$6,200	.0%
2014	\$7,575	1.0%	\$6,418	3.5%
2015	\$7,642	.9%	\$6,992	8.9%
2016	\$7,802	2.1%	\$7,366	5.3%
2017	\$8,038	3.0%	\$7,583	2.9%
2018	\$8,216	2.2%	\$7,259	-4.3%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2015	52%	\$6,527	31%	\$5,610	47%	\$7,366
2016	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2015	77%	\$6,386	48%	\$4,060	64%	\$8,037
2016	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2015	40%	\$4,434	31%	\$2,803	43%	\$4,183
2016	0%	\$0	0%	\$0	0%	\$0

Student Success									
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates					
Enter Fall 2011		Enter Fall 2015	Enter Fall 2016	Cohort	Institution Rate	Peer Group Rate			
Cohort	1,324	1,336	1,452	Fall 2008 4-year	19.7%	20.1%			
Total	77.5%	79.8%	77.8%	Fall 2012 4-year	23.8%	21.0%			
Same	59.9%	66.5%	65.4%	Fall 2013 4-year	30.4%	24.2%			
Other	17.6%	13.2%	12.4%	Fall 2007 5-year	31.5%	33.9%			
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2011 5-year	42.5%	38.7%			
Enter Fall 2010		Enter Fall 2014	Enter Fall 2015	Fall 2012 5-year	38.7%	37.4%			
Institution Persistence				Fall 2006 6-year	40.8%	41.7%			
Cohort	1,305	1,285	1,335	Fall 2010 6-year	44.5%	43.5%			
Total	67.4%	69.6%	69.7%	Fall 2011 6-year	48.3%	45.7%			
Same	48.5%	49.3%	53.7%	National Comparison (IPEDS Definition)					
Other	18.9%	20.4%	16.0%	Cohort	Institution Rate	OOS Peers Rate			
Peer Group Persistence				Fall 2007 4-year	16.0%	16.8%			
Cohort	466	548	535	Fall 2011 4-year	20.0%	24.4%			
Total	68.5%	71.9%	72.9%	Fall 2012 4-year	21.0%	25.2%			
Same	43.8%	46.5%	50.5%	Fall 2006 5-year	25.0%	28.0%			
Other	24.5%	29.0%	22.4%	Fall 2010 5-year	32.0%	39.4%			
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree				Fall 2011 5-year	32.0%	42.2%			
				Fall 2005 6-year	30.0%	32.2%			
				Fall 2009 6-year	37.0%	46.6%			
				Fall 2010 6-year	36.0%	47.0%			
				Institution			Peer Group Average		
				Grads	Sem	SCH	Grads	Sem	SCH
				FY 2013	726	9.94	136.46	430	12.23
FY 2016	670	10.51	135.00	447	12.76	144.35			
FY 2017	734	9.20	133.00	480	11.91	141.42			

Six-year Graduation & Persistence Rate, Fall 2011		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	272	40.8%
Peer Group	117	40.2%
For Students NOT Needing Dev Ed		
Institution	1,052	63.5%
Peer Group	376	64.1%

*Peer Group data is average for peer group.

Funding						
Source	FY 2012 Amount	Pct of Total	FY 2016 Amount	Pct of Total	FY 2017 Amount	Pct of Total
Appropriated Funds	\$37,181,413	34.0%	\$42,713,371	36.0%	\$44,632,271	39.4%
Federal Funds	\$14,460,360	13.2%	\$11,022,676	9.3%	\$11,847,468	10.4%
Tuition & Fees	\$34,775,417	31.8%	\$36,971,418	31.2%	\$39,260,610	34.6%
Total Revenue	\$109,365,228	100.0%	\$118,524,832	100.0%	\$113,404,285	100.0%

Online Resume for Prospective Students, Parents and the Public

ANGELO STATE UNIVERSITY

Location: San Angelo, West Region

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

Out-Of-State Peers: Arizona State University-West, California State University-San Marcos, Portland State University, University Of Illinois At Springfield, Western New Mexico University

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

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Enrollment		
Race/Ethnicity	Fall 2017 Number	Percent
White	5,405	53.0%
Hispanic	3,370	33.1%
African American	726	7.1%
Asian	158	1.6%
International	201	2.0%
Other & Unknown	329	3.2%
Total	10,189	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	265	3.1%
Other Institutions	43	.5%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Entering			
Measure	Fall	Rate	
4-year Rate Total	2013	30.4%	
Same Institution		26.9%	
Other Institutions		3.5%	
5-year Rate Total	2012	38.7%	
Same Institution		31.5%	
Other Institutions		7.2%	
6-year Rate Total	2011	48.3%	
Same Institution		37.8%	
Other Institutions		10.5%	
Grad Rates by Ethnicity			

1-Year Persistence, Fall 2016	
Total	77.8%
Same	65.4%
Other	12.4%
2-Year Persistence, Fall 2015	
Total	69.7%
Same	53.7%
Other	16.0%

Avg Number SCH for Bachelor's Degree		
FY 2017 Average		
	Sem	SCH
All	9.20	133.00

Degrees Awarded	
Type	FY 2017
Bachelor's	996
Master's	489
Doctoral	0
Professional	24
Total	1,509

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2017 Rate
Education*	91.90%
Law	%
Pharmacy	%
Nursing	%
Engineering	%

*Data for FY 2016

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2017		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2017			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	1,477	78.7%	61.1%
African American	493	65.5%	42.4%
Hispanic	1,836	73.3%	47.6%
Asian	42	73.8%	38.7%
International	99	72.7%	38.9%
Other	83	81.9%	69.1%
Total	4,030	74.5%	52.5%

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2018
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2013	\$7,500	.0%	\$6,107	.0%	Average Amount
2014	\$7,575	1.0%	\$6,335	3.6%	Total Academic Cost
2015	\$7,642	.9%	\$6,946	8.8%	On-campus Room & Board
2016	\$7,802	2.1%	\$7,326	5.2%	Books & Supplies
2017	\$8,038	2.9%	\$7,548	2.9%	Off-Campus Transportation & Personal Expenses
2018	\$8,216	2.2%	\$7,191	-5.0%	Total Cost

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

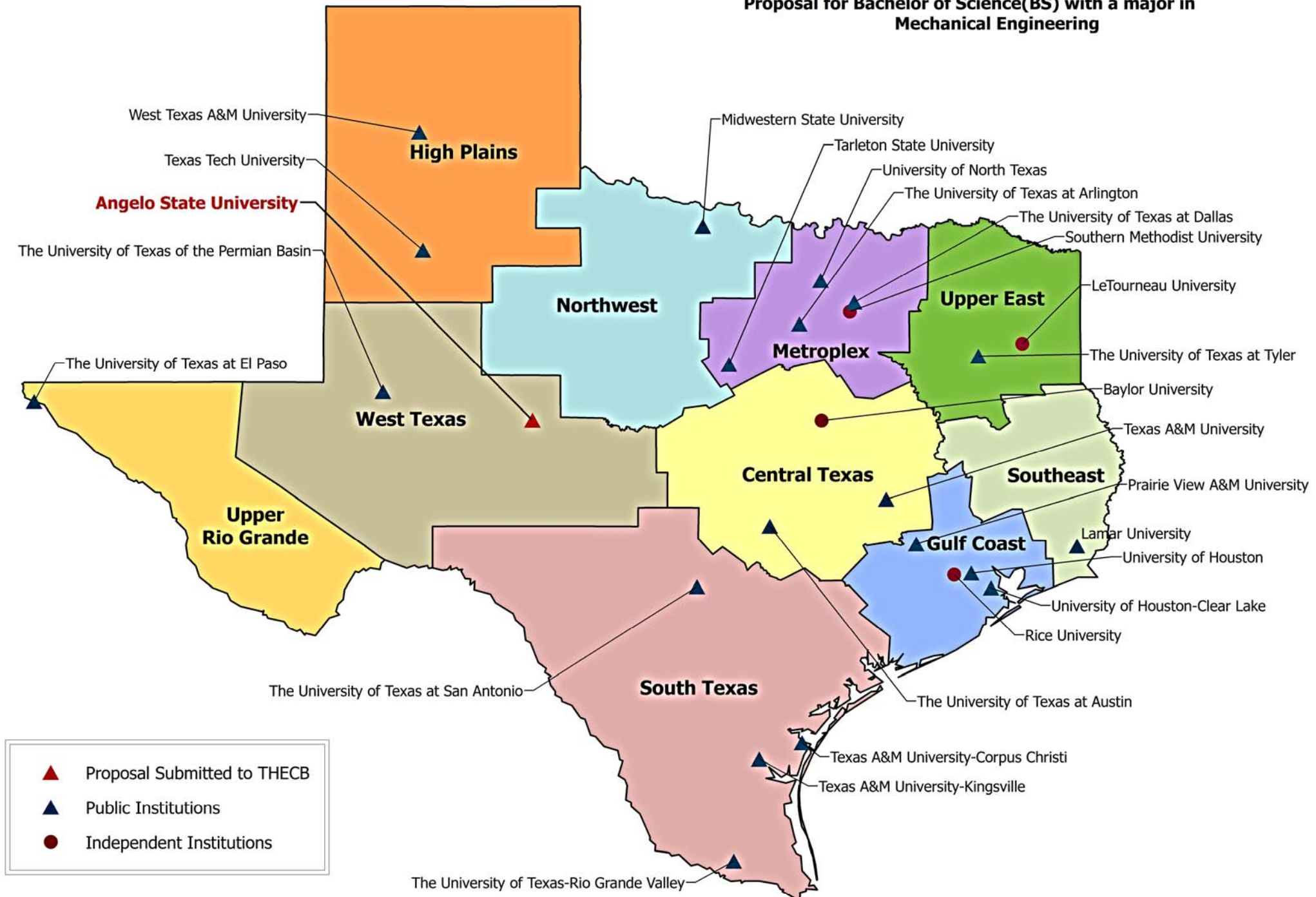
Instruction		
Measure of Excellence	Fall 2017	
Undergraduate Classes with < 20 Students	33.4%	
Undergraduate Classes with > 50 Students	4.8%	
% of Teaching Faculty Tenured/Tenure-track *	59.3%	
Student/Faculty Ratio *	22:1	

* Fall 2016 Data

Financial Aid		
Enrolled in FY 2016		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	\$0
Federal (Pell) Grants	0%	\$0
Federal Student Loans	0%	\$0

Funding		
Source	FY 2017 Amount	Pct of Total
Appropriated Funds	\$44,632,271	39.4%
Federal Funds	\$11,847,468	10.4%
Tuition & Fees	\$39,260,610	34.6%
Total Revenue	\$113,404,285	100.0%

Proposal for Bachelor of Science(BS) with a major in Mechanical Engineering



AGENDA ITEM X-D (2)

Consideration of adopting the Committee's recommendation to the Board relating to the request from University of Houston for a Doctor of Medicine (MD) degree with a major in Medicine

RECOMMENDATION: Approval with recommendations

Rationale:

The University of Houston (UH) proposes to offer a program leading to the MD degree beginning in fall 2020. The proposed program would be initially housed in a new building on the main campus in Houston, near the Texas Medical Center and would require students to complete 158 semester credit hours (SCH). The institution proposes to progressively increase its class size in the first five years. The inaugural and second class would each enroll 30 students, the program would increase enrollment to 60 students in each entering class for years three and four, and the program would increase to an entering class of 120 students in year five.

The UH proposed MD program's focus would be the development of physicians who would be predisposed to select primary care medicine and provide care and treatment to the state's underserved, including urban inner-city and rural populations. The proposed program would accomplish this through its curriculum and experiential learning opportunities, which would focus on primary care. The proposed program would also emphasize and focus recruitment efforts on students from underrepresented groups, building on UH's diverse student body. The institution's proposal states within the program's first ten years of operation that it has two goals: 1) 50 percent of its graduates select to practice primary care, and 2) 50 percent of its graduates are from underrepresented minorities.

UH would seek special item and formula funding from the Texas Legislature to support the proposed program. State funding is estimated to support 30 percent of the program's costs with the remaining funds coming from student tuition and fees, reallocated institutional funds, and charitable contributions.

Recommendations

Recommendation 1: UH commits to aggressively pursue funds to provide scholarships and/or loan repayment to achieve its goal of having 50 percent of its students from under-represented populations.

Recommendation 2: UH will provide documentation of hiring 20 additional core faculty through the submission of letters of intent, curricula vitae, and provide a list of courses to be taught prior to August 2020.

University of Houston (*Accountability Peer Group: Emerging Research Institutions, Sector: Public Universities*)

Completion Measures	Institution	Sector
Graduation Rate	Master's 5-Year	88.6%
	Doctoral 10-Year	63.1%
Status of Recently Approved Doctoral Programs	<p>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></p> <p>Recently Approved Doctoral Programs:</p> <p>EdD in Curriculum and Instruction (2017) (new program/no data)</p> <p>PhD in Petroleum Engineering (2015) (projected 14, enrolled 25)</p> <p>PhD in Geosensing Systems Engineering and Sciences (2015) (projected 14, enrolled 15)</p> <p>PhD in Higher Education and Leadership Studies (2014) (projected 28, enrolled 23)</p> <p>PhD in Curriculum and Instruction (2014) (projected 49, enrolled 43)</p> <p>PhD in Hospitality Management (2014) (projected 19, enrolled 12)</p> <p>The institution has met its resource commitments for new doctoral program(s) approved in the last five years: Yes No <u>N/A</u></p>	

Proposed Program:

UH proposes to offer an MD program beginning in fall 2020 with an incoming class of 30 students at the main campus in Houston. The proposed program would require students to complete courses in the scientific foundations of medicine, followed by clinical clerkships. UH estimates that the proposed MD program would require 158 SCH, including 134 hours of required course work and 24 hours of prescribed electives/electives, which is comparable to other Texas medical programs. Requirements would not vary for students entering with a master's degree versus a bachelor's degree.

UH has strong related and supporting programs and offers the state's only public Optometry program. The proposed MD program would build on the institution's strong foundation in the sciences and professional health programs. UH has a strong track record of employment for graduates of its Optometry, Pharmacy, and PhD Pharmacology programs. Graduates are employed in either academia or in their particular health field.

National and state job projections for physicians show increasing demand for their services over the next 10 to 15 years, with particular need for primary care doctors in rural areas of the state, which are historically underserved. Since 2004, the number of students entering Texas medical schools increased 52 percent, from 1,346 to 2,052. From fall 2012 to fall 2017, an additional 292 first-year medical students entered Texas medical schools.

UH has seven core faculty and 37 existing support faculty in place, with plans to hire an additional 20 core faculty by Year 1 and increase its core faculty to 46 by Year 5. The institution was able to identify support faculty from its existing health-related and science programs to teach core courses in the proposed program. UH would provide administration, facilities, faculty, and expertise from its existing resources. UH has designated existing facilities in place to accommodate the proposed program's labs, faculty, and students. The institution will pursue

national accreditation through the Liaison Committee on Medical Education (LCME).

UH provided clear and comprehensive plans for clerkships, and offered specific plans to develop graduate medical education positions (GME) that satisfy statutory requirements of Texas Education Code 61.05221. UH entered into an agreement with Hospital Corporation of America (HCA) Gulf Coast Division Health System, which has 15 acute care hospitals, 3 specialty hospitals, 10 free-standing emergency rooms, 10,000 active physicians, and more than 15,000 employees to develop more than 300 residency positions in the next few years. In March, HCA Gulf Coast Division hired a vice-president of GME to work with UH to develop residency positions. HCA Gulf Coast Division hospitals and clinics would serve the proposed program as its main clinical teaching facilities.

The institution also has signed Memorandum of Understanding agreements with four federally qualified health centers, with 15 clinic locations; St. Joseph Medical Center, a 792-bed full service general acute care hospital with two locations; Harris Health System, the safety net healthcare system owned and operated by Harris County, which also serves as a clinical setting for Baylor College of Medicine and The University of Texas Health Science Center Houston McGovern Medical School; and The University of Texas MD Anderson Cancer Center.

Although student financial support is not a typical feature of medical schools, UH has made provisions for tuition assistance. A donation of approximately \$3.2 million would cover the four-year tuition and fees of the inaugural class of MD students. Additional fundraising efforts for student scholarships are underway, and are intended to offset tuition for future medical students.

The institution estimates that five-year costs would total \$119,245,522.

Existing Programs:

Texas has 12 medical schools that currently offer programs leading to either the MD or DO; 10 are located in public institutions of higher education and two are in private or independent higher education institutions. One additional institution was approved by the THECB in August 2018 with an anticipated start date of fall 2020. Ten institutions award the MD degree, and three award the DO degree.

State Funded Programs:

Baylor College of Medicine (Houston) (MD)

Texas A&M University Health Science Center, College of Medicine (College Station, Temple, Dallas, Round Rock, and Houston) (MD)

Texas Tech University Health Sciences Center, School of Medicine (Lubbock, Amarillo, and Odessa) (MD)

Texas Tech University Health Sciences Center El Paso, Foster School of Medicine (MD)

The University of Texas at Austin, Dell Medical School (MD)

The University of Texas Health Science Center at Houston, McGovern School of Medicine (MD)

The University of Texas Health Science Center at San Antonio, Long School of Medicine (MD)

The University of Texas Medical Branch Galveston, School of Medicine (MD)

The University of Texas Rio Grande Valley, School of Medicine (Edinburg, Harlingen, and Brownsville) (MD)

The University of Texas Southwestern Medical Center, School of Medicine (Dallas) (MD)
 University of North Texas Health Science Center at Fort Worth, Texas College of Osteopathic Medicine (DO)

Non-State Funded Programs:

University of the Incarnate Word, School of Osteopathic Medicine (San Antonio) (DO)
 Sam Houston State University, School of Medicine (Conroe) (DO)

UH's proposed program would be the fifth MD program in the Houston area. Five MD programs are offered within a 60-minute drive of UH's proposed program. These include Baylor College of Medicine (6.6 miles/20 minute drive), UTHSC Houston McGovern Medical School (6.6 miles/20 minute drive), UTMB Galveston (50 miles/1 hour drive), and Texas A&M University Health Science Center (Houston location) (4.6 miles/15 minute drive). Sam Houston's recently approved DO program would be located in Conroe (45 miles/1 hour drive).

Houston's population is one of the fastest growing in the nation. By 2020, Houston's population is expected to grow from 2.1 million to 2.5 million and by 2030, the city is projected to have 2.8 million residents. Houston is also home to the largest medical center in the world, the Texas Medical Center, which includes the largest children's hospital and The University of Texas MD Anderson Cancer Center.

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	30	60	120	180	270
<i>Graduates</i>	0	0	0	30	30
<i>Avg. Financial Assistance</i> ¹	\$22,510	\$22,510	\$22,510	\$22,510	TBD
<i>Students Assisted</i>	30	30	30	30	-
<i>Core Faculty (FTE)</i>	37	41	47	50	56
<i>Total Costs</i>	\$19,849,022	\$21,460,410	\$24,052,577	\$25,660,325	\$28,223,187
<i>Total Funding</i>	\$19,849,022	\$21,460,410	\$24,052,577	\$25,660,325	\$28,223,187
<i>% From Formula Funding</i>	0	0	19%	27%	37%

¹ Student support covers tuition and fees for all four years of the inaugural class.

FIVE-YEAR COSTS		FIVE-YEAR FUNDING	
Personnel		Formula Funding (Years 3-5)	\$ 21,817,320
Faculty	\$ 42,135,147	Other State Funding	
Program Administration	\$ 17,145,000	Special Item Request	\$ 20,000,000
Clerical/Staff	\$ 11,765,000	Reallocation of Existing Resources	\$ 36,492,876
Supplies and Materials	\$ 12,500,000	Federal Funding (In-Hand Only)	\$ 0
Other		Tuition and Fees	\$ 14,144,460
Institutional Dues	\$ 1,250,000	Donations	\$ 18,181,818
Insurance	\$ 5,000,000	Sponsored Research	\$ 2,800,196
Student Support ²	\$	Practice Plan Support	\$ 5,808,852
General Operating Expenses	\$ 29,450,375	Total	\$ 119,245,522
Total	\$ 119,245,522		

² The institution secured a donation of \$3.2 million which will be used to cover the tuition and fees for the charter class; this is not a cost to the institution.

Major Commitments:

The institution will seek accreditation for its MD degree program from the Liaison Committee on Medical Education.

The institution will submit five Annual Progress 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

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Enrollment						
Race/Ethnicity	Fall 2012		Fall 2016		Fall 2017	
	Number	Percent	Number	Percent	Number	Percent
White	13,106	32.2%	11,730	26.8%	11,629	25.6%
Hispanic	10,133	24.9%	12,760	29.1%	13,873	30.6%
African American	4,959	12.2%	4,700	10.7%	4,884	10.8%
Asian	7,842	19.2%	9,076	20.7%	9,415	20.8%
International	3,614	8.9%	3,995	9.1%	3,865	8.5%
Other & Unknown	1,093	2.7%	1,513	3.5%	1,698	3.7%
Total	40,747	100.0%	43,774	100.0%	45,364	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	3,296	10.5%	3,991	11.5%	4,011	11.1%
Other Institutions	591	1.9%	808	2.3%	777	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
2013	\$9,311	.0%	\$9,148	.0%
2014	\$9,888	6.2%	\$9,345	2.2%
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%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2015	40%	\$6,959	48%	\$7,425	47%	\$6,906
2016	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2015	56%	\$7,261	57%	\$7,367	65%	\$7,088
2016	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2015	38%	\$4,153	39%	\$4,193	32%	\$3,890
2016	0%	\$0	0%	\$0	0%	\$0

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Cohort	Institution Rate
Cohort		3,564	4,010	4,263	Fall 2008 4-year	20.4%
Total		91.1%	90.6%	90.9%	Fall 2012 4-year	32.2%
Same		83.1%	84.6%	84.3%	Fall 2013 4-year	34.1%
Other		8.0%	6.0%	6.5%	Fall 2007 5-year	42.7%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates						
		Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Fall 2011 5-year	50.7%
Institution Persistence					Fall 2012 5-year	56.7%
Cohort		3,456	3,901	4,004	Fall 2006 6-year	53.6%
Total		82.8%	86.0%	83.5%	Fall 2010 6-year	58.3%
Same		66.7%	75.6%	72.5%	Fall 2011 6-year	61.4%
Other		16.1%	10.5%	11.1%	National Comparison (IPEDS Definition)	
Peer Group Persistence					Cohort	OOS Peers Rate
Cohort		3,355	3,964	4,012	Fall 2007 4-year	15.0%
Total		81.0%	82.3%	82.5%	Fall 2011 4-year	20.0%
Same		62.7%	67.3%	67.8%	Fall 2012 4-year	23.0%
Other		18.3%	15.0%	14.7%	Fall 2006 5-year	37.0%
					Fall 2010 5-year	42.0%
					Fall 2011 5-year	43.0%
					Fall 2005 6-year	46.0%
					Fall 2009 6-year	51.0%
					Fall 2010 6-year	51.0%

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 2013	3,832	11.45	147.17	3,275	11.08	143.79
FY 2016	4,705	11.57	143.00	3,673	11.27	139.87
FY 2017	4,793	11.00	142.00	3,929	10.72	139.00

Six-year Graduation & Persistence Rate, Fall 2011		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	81	55.6%
Peer Group	285	49.5%
<i>For Students NOT Needing Dev Ed</i>		
Institution	3,483	75.6%
Peer Group	3,213	73.2%

*Peer Group data is average for peer group.

Funding						
Source	FY 2012 Amount	Pct of Total	FY 2016 Amount	Pct of Total	FY 2017 Amount	Pct of Total
Appropriated Funds	\$238,026,526	30.6%	\$282,553,563	29.1%	\$284,455,030	27.5%
Federal Funds	\$97,555,406	12.5%	\$126,803,264	13.1%	\$126,578,428	12.3%
Tuition & Fees	\$299,359,861	38.5%	\$337,284,686	34.7%	\$351,843,198	34.1%
Total Revenue	\$777,351,635	100.0%	\$970,855,528	100.0%	\$1,033,115,696	100.0%

Online Resume for Prospective Students, Parents and the Public

UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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Enrollment		
Race/Ethnicity	Fall 2017 Number	Percent
White	11,629	25.6%
Hispanic	13,873	30.6%
African American	4,884	10.8%
Asian	9,415	20.8%
International	3,865	8.5%
Other & Unknown	1,698	3.7%
Total	45,364	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	4,011	11.1%
Other Institutions	777	2.2%

Baccalaureate Success

Graduation Rate of First-time, Full-time Degree-seeking Students		
Entering		Rate
Measure	Fall	Rate
4-year Rate Total	2013	34.1%
Same Institution		32.6%
Other Institutions		1.6%
5-year Rate Total	2012	56.7%
Same Institution		52.2%
Other Institutions		4.6%
6-year Rate Total	2011	61.4%
Same Institution		53.7%
Other Institutions		7.7%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2016	
Total	90.9%
Same	84.3%
Other	6.5%
2-Year Persistence, Fall 2015	
Total	83.5%
Same	72.5%
Other	11.1%

Avg Number SCH for Bachelor's Degree		
FY 2017 Average		
	Sem	SCH
All	11.00	142.00

Degrees Awarded	
Type	FY 2017
Bachelor's	6,749
Master's	1,903
Doctoral	369
Professional	427
Total	9,448

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2017 Rate
Education*	94.70%
Law	%
Pharmacy	%
Nursing	%
Engineering	%

*Data for FY 2016

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2017		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2017			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	4,341	76.0%	32.7%
African American	3,746	44.1%	34.0%
Hispanic	8,479	54.8%	36.4%
Asian	3,682	81.3%	44.6%
International	1,038	65.7%	20.7%
Other	542	75.8%	37.5%
Total	21,828	62.7%	36.3%

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2018
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2013	\$9,311	.0%	\$9,125	.0%	Total Academic Cost
2014	\$9,888	5.8%	\$9,267	1.5%	On-campus Room & Board
2015	\$10,331	4.3%	\$9,493	2.4%	Books & Supplies
2016	\$10,331	.0%	\$9,698	2.1%	Off-Campus Transportation & Personal Expenses
2017	\$11,078	6.7%	\$10,076	3.8%	Total Cost
2018	\$11,078	.0%	\$10,352	2.7%	

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

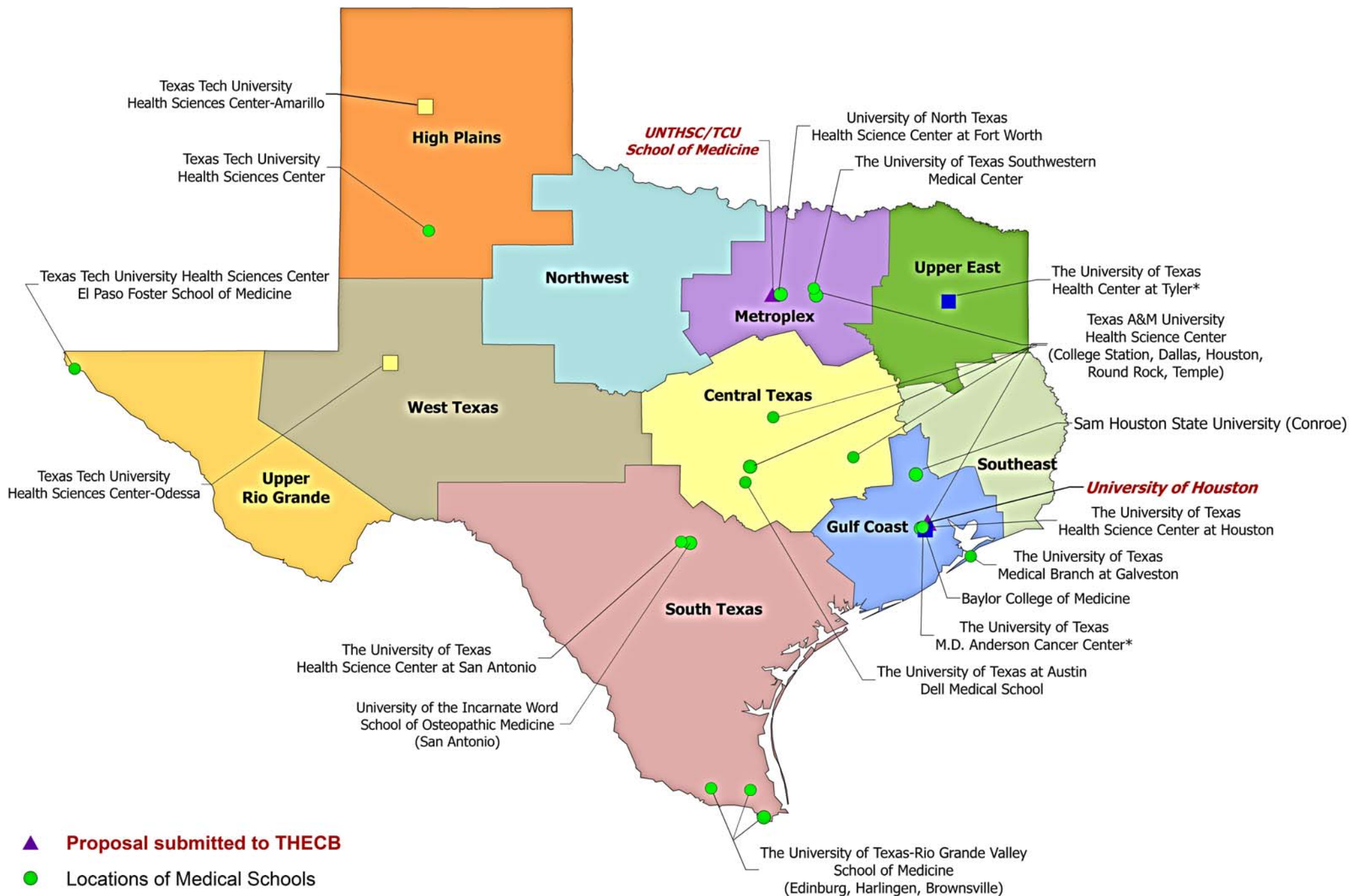
Instruction		
Measure of Excellence	Fall 2017	
Undergraduate Classes with < 20 Students	26.1%	
Undergraduate Classes with > 50 Students	22.9%	
% of Teaching Faculty Tenured/Tenure-track *	58.7%	
Student/Faculty Ratio *	23:1	

* Fall 2016 Data

Financial Aid		
Enrolled in FY 2016		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	\$0
Federal (Pell) Grants	0%	\$0
Federal Student Loans	0%	\$0

Funding		
Source	FY 2017 Amount	Pct of Total
Appropriated Funds	\$284,455,030	27.5%
Federal Funds	\$126,578,428	12.3%
Tuition & Fees	\$351,843,198	34.1%
Total Revenue	\$1,033,115,696	100.0%

Proposal for a Doctor of Medicine (MD) degree with a major in Medicine



▲ **Proposal submitted to THECB**

● **Locations of Medical Schools**

■ **Regional Academic Health Center**

■ ***Other Health Related Institutions**

AGENDA ITEM X-D (3)

Consideration of adopting the Committee's recommendation to the Board relating to the request from the University of North Texas Health Science Center for a Doctor of Medicine (MD) degree with a major in Medicine

RECOMMENDATION: Approval with recommendations

Rationale:

The University of North Texas Health Science Center (UNTHSC) proposes to offer a program leading to the MD degree beginning in summer 2019. The proposed program would be offered at the main campus in Fort Worth and require students to complete 185 semester credit hours (SCH). The institution proposes to enroll 60 students in the program. UNTHSC has awarded the Doctor of Osteopathic Medicine (DO) degree since 1974 and its entering class size would remain at its existing level of approximately 220 medical students.

The proposed MD program would be offered in partnership with Texas Christian University (TCU), a private university located in Fort Worth. The partnership builds on the strengths of UNTHSC's well-recognized osteopathic medical school, and the strengths of TCU in liberal arts. UNTHSC would provide administration, facilities, faculty, and expertise from its existing DO program, and TCU would provide facilities and a significant portion of the initial financing. TCU is drawing upon its community and donor support network to contribute financing for the program, including student support. The proposed MD program would be jointly governed by the two institutions.

The UNTHSC and TCU's proposed medical school's mission is to transform health care by inspiring empathetic scholars through an innovative curriculum focused on developing physician leaders. The vision is for the proposed program to be a leader in medical education, delivery of care, and scholarship. In order to become nationally competitive, UNTHSC has designed the program using best educational practices and innovative pedagogies from medical schools across the country. These pedagogical innovations include an integrated first-year curriculum that prepares students for their clinical practice with a blend of basic science content and clinical application, a longitudinal integrated clerkship framework that promotes continuity of care while including experience with multiple specialties, and a flipped classroom approach that encourages students to apply concepts from their self-directed learning to patient care situations with the goal of training "empathetic scholar" graduates. The concept of an "empathetic scholar" focuses on the development of communication skills, including active listening. Physicians prepared as empathetic scholars would focus attention on individual patient needs and work as leaders/collaborators in interprofessional teams.

Funding for the program would come primarily from donations and student tuition and fees. Students would pay tuition and fees of \$58,599 in Year 1 of the program. Tuition would increase in each following year by 3.5 percent, while fees would remain constant at \$699.25 for all students. Tuition and fees for the first cohort of students are estimated at \$245,557, and tuition and fees in Year 5 would generate an estimated \$16,027,637 to support the proposed program. UNTHSC will not request formula funding to support the program, relying instead on a combination of the institution's Higher Education Fund, student tuition and fees, community donations, and financial support from TCU.

Recommendations

Recommendation 1: UNTHSC/TCU commit to providing financial support to cover 50 percent of tuition and fees for students with demonstrated financial need

Recommendation 2: UNTHSC will not seek formula funding for the proposed program

University of North Texas Health Science Center (*Accountability Peer Group: Health-Related Institutions, Sector: Public Health-Related Institutions*)

Completion Measures		Institution	Sector
<i>Graduation Rate</i>	Master's 5-Year	66.8%	74.1%
	Doctoral 10-Year	40.9%	59.8%
	Medical Program 5-Year	95.7%	89.6%
<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>
	Recently Approved Doctoral Programs: UNTHSC has no recently approved doctoral programs 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:

UNTHSC proposes to offer an MD program beginning in summer 2019 with an incoming class of 60 students at the main campus in Fort Worth. The proposed program would require students to complete courses in the scientific foundations of medicine, followed by clinical clerkships. The proposed program would require students complete a total of 185 SCH, including 145 hours of required course work and 40 hours of electives, which is comparable to other Texas medical programs. Requirements would not vary for students entering with a master's degree versus a bachelor's degree.

UNTHSC has awarded the DO degree since 1974. The MD would be offered in partnership with TCU. UNTHSC would provide administration, facilities, faculty, and expertise from its existing DO program, and TCU would provide a significant portion of the initial financing. The proposed MD program would be jointly governed by the two institutions.

UNTHSC has strong related and supporting programs, including a strong track record of employment for graduates of its DO and Physician Assistant (PA) programs. From 2007 to 2017, about 63 percent of its DO graduates went into primary care residency training after graduation. One hundred percent of UNTHSC's 2016 PA graduates were employed in their field after graduation.

National and state job projections for physicians show increasing demand for their services over the next 10 to 15 years, with particular need for primary care doctors in rural areas of the state, which are historically underserved. Since 2004, the number of students entering Texas medical schools increased 52 percent, from 1,346 to 2,052. From fall 2012 to fall 2017, an additional 292 first-year medical students entered Texas medical schools.

UNTHSC has 32 core faculty and 80 support faculty currently in place, with plans to hire 230 additional support faculty by Year 1. Both UNTHSC and TCU have designated existing facilities to accommodate the proposed program's labs, faculty, and students. The institution will pursue national accreditation through the Liaison Committee on Medical Education (LCME).

UNTHSC provided clear and comprehensive plans for clerkships, and offered specific plans to develop graduate medical education (GME) positions that satisfy statutory requirements of Texas Education Code 61.05221. The institution would utilize a distributed model for its clinical education. Both large and small physician groups, and hospital-owned outpatient clinics, would serve as training sites with the majority of teaching taking place in the ambulatory setting. The institution has signed agreements with 17 hospitals and ambulatory practices for its clinical placements. The institution has an agreement with Hospital Corporation of America (HCA) Medical City Healthcare to develop new GME programs. The institution anticipates that by 2023, the year of the first graduating class, they will have an additional 130 to 200 first-year GME positions. UNTHSC continues to work with health systems in the North Texas area to develop additional clinical opportunities.

Although student financial support is not a typical feature of medical schools, the UNTHSC and TCU partnership has made provisions for tuition assistance. A donation of \$3.2 million would cover the first-year tuition for the inaugural class of MD students. Additional fundraising efforts by TCU, UNTHSC, and the local community for student scholarships are underway, and are intended to offset at least 15 percent of tuition for future medical students.

The institution estimates that five-year costs would total \$185,629,698.

Existing Programs:

Texas has 12 medical schools that currently offer programs leading to either the MD or DO; 10 are located in public institutions of higher education and two are in private or independent higher education institutions. One additional institution was approved by the THECB in August 2018 with an anticipated start date of fall 2020. Ten institutions award the MD degree, and three award the DO degree.

State Funded Programs:

Baylor College of Medicine (Houston) (MD)

Texas A&M University Health Science Center, College of Medicine (College Station, Temple, Dallas, Round Rock, and Houston) (MD)

Texas Tech University Health Sciences Center, School of Medicine (Lubbock, Amarillo, and Odessa) (MD)

Texas Tech University Health Sciences Center El Paso, Foster School of Medicine (MD)

The University of Texas at Austin, Dell Medical School (MD)

The University of Texas Health Science Center at Houston, McGovern School of Medicine (MD)

The University of Texas Health Science Center at San Antonio, Long School of Medicine (MD)

The University of Texas Medical Branch Galveston, School of Medicine (MD)
 The University of Texas Rio Grande Valley, School of Medicine (Edinburg, Harlingen, and Brownsville) (MD)
 The University of Texas Southwestern Medical Center, School of Medicine (Dallas) (MD)
 University of North Texas Health Science Center at Fort Worth, Texas College of Osteopathic Medicine (DO)

Non-State Funded Programs:

University of the Incarnate Word, School of Osteopathic Medicine (San Antonio) (DO)
 Sam Houston State University, School of Medicine (Conroe) (DO)

In addition to the UNTHSC, Texas College of Osteopathic Medicine, one existing MD program is within a 60-minute drive of the proposed program. The University of Texas Southwestern Medical Center's MD program is located 36 miles, about an hour drive, from the proposed program.

The Dallas/Fort Worth Metropolitan area (DFW) grew faster than any other metropolitan area in the United States in 2017, adding 146,000 residents. Overall, DFW ranks as the fourth-largest metro area with 7,399,662 residents. Based on growth trends, DFW's population is projected to grow to approximately 10 million residents by 2030.

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	60	120	180	240	240
<i>Graduates</i>	0	0	0	60	60
<i>Avg. Financial Assistance¹</i>	\$57,500	TBD	TBD	TBD	TBD
<i>Students Assisted</i>	60	TBD	TBD	TBD	TBD
<i>Core Faculty (FTE)</i>	32	32	32	32	32
<i>Total Costs</i>	\$31,636,130	\$37,370,258	\$37,700,149	\$39,571,453	\$39,351,708
<i>Total Funding</i>	\$31,636,130	\$37,370,258	\$37,700,149	\$39,571,453	\$39,351,708
<i>% From Formula Funding</i>	0	0	0	0	0

¹ Student support covers tuition and fees for the first year of the inaugural class.

FIVE-YEAR COSTS		FIVE-YEAR FUNDING	
Personnel		Formula Funding (Years 3-5)	\$ 0
Faculty	\$ 85,729,777	Higher Education Fund	\$ 22,000,000
Program Administration	\$ 3,318,650	Reallocation of Existing Resources	\$ 5,000,000
Clerical/Staff	\$ 57,277,623	Federal Funding (In-Hand Only)	\$ 0
Student Support	\$ 3,200,000	Tuition and Fees	\$ 53,522,173
Supplies and Materials	\$ 904,508	Donations	\$ 57,140,335
Library & IT Resources	\$ 270,615	TCU Funds	\$ 44,767,190
Facilities & Equipment	\$ 24,426,290	Student Support Funds	\$ 3,200,000
Travel	\$ 2,477,900		
Organizational Development	\$ 4,375,500		
Professional Services and Memberships	\$ 3,648,835		
Total	\$ 185,629,698	Total	\$ 185,629,698

Major Commitments:

The institution will seek accreditation for its MD degree program from the Liaison Committee on Medical Education.

The institution will submit five Annual Progress 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 NORTH TEXAS HEALTH SCIENCE CENTER

Location: Fort Worth, Metroplex Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC - El Paso, UT Austin Dell Medical School, UT HSC Houston, 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: New York Medical College, University Of Mississippi Medical Center, Upstate Medical University At Syracuse

Degrees Offered: Master's, Doctoral, Professional

[Institutional Resumes](#)

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Enrollment			
Category	Fall 2012	Fall 2016	Fall 2017
Medical School Students	857	916	914
Total Enrollment	1,943	2,366	2,270
Physicians Certified in Residency	221	413	439

Costs				
Average Annual Total Academic Costs for Resident Full-time Student				
Undergraduate Student			Graduate Student	
Year	Institution	Peer Group	Institution	Peer Group
FY 2013	.	\$5,785	.	\$4,819
FY 2017	.	\$5,723	\$4,777	\$6,377
FY 2018	.	\$4,925	\$4,752	\$6,540

Student Success									
Nursing and Allied Health Degrees Awarded						National Data: Nursing or Allied Health Degrees Awarded			
FY 2012		FY 2016		FY 2017		FY 2011		FY 2015	
Type	Peer Institution	Peer Group	Institution	Peer Group	Institution	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.
Bachelor's	0	281	0	306	0	329	.	.	.
Master's	65	133	84	148	94	144	.	106	52
Doctoral	0	6	0	11	0	12	41	66	119
Professional	0	28	43	31	40	33	.	1	39

Research Expenditures	
Year	Amount
FY 2012	\$41,954,584
FY 2016	\$44,578,672
FY 2017	\$44,420,752

Percent of Medical School Students Practicing Primary Care in Texas after Graduation		
Year	Institution	Peer Group
FY 2012	34.40%	24.97%
FY 2016	40.00%	27.57%
FY 2017	39.00%	25.85%

Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License		
Year	Institution	Peer Group
FY 2012	95.50%	97.10%
FY 2016	95.00%	96.00%
FY 2017	99.00%	96.00%

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 2013	\$65,987,010	FY 2013	\$154,417,236
FY 2016	\$102,964,167	FY 2016	\$245,941,442
FY 2017	\$102,719,649	FY 2017	\$245,139,091

Online Resume for Prospective Students, Parents and the Public

UNIVERSITY OF NORTH TEXAS HEALTH SCIENCE CENTER

Location: Fort Worth, Metroplex Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC - El Paso, UT Austin Dell Medical School, UT HSC Houston, 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: New York Medical College, University Of Mississippi Medical Center, Upstate Medical University At Syracuse

Degrees Offered: Master's, Doctoral, Professional

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Enrollment						
Fall 2017						
Race/Ethnicity	Total Students		Medical Students		Physicians Certified in Residency*	
	Number	% of Total	Number	% of Total	Number	% of Total
White	1,027	45.2%	471	51.5%	0	.0%
Hispanic	291	12.8%	108	11.8%	0	.0%
African American	157	6.9%	12	1.3%	0	.0%
Asian/Pacific Isl.	605	26.7%	290	31.7%	0	.0%
International	95	4.2%	2	.2%	0	.0%
Other & Unknown	95	4.2%	31	3.4%	0	.0%
Total	2,270	100.0%	914	100.0%	439	100.0%

* Data for FY 2018

Costs	
Annual Academic Costs for Full-time Resident Student, FY 2018	
Type of Cost	Average Amount
Undergraduate	
Graduate	\$4,752
First-time Medical Student	\$19,167

[Rates of Tuition per SCH](#)

[Mandatory Fees as Defined by CB](#)

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

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

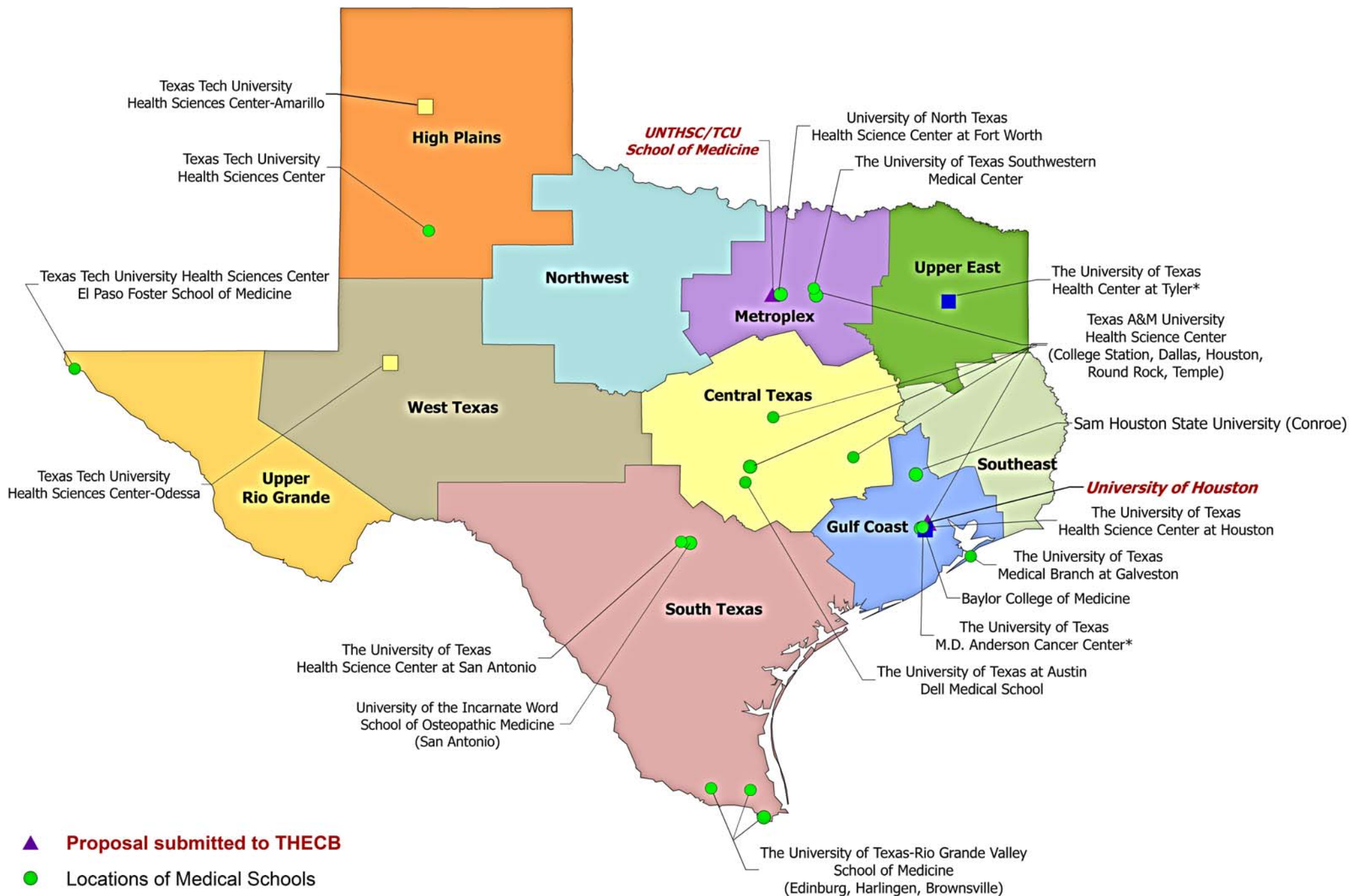
Financial Aid		
Need-based Aid for Graduate Students (GS)		
Fall 2016		
Type of Aid	% of GSs Receiving	Average Amount
Grants or Scholarships	62.6%	\$1,923
Loans	2.9%	\$7,981
Work Study		
Grants, Scholarships, Loans or Workstudy	64.6%	\$2,334

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 2017		
						Year	Institution	Peer Group
Year	Institution	Peer Group	Year	Institution	Peer Group	Bachelor's	0	329
FY 2017	99.00%	96.00%	FY 2017	39.00%	25.85%	Master's	94	144
						Doctoral	0	12
						Professional	40	33

First-time Licensure or Certification Examination Pass Rate		
FY 2017		
Field	Institution	Peer Group
Dental	N/A	94.0%
Allied Health	95.0%	95.0%
Nursing	N/A	97.2%
Pharmacy	N/A	93.5%
Medical	99.0%	96.0%

Research Expenditures	
Year	Amount
FY 2017	\$44,420,752

Proposal for a Doctor of Medicine (MD) degree with a major in Medicine



▲ **Proposal submitted to THECB**

● **Locations of Medical Schools**

■ **Regional Academic Health Center**

■ ***Other Health Related Institutions**

AGENDA ITEM X-E

Consideration of adopting the Committee's recommendation to the Board relating to the Aerospace and Aviation Report (*Senate Bill 458, 84th Texas Legislature, Regular Session*)

RECOMMENDATION: Approval

Background Information:

The Aerospace and Aviation Office, part of the Texas Economic Development and Tourism Office, Office of the Governor, partners with the Coordinating Board for its charge to foster technological advancement and economic development for spaceport activities by strengthening higher education programs and supporting aerospace activities as directed by Texas Government Code, Chapter 481, Subchapter A, Section 481.0066.

The Aerospace and Aviation Office is to submit a report to the legislature and governor by December 1 of each even-numbered year. As part of the partnership, the Coordinating Board provides a summary of research in aerospace technology research conducted by public senior colleges or universities.

The report is provided under separate cover.

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

AGENDA ITEM X-F

Consideration of adopting the Committee's recommendation to the Board relating to the Block Scheduled Workforce Programs at Public Junior Colleges Report (House Bill 1583, 84th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

House Bill 1583, passed by 84th Legislature, Regular Session (2015), required Texas public junior colleges to offer five associate degree or certificate programs from the fields of health science, nursing, or career and technology as block scheduled programs by the fall of 2016 in addition to existing block schedule offerings they might already offer. Not later than November 1, 2018, the Coordinating Board shall submit to the governor and legislature a detailed report on the effectiveness of block scheduling and its recommendations related to block scheduling.

Block scheduled programs are one means of influencing institutional practices to improve student success and raise graduation rates. A block scheduled program enables students to enroll in a group (or "block") of courses rather than individual courses and allows the college to provide the schedule for the next semester in advance. Scheduling predictability makes it possible for students to plan their work and personal activities around a known class schedule, which should, in turn, help students complete college faster without repeating or taking unnecessary courses.

House Bill 1583 seeks to provide course scheduling predictability by requiring block scheduled programs that allow a full-time student to enroll in a defined block of courses at a predictable period of time, such as a morning, full-day, afternoon, evening, or weekend. The courses would be blocked for each future semester during the same time slot for the duration of the program. As an example, an associate degree normally requires 60 semester credit hours (SCH), or about 20 courses. Five courses per semester might be offered between 8:00 a.m. and 12:00 p.m. for four consecutive semesters.

Student data for this report were collected from Texas public junior colleges as part of a special data collection process. The data were submitted for four semesters – Fall 2016, Spring 2017, Summer 2017, and Fall 2017. Each college was required to report specific data items for students enrolled in block scheduled programs after each semester. The block schedule data were aggregated into one database and integrated with the Coordinating Board's existing student data system to generate the analysis provided in this report.

During the four terms data were collected for students enrolled in block scheduled programs, a total of 3,056 awards were conferred. The number of awards, in particular, is not surprising because the majority of the students were enrolled in Level I or II certificate programs. Also, many Level I certificates feed into a Level II certificate, so a student may be required to complete as few as 30 SCH to receive both awards.

Students who had completed some college were not excluded from the study; the impact of students holding prior credit and finishing during this period is likely a factor in the award numbers. Also, because some students received multiple awards, the total number of

awards seems to suggest block scheduling was highly successful compared to traditionally scheduled programs.

While there seems to be an increase in completion rates for block scheduled programs, persistence rates were not as positive. The one-year persistence rate for all first-time, community college degree-seeking undergraduates enrolled in at least 12 semester credit hours in the fall of 2016 to fall of 2017 was 68.2 percent. The persistence rate for block scheduled students during the same time period was 21 percent. This may be due to the fact that many block scheduled programs required less than one year to complete.

The report is provided under separate cover.

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

AGENDA ITEM X-G

Consideration of adopting the Committee's recommendation to the Board relating to the Bachelor of Science in Dental Hygiene at Tyler Junior College Report (House Bill 3348, 84th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 130.304 directs the Texas Higher Education Coordinating Board (THECB) to "establish a pilot project to examine the feasibility and effectiveness of authorizing baccalaureate degree programs in the field of dental hygiene at a public junior college that offers a degree program in that field." This statute charged the THECB to prepare a progress report on the pilot project no later than January 1, 2017. The THECB is also directed to provide another report on the effectiveness of the pilot project, including any recommendations for legislative action regarding the offering of baccalaureate degree programs in the field of dental hygiene by a public junior college, no later than January 1, 2019. The THECB is required to "deliver a copy of each report to the governor, the lieutenant governor, the speaker of the house of representatives, and the chair of the standing committee of each house of the legislature with primary jurisdiction over higher education."

The THECB submitted the first report, *Progress Report on the Bachelor of Science in Dental Hygiene at Tyler Junior College*, to the governor and the chairs of the House and Senate Higher Education Committees on August 25, 2016. This second report provides data and information about the performance of the dental hygiene program as provided by Tyler Junior College.

The statutory environment has changed considerably since the passage of House Bill 3348. Given that baccalaureate programs at community colleges are no longer a pilot project, examining the feasibility and effectiveness of authorizing baccalaureate degree programs in any particular field, outside of the regular proposal approval process and program review, is no longer necessary. Community colleges who meet the criteria set in statute may request authority to offer bachelor's degrees in dental hygiene at their own discretion. Accordingly, the THECB has no recommendations for legislative action regarding the offering of baccalaureate degree programs in the field of dental hygiene by a public junior or community college.

The report is provided under separate cover.

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

AGENDA ITEM X-H

Consideration of adopting the Committee's recommendation to the Board relating to the Report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education (Senate Bill 37, 84th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

Texas Education Code (TEC), Section 61.0664, authorized through the passage of Senate Bill (SB) 37, 84th Legislature, Regular Session, requires the Texas Higher Education Coordinating Board (THECB) to conduct an ongoing study on the college recruitment of persons with intellectual and developmental disabilities (IDD). The purpose of the report is to identify previously made recruitment efforts, limitations on recruitment and possible methods for recruitment. The report is to be submitted to the Governor and members of the Legislature by November 1 of each even-numbered year.

To this end, THECB staff, with the assistance of stakeholders from Texas institutions of higher education (IHEs) and the community, developed a survey instrument for collecting recruitment-related data from the institutions. On July 31, 2018, the THECB distributed a memorandum to the presidents of all Texas public IHEs and the THECB's community college liaisons with instructions for accessing the survey and a request that survey responses be submitted to the THECB by August 31, 2018.

The Report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education is based on the results of that survey. It includes the number of institutions responding to the survey, a list of the survey questions, and, for those institutions reporting recruitment activities, a summary of their responses. In addition to the study on recruitment, SB 37 also required that the THECB collect administrative data on students with IDD enrolled in public IHEs. Through collaboration with stakeholders, a rule was drafted and approved by the THECB Board (Texas Administrative Code, Section 4.12) that requires all IHEs to indicate whether an enrolled student is identified as having an IDD, which allows the agency to track their academic success. The report also includes summary information obtained through those new data collection efforts.

The report is provided under separate cover.

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

AGENDA ITEM X-I

Consideration of adopting the Committee's recommendation to the Board relating to the Report on the Effectiveness of Advise TX (*Rider 53, 85th Texas Legislature, Regular Session*)

RECOMMENDATION: Approval

Background Information:

Staff request approval of the report to the Governor and Legislative Budget Board in response to Rider 53, General Appropriations Act, 85th Texas Legislature, Regular Session, which requires the Texas Higher Education Coordinating Board (THECB) to evaluate the effectiveness of the Advise TX program.

Advise TX is a partner program of the national College Advising Corps (CAC) and a priority program of the current Texas higher education plan, *60x30TX*. Advise TX places recent university graduates on high school campuses as near-peer college advisers to lead low-income and first-generation students to postsecondary education.

Currently, the THECB contracts with Texas A&M University, Texas Christian University, The University of Texas at Austin, and Trinity University to hire 112 near-peer college advisers to serve 110 high schools. Each chapter recruits, hires, and trains its own graduates to serve as advisers in selected partner high schools.

Advise TX advisers receive intensive training that focuses on college access, financial aid, and other student services. Advisers provide admissions and financial aid advising to students and their families and help identify the college that best fits their career aspirations and academic preparation.

In response to Rider 53, the THECB, in coordination with CAC, worked with Dr. Eric Bettinger, Associate Professor at Stanford University and Evaluation and Assessment Solutions for Education (EASE), to prepare a report on the impact of the Advise TX program on college-going rates. The report provides research and evaluation with an overview of five areas of research including a randomized controlled trial (RCT) of Advise TX impact between 2012-2016 and the program's impact on college enrollment and persistence, pathways to college, school culture, and advisers' attitudes and life choices.

Findings from the RCT 2012-2016 study show Advise TX increased college enrollment rates by over three percentage points, especially for low-income students. It was determined that the size of the high school was found to be a mediating factor in the success of the program. Advisers increase enrollment rates overall, but in large schools, the increased number of college attendees provides small percentage changes due to school size.

The evaluation also shows the program demonstrated an increase in year-to-year college enrollment and persistence rates. The data show that average college enrollment rates increased by 2.02 percentage points for high schools served between 2015-2016 and 2016-2017. Additionally, in the sample of high schools with complete persistence rate data available, representing the average one-year rates for the classes of 2012-2016, the average persistence rate increased by three percentage points. For the cohort of high schools that first implemented Advise TX in 2011-2012, high schools saw an average of a five percentage point increase between the classes of 2012 and 2016.

The report is provided under separate cover.

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

AGENDA ITEM X-J

Consideration of adopting the staff recommendation to the Board relating to the Assessment of Graduate Medical Education Positions Report (Senate Bill 215, 83rd Texas Legislature, Regular Session)

Recommendation: Approval

Background Information:

Texas Education Code, Section 61.0661 requires the Coordinating Board to conduct an assessment of the adequacy of opportunities for graduates of medical schools in the state to enter graduate medical education in the state and to report the results of the assessment to the Texas Legislature by December 1 of each even-numbered year. The report presents the required data and analysis, including:

- 1) a comparison of the number of first-year graduate medical education positions available with the number of medical school graduates;
- 2) a statistical analysis of recent trends in and projections of the number of medical school graduates and first-year graduate medical education positions;
- 3) methods and strategies for achieving a ratio for the number of first-year graduate medical education positions to the number of medical school graduates in the state of at least 1.1:1; and
- 4) an evaluation of current and projected physician workforce needs of the state, by total number and by specialty.

The report is provided under separate cover.

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

AGENDA ITEM X-K

Consideration of adopting the staff recommendation to the Board relating to the Advanced Placement Report (House Bill 1992, 85th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

In 2015, the 84th Texas Legislature, Regular Session, passed House Bill (HB) 1992, instructing institutions of higher education, as they establish the minimum score required for the award of course credit on an AP examination, not to require a score of more than 3 unless the institution's chief academic officer determines, based on evidence, that a higher score on the examination is necessary to indicate a student is sufficiently prepared to be successful in a related, more advanced course for which the lower-division course is a prerequisite. The statute became effective in fall 2016.

HB 1992 directs the Texas Higher Education Coordinating Board to conduct a study and issue a report on the performance of students who receive undergraduate course credit for achieving required scores on one or more Advanced Placement (AP) exams. In conducting the study, THECB staff collaborated with Texas public institutions of higher education; the Undergraduate Education Advisory Committee; and other stakeholders, including the College Board.

Not later than January 1, 2019, the Board shall submit to the governor, lieutenant governor, speaker of the house of representatives, and each standing legislative committee with primary jurisdiction over higher education, a report on the results of the study and any recommendations for legislative or other action. The report includes comparisons at the academic performance, retention rates, and graduation rates – disaggregated by score – of students who completed a lower-division course at an institution to students who received credit for that course based on a score of 3 or more on an AP exam.

The report is provided under separate cover.

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

AGENDA ITEM X-L

Consideration of adopting the staff recommendation to the Board relating to the Texas General Academic Institutions: Increasing Successful Community College Transfer Report (General Appropriations Act, Senate Bill 1, Article III, Section 49, 85th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

The General Appropriations Act, Senate Bill 1, Article III, Section 49, 85th Texas Legislature, Regular Session for the 2018-19 biennium directs the public universities to submit an annual report to the Coordinating Board that details institutional efforts to increase the number, success, and persistence of community college transfer students. Section 49 also requires the Coordinating Board to collect and analyze the institutional reports and institutional performance data. The Coordinating Board must then submit an annual report to the Texas Legislature that evaluates actions to increase the number, success, and persistence of community college transfer students and make recommendations. This is the ninth annual report since 2010. The report must be delivered to the governor, House Appropriations Committee, Senate Finance Committee, and the Legislative Budget Board by November 1 of each year.

A survey was developed and distributed to the public universities in June 2018. The survey asked for information regarding institutional efforts to serve current and future transfer students. These efforts include local and regional articulation agreements with faculty collaboration, community college program enhancements, student outreach and advising, website information development, targeted financial aid, university student success programs, degree program alignment, and participation in statewide initiatives. Board staff collected the survey responses which serve as the institutional reports required by Section 49. The Coordinating Board staff conducted the required analysis of the responses and institutional data from the Coordinating Board Management (CBM) reports.

The report is provided under separate cover.

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

AGENDA ITEM X-M

Consideration of adopting the staff recommendation to the Board relating to Best Practices in the Transfer of Course Credit Between Public Institutions of Higher Education Report (*Senate Bill 802, 85th Texas Legislature, Regular Session*)

RECOMMENDATION: Approval

Background Information:

Senate Bill 802, 85th Texas Legislature, Regular Session, directed the Coordinating Board to conduct a study of the best practices in credit transfer, including dual credit. The study is required to evaluate existing articulation agreements and to identify institutions that are implementing best practices. Institutions of higher education were instructed to provide information to the Coordinating Board to facilitate the study.

The study focused on transfer of semester credit hours (SCH) earned at public two-year institutions and the application of students' earned SCH (transfer or institutional) at a public university without resulting in excess credit hours for the students at graduation with a bachelor's degree. This focus was placed on the study because of the statewide emphasis and policy initiatives intended to improve pathways between two- and four-year institutions, rather than addressing the student and credit mobility between four-year institutions. Articulation agreements are typically between two-year and four-year institutions. A factor that limited the scope of the study was the unavailability of data to determine exactly which courses are applied to a degree. This information (courses applied to degree requirements) is not reported to the Coordinating Board and would require access to individual institutions' degree auditing functions and student records protected by the Federal Education Rights and Privacy Act. To complete its charge, the Coordinating Board staff analyzed data reported by general academic institutions and collected from the Coordinating Board Management (CBM) reports to identify institutions demonstrating efficiency in applying earned SCH and to determine a sample of institutions to survey about their practices. A sample group of institutions also submitted copies of articulation agreements for evaluation.

The report is provided under separate cover.

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

AGENDA ITEM X-N

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

RECOMMENDATION: No action required

Background Information:

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

Argosy University, Dallas, Texas

On June 26, 2018, Dream Center Education Holdings, LLC (DCEH), notified the THECB of its intention to close Argosy University-Dallas, 5001 Lyndon B. Johnson Freeway Dallas TX 75244, and its additional learning site, Argosy University-Dallas Kindred Healthcare, 9525 Greenville Avenue, Dallas TX 75243. The campus ceased enrollment as of June 29, 2018. At the time the closure was announced, Argosy University-Dallas and its additional learning site had 324 students, of which 72 will graduate on or before December 31, 2018. DCEH will work with each student to determine the best path for teach out, including a fully online format, as many students already take a significant portion of courses online. The teach-out plan includes reduced tuition for students who complete via Argosy Online, transfer to another Argosy campus, complete their program through another DCEH campus, or complete an accelerated teach out. The institution expects to complete the teach outs by August 31, 2019. Both the institution's accreditor and the US Department of Education have been notified. The Certificates of Authorization for both locations will end upon notification that the last student has graduated or transferred to another location or institution. Student transcripts will be available through DCEH.

Strayer University, North Dallas, Texas

On July 2, 2018, Strayer University notified the THECB of its intention to close its North Dallas, Texas campus, 8111 LBJ Freeway, Suite 1100, Dallas, TX 75351, effective December 17, 2018. Students were notified July 7, 2018. Operations and resources will be consolidated with the nearby Irving and Cedar Hill campuses. The Irving campus is 11.9 miles from the North Dallas campus. The Cedar Hill campus is 27.8 miles from the North Dallas campus. Students will be allowed to complete their programs through the nearby campuses or Strayer University's online global campus. Approval of the closure is pending with Strayer University's accreditor, Middle States Commission on Higher Education. The Certificate of Authorization will end upon notification that the last student has graduated or transferred to another location or

institution. All student records will be held in Strayer University's Office of the Registrar, Herndon, Virginia.

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

AGENDA ITEM X-O

Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved English Language & Literature Field of Study

RECOMMENDATION: Approval

Background Information:

The English Language & Literature 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 English Language & Literature degree program into which a student transfers. The FOS also applies to Creative Writing, Technical Writing, Rhetoric, and related degree programs. Students completing an English Language & Literature 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 English Language & Literature FOS Curriculum.

Recommendations of the 2018 English Language & Literature FOS Advisory Committee

The committee recommends adoption of the 2018 FOS curriculum. The FOS for English Language & Literature 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 2018 English Language & Literature Field of Study Curriculum

Course Title	Course Number	Semester Credit Hours
Composition I	ENGL 1301	3
Composition II	ENGL 1302	3
Choose two of the following Literature Survey courses. Note: To avoid duplication of content, one-half of a two-semester survey in British, American, or World Literature cannot be taken in conjunction with the single-semester course in the same topic. [For example, World Literature I (ENGL 2332) cannot be taken with World Literature (ENGL 2331).] <ul style="list-style-type: none"> • ENGL 2321: British Literature (single-semester course) • ENGL 2322: British Literature I • ENGL 2323: British Literature II • ENGL 2326: American Literature (single-semester course) • ENGL 2327: American Literature I • ENGL 2328: American Literature II • ENGL 2331: World Literature (single-semester course) • ENGL 2332: World Literature I • ENGL 2333: World Literature II • ENGL 2341: Forms of Literature • ENGL 2351: Mexican American Literature 		6
TOTAL		12

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on April 23, 2018. The 30-day comment period ended on May 22, 2018. The following comments were received and reviewed by the committee.

Institutional representatives recommended adding Forms of Literature (ENGL 2341) to the FOS.

COMMENTS: Dallas County Community College District, Houston Community College, Northeast Community College, and Weatherford College were in favor of adding ENGL 2341 to the FOS. Forms of Literature is a course that introduces students to selected genres or forms of literature.

COMMITTEE RESPONSE: The committee agreed that the course is an effective introduction to important introductory topics in English Language & Literature, and it offers colleges flexibility to teach thematic material. **The committee made a change to the proposed FOS and added ENGL 2341 to the list of available options for the six SCH of Literature Survey courses.**

Institutional representatives recommended adding courses to the FOS.

COMMENTS: San Jacinto College was in favor of adding Introduction to Fiction (ENGL 2305), Literature and Film (ENGL 2341), African American Literature, and LGBTQ Literature to the FOS.

COMMITTEE RESPONSE: These courses are not currently listed in the *Academic Course Guide Manual* (ACGM), and most are best suited for the upper-division level. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended deleting courses from the FOS.

COMMENTS: Cisco College was in favor of deleting Mexican American Literature (ENGL 2351) from the list of literature survey options because it singles out one group.

COMMITTEE RESPONSE: The Mexican American Literature course is the only ethnicity-based course in the ACGM, and the committee felt it is important to Texas culture. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended creating separate tracks within the FOS for Technical Writing and Creative Writing.

COMMENTS: San Jacinto College and Northeast Community College recommended creating separate lists of courses within the FOS for Technical Writing and Creative Writing. San Jacinto College recommended that the Technical Writing track include Technical & Business Writing (ENGL 2311), and the Creative Writing track include British Literature II (ENGL 2323) or American Literature II (ENGL 2328).

COMMITTEE RESPONSE: The committee considered separate tracks for Technical Writing and Creative Writing during deliberations, and committee members decided the proposed FOS applied to all English Language & Literature majors while allowing room for students to take additional core or elective courses to fit their needs. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended requiring courses instead of making them optional in the FOS.

COMMENTS: San Jacinto College recommended requiring British Literature II (ENGL 2323) and at least one semester of the World Literature Survey (ENGL 2331, ENGL 2332, ENGL 2333) in the FOS.

COMMITTEE RESPONSE: The committee felt that a range of choices in the required six SCH of literature surveys offers flexibility to students and institutions. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended adjusting the content of existing ACGM courses.

COMMENTS: San Jacinto College recommended adjusting the course descriptions of World Literature, American Literature, and British Literature survey courses to include “voices who have traditionally been disenfranchised from a spot in the literary canon.” San Jacinto College recommended requiring that literary analysis be included in Composition courses (ENGL 1301 and 1302).

COMMITTEE RESPONSE: The committee felt that diverse perspectives are already typically included in the survey courses. The addition of Forms of Literature (ENGL 2341) allows interested faculty members to teach thematic courses that could center on underrepresented voices. Teachers who wish to include literature in Composition courses are already free to do so. **The committee made a change to the proposed FOS and added ENGL 2341 to the list of available options for the six SCH of Literature Survey courses.**

Institutional representatives recommended course substitutions.

COMMENTS: San Jacinto College recommended that Technical Writing (ENGL 2311) be allowed to substitute for Composition (ENGL 1301 or 1302).

COMMITTEE RESPONSE: The committee felt that both semesters of Composition are essential for all English majors. **The committee made no changes to the proposed FOS.**

Institutional representatives were supportive of the FOS.

COMMENTS: Houston Community College and Weatherford College were supportive of the FOS as proposed.

COMMITTEE RESPONSE: No response needed.

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

AGENDA ITEM X-P

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

RECOMMENDATION: Approval

Background Information:

The Sociology 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 Sociology degree program into which a student transfers. Students completing a Sociology 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 Sociology FOS Curriculum.

Recommendations of the 2018 Sociology FOS Advisory Committee

1. The committee recommends adoption of the 2018 FOS curriculum. The FOS for Sociology 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 2018 Sociology Field of Study Curriculum

Course Title	Course Number	SCH
Introduction to Sociology	SOCI 1301	3
Social Problems	SOCI 1306	3
Marriage and Family	SOCI 2301	3
Minority Studies	SOCI 2319	3
TOTAL		12

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on June 29, 2018. The 30-day comment period ended on July 29, 2018. The following comments were received and reviewed by the committee.

COMMENT: San Jacinto College recommended the inclusion of Social Psychology (SOC 2326), Human Sexuality (SOC 2306), and Criminology (SOC 2336) for the social impact of their topics and the critical thinking skills they teach.

COMMITTEE RESPONSE: The committee considered each of these courses carefully and determined that the course topics can be introduced in the recommended FOS courses. Further instruction in the topics can be reserved for upper-division courses. **The committee made no changes to the FOS.**

COMMENT: Texas A&M University-Central Texas stated that the name of "Minority Studies" (SOC 2319) is vague, out of step with national disciplinary standards, and sometimes an inaccurate description. The course title and description in the *Academic Course Guide Manual* (ACGM) should be updated.

COMMITTEE RESPONSE: Several committee members agreed that there need to be updates to Sociology courses in the ACGM. These issues are best taken up directly with the ACGM Advisory Committee. **The committee made no changes to the FOS.**

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

AGENDA ITEM X-Q (1)

Consideration of adopting the Committee's recommendation to the Board relating to courses required for Architectural Drafting

RECOMMENDATION: Approval

Background Information:

The Architecture and Construction Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Architecture and Construction Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Architecture and Construction POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Design and Documentation POS Subcommittee was created to identify the block of courses that should be included in the Architectural Drafting POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Architecture and Construction POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Architectural Drafting POS Curriculum.

Recommendations of the Architecture and Construction Program of Study Advisory Committee

Architectural Drafting Program of Study

1. The Architecture and Construction Program of Study Advisory Committee recommends adoption of the Architectural Drafting Program of Study curriculum. The Program of Study Curriculum of Architectural Drafting shall consist of no more than 36 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

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

Table 1: Proposed Architectural Drafting Program of Study Curriculum

ARCHITECTURAL DRAFTING			
Discipline Courses		(MAX) SCH Subtotal:	36
<u>Course Title</u>	<u>Course#</u>		<u>SCH</u>
Introduction to Technical Drawing	DFTG 1305/1405		3-4
Architectural Drafting - Residential	DFTG 1317/1417		3-4
Parametric Modeling and Design	DFTG 1345/1445		3-4
Structural Drafting	ARCE 1352/1452		3-4
Intermediate Computer-Aided Drafting	DFTG 2319/2419		3-4
Architectural Drafting - Commercial	DFTG 2328/2428		3-4
Advanced Computer-Aided Drafting	DFTG 2332/2432		3-4
Final Project - Advanced Drafting	DFTG 2338/2438		3-4
Mechanical, Electrical, and Plumbing (MEP) Systems	ARCE 2352/2452		3-4
SUBTOTAL: Discipline Courses		SCH Subtotal:	27-36
Local Specialty Elective Technical Courses*		SCH Subtotal:	9-18
TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)			45
*Colleges may select additional courses to complete a maximum of 45 SCH			

- Institutions offering Architectural Drafting programs are subject to the requirements of the *Workforce Education Course Manual (WECM)*, *Guidelines for Instructional Programs in Workforce Education (GIPWE)*, and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.
- No specific General Education courses were recommended with the Architectural Drafting Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on July 6, 2018. The 30-day comment period ended on August 6, 2018. The following comments were received and reviewed by the committee.

COMMENT: Tarrant County College recommended replacing DFTG 1345/DFTG 1445 "Parametric Modeling and Design" with SRVY 1301 "Introduction to Surveying," which would give students a ground-up perspective to the architectural industry.

COMMITTEE RESPONSE: The committee considered DFTG 1345/DFTG 1445 to be an appropriate course for the Program of Study, because it is also included in the General Drafting Program of Study. **The committee made no change to the proposed POS.**

COMMENT: Richland College, Mountain View College, and Eastfield College of the Dallas County Community College District commented that combining of courses DFTG 1325, DFTG 1315, and DFTG1309/1409 into DFTG 1305/1405 would impact dual credit.

COMMITTEE RESPONSE: The committee considered the content of the resulting course to be important to meeting the requirements of business and industry and should be included in the course without regard to where the course was taught. **The committee made no change to the proposed POS.**

COMMENT: Richland College, Mountain View College, and Eastfield College of the Dallas County Community College District commented that DFTG 1309 is Basic CAD and should remain as an introductory course. Houston Community College recommended that DFTG 1309 should be a prerequisite for both DFTG 2319/2419 "Intermediate Computer-Aided Drafting" and DFTG 2332/2432 "Advanced Computer-Aided Drafting."

COMMITTEE RESPONSE: The committee has not recommended any changes be made to DFTG 1309. **The committee made no change to the proposed POS.**

COMMENT: Richland College, Mountain View College, and Eastfield College of the Dallas County Community College District commented that DFTG 2431 is not listed in the POS but should remain as a local specialty course option.

COMMITTEE RESPONSE: The committee did not recommend removing DFTG 2431 from the list of courses available for local specialty elective technical courses. **The committee made no change to the proposed POS.**

COMMENT: Richland College, Mountain View College, and Eastfield College of the Dallas County Community College District commented that DFTG 1315 should not have been combined because the content allows for in-depth teaching of how to read architectural plans and drawing.

COMMITTEE RESPONSE: The committee did not recommend removing DFTG 1315, which is still available for institutions to use as a local specialty elective technical course. **The committee made no change to the proposed POS.**

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

AGENDA ITEM X-Q (2)

Consideration of adopting the Committee's recommendation to the Board relating to courses required for Electrical Lineworker

RECOMMENDATION: Approval

Background Information:

The Architecture and Construction Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Architecture and Construction Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Architecture and Construction POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Electrical, Plumbing and Pipefitting POS Subcommittee was created to identify the block of courses that should be included in the Electrical Lineworker POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Architecture and Construction POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Electrical Lineworker POS Curriculum.

Recommendations of the Architecture and Construction Program of Study Advisory Committee

Electrical Lineworker Program of Study

1. The Architecture and Construction Program of Study Advisory Committee recommends adoption of the Electrical Lineworker Program of Study curriculum. The Program of Study Curriculum of Electrical Lineworker shall consist of no more than 27 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

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

Table 1: Proposed Electrical Lineworker Program of Study Curriculum

ELECTRICAL LINEWORKER			
Discipline Courses		(MAX) SCH Subtotal:	27
<i>Course Title</i>	<i>Course#</i>	<i>Max SCH</i>	
Basic Electrical Theory	ELPT 1311/1411	3-4	
Electrical Calculations I	ELPT 1215/1315	2-3	
Climbing Skills	LNWK 1211/1311	2-3	
Distribution Operations	LNWK 1241	2	
Live Line Safety	LNWK 2321	3	
Distribution Line Construction	LNWK 2322	3	
Transformer Connections	LNWK 1231/1331	2-3	
Troubleshooting Distribution Systems	LNWK 2324	3	
Rigging and Conveying Systems	HYDR 1201/1301	2-3	
SUBTOTAL: Discipline Courses		SCH Subtotal:	22-27
Local Specialty Elective Technical Courses*		SCH Subtotal:	18-23
TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)			45
*Colleges may select additional courses to complete a maximum of 45 SCH			

- Institutions offering Electrical Lineworker programs are subject to the requirements of the Workforce Education Course Manual (WECM), Guidelines for Instructional Programs in Workforce Education (GIPWE), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.
- No specific General Education courses were recommended with the Electrical Lineworker Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on July 6, 2018. The 30-day comment period ended on August 6, 2018. No comments were received during the comment period.

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

AGENDA ITEM X-Q (3)

Consideration of adopting the Committee's recommendation to the Board relating to courses required for Industrial Electrician

RECOMMENDATION: Approval

Background Information:

The Architecture and Construction Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Architecture and Construction Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Architecture and Construction POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Electrical, Plumbing and Pipefitting POS Subcommittee was created to identify the block of courses that should be included in the Industrial Electrician POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Architecture and Construction POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Industrial Electrician POS Curriculum.

Recommendations of the Architecture and Construction Program of Study Advisory Committee

Industrial Electrician Program of Study

1. The Architecture and Construction Program of Study Advisory Committee recommends adoption of the Industrial Electrician Program of Study curriculum. The Program of Study Curriculum of Industrial Electrician shall consist of no more than 26 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

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

Table 1: Proposed Industrial Electrician Program of Study Curriculum

INDUSTRIAL ELECTRICIAN			
Discipline Courses		(MAX) SCH Subtotal:	26
<i>Course Title</i>	<i>Course#</i>	<i>Max SCH</i>	
Basic Electrical Theory	ELPT 1311/1411	3-4	
Introduction to Electrical Safety and Tools	ELPT 1221/1321	2-3	
Motor Control	ELPT 1341/1441	3-4	
Industrial Wiring	ELPT 1357/1457	3-4	
Motors and Transformers	ELPT 2305/2405	3-4	
AC/DC Drives	ELPT 2231/2331	2-3	
Electrical Testing and Maintenance	ELPT 2347/2447	3-4	
SUBTOTAL: Discipline Courses		SCH Subtotal:	19-26
Local Specialty Elective Technical Courses*		SCH Subtotal:	19-26
TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)			45
*Colleges may select additional courses to complete a maximum of 45 SCH			

- Institutions offering Industrial Electrician programs are subject to the requirements of the Workforce Education Course Manual (WECM), Guidelines for Instructional Programs in Workforce Education (GIPWE), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.
- No specific General Education courses were recommended with the Industrial Electrician Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on July 6, 2018. The 30-day comment period ended on August 6, 2018. No comments were received during the comment period.

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

AGENDA ITEM X-Q (4)

Consideration of adopting the Committee's recommendation to the Board relating to courses required for Residential and Commercial Electrician

RECOMMENDATION: Approval

Background Information:

The Architecture and Construction Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Architecture and Construction Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Architecture and Construction POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Electrical, Plumbing and Pipefitting POS Subcommittee was created to identify the block of courses that should be included in the Residential/Commercial Electrician POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Architecture and Construction POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Residential/Commercial Electrician POS Curriculum.

Recommendations of the Architecture and Construction Program of Study Advisory Committee

Residential/Commercial Electrician Program of Study

1. The Architecture and Construction Program of Study Advisory Committee recommends adoption of the Residential/Commercial Electrician Program of Study curriculum. The Program of Study Curriculum of Residential/Commercial Electrician shall consist of no more than 29 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

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

Table 1: Proposed Residential/Commercial Electrician Program of Study Curriculum

RESIDENTIAL/COMMERCIAL ELECTRICIAN			
Discipline Courses		(MAX) SCH Subtotal:	29
<i>Course Title</i>	<i>Course#</i>	<i>Max SCH</i>	
Basic Electrical Theory	ELPT 1311/1411	3-4	
Introduction to Electrical Safety and Tools	ELPT 1221/1321	2-3	
National Electrical Code I	ELPT 1225/1325	2-3	
Residential Wiring	ELPT 1329/1429	3-4	
Motor Control	ELPT 1341/1441	3-4	
Commercial Wiring	ELPT 1345/1445	3-4	
Transformers	ELPT 2323/2423	3-4	
National Electrical Code II	ELPT 2225/2325	2-3	
SUBTOTAL: Discipline Courses		SCH Subtotal:	21-29
Local Specialty Elective Technical Courses*		SCH Subtotal:	16-24
TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)			45
*Colleges may select additional courses to complete a maximum of 45 SCH			

- Institutions offering Residential/Commercial Electrician programs are subject to the requirements of the Workforce Education Course Manual (WECM), Guidelines for Instructional Programs in Workforce Education (GIPWE), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.
- No specific General Education courses were recommended with the Residential/Commercial Electrician Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on July 6, 2018. The 30-day comment period ended on August 6, 2018. The following comments were received and reviewed by the committee.

COMMENT: North Lake College (Dallas County Community College District) commented that the POS could adversely impact the degree offered by North Lake College if courses in the POS are limited and other courses like ELPT 2443 and ELPT 2427 are deleted from WECM and cannot be included in the local specialty. The suggestion is to allow ELPT 1357 or ELPT 1345 in the POS as an option.

COMMITTEE RESPONSE: The subcommittee did not recommend deleting any courses from the WECM; all courses in the WECM are available for colleges to use for local specialty elective technical courses. **The committee made no change to the proposed POS.**

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

AGENDA ITEM X-Q (5)

Consideration of adopting the Committee's recommendation to the Board relating to courses required for Heating, Ventilation, and Air Conditioning

RECOMMENDATION: Approval

Background Information:

The Architecture and Construction Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Architecture and Construction Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Architecture and Construction POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Heating, Ventilation, and Air Conditioning POS Subcommittee was created to identify the block of courses that should be included in the Heating, Ventilation, and Air Conditioning POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Architecture and Construction POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Heating, Ventilation, and Air Conditioning POS Curriculum.

Recommendations of the Architecture and Construction Program of Study Advisory Committee

Heating, Ventilation, and Air Conditioning Program of Study

1. The Architecture and Construction Program of Study Advisory Committee recommends adoption of the Heating, Ventilation, and Air Conditioning Program of Study curriculum. The Program of Study Curriculum of Heating, Ventilation, and Air Conditioning shall consist of no more than 24 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

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

Table 1: Proposed Heating, Ventilation, and Air Conditioning Program of Study Curriculum

HEATING, VENTILATION, AND AIR CONDITIONING			
Discipline Courses		(MAX) SCH Subtotal:	24
<i>Course Title</i>	<i>Course#</i>	<i>Max SCH</i>	
Basic Electricity for HVAC	HART 1301/1401	3-4	
Air Conditioning Control Principles	HART 1303/1403	3-4	
Refrigeration Principles	HART 1307/1407	3-4	
Residential Air Conditioning	HART 1341/1441	3-4	
Gas and Electric Heating	HART 1345/1445	3-4	
Air Conditioning Installation and Startup	HART 2338/2438	3-4	
SUBTOTAL: Discipline Courses		SCH Subtotal:	18-24
Local Specialty Elective Technical Courses*		SCH Subtotal:	21-27
TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)			45
*Colleges may select additional courses to complete a maximum of 45 SCH			

- Institutions offering Heating, Ventilation, and Air Conditioning programs are subject to the requirements of the Workforce Education Course Manual (WECM), Guidelines for Instructional Programs in Workforce Education (GIPWE), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.
- No specific General Education courses were recommended with the Heating, Ventilation, and Air Conditioning Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on July 6, 2018. The 30-day comment period ended on August 6, 2018. The following comments were received and reviewed by the committee.

COMMENT: Instructors and professionals involved with the HVAC program at Amarillo College are supportive of the work done in this area, and in favor of the benefits of establishing a common program of study curriculum; however, the current direction given by our advisory board has led to offerings designed to meet those needs. Specifically related to the sequence proposed for HVAC, Amarillo College is currently offering this program as a specialized extension of a broad Industrial Maintenance Program leading to level 1 and 2 certificates and an AAS degree with that focus.

ELPT1311 Basic Electrical Theory

IEIR1312 Distribution Systems/Motor Controls

INMT1305 Introduction to Industrial Maintenance

HART1307

HART2338

HART1345

The current curriculum allows students the opportunity to learn the fundamental skills required in a broad range of industrial settings, then extend that learning into a specialty area resulting in a more robust understanding of general industrial skills and a more marketable potential employee. The sequence and structure of this career pathway have been established with input from a local workforce advisory board, and are uniquely designed to fit the needs expressed by those constituents. Amarillo College diligently applies fair policies in each situation related to reviewing and granting transfer credit, in an effort to help every student advance their education without unnecessary duplication of coursework.

COMMITTEE RESPONSE: The subcommittee only considered courses in Heating, Ventilation, and Air Conditioning (HVAC) programs. Institutions may use alternative courses in programs that are not specifically identified as HVAC POS. **The committee made no change to the proposed POS.**

COMMENT: Collin College and San Jacinto College commented that HART 1303/1403 "Air Conditioning Control Principles" has proven to be useful by some colleges, but not all. Implementing this course as a statewide mandate with its existing course description will not serve to strengthen either existing or upcoming HVAC degrees. The option of including the higher course of HART 2334/2434 "Advanced A/C Controls" as a second or third semester course would guarantee the application of those same learner outcomes at a higher level and eliminate the stumbling block created by mandating a fifth first-semester course. Adding this course would cause institutions to remove an advanced class in order to keep their programs at 60 SCH.

COMMITTEE RESPONSE: The subcommittee considered the content of HART 1303/1403 as an important component of the program that was recommended by the business and industry representatives on the subcommittee. **The committee made no change to the proposed POS.**

COMMENT: Lamar State College-Port Arthur commented that in reviewing the proposed HVAC program of study, we find the courses proposed to be appropriate for the program of study. In reviewing the WECM course, HART 2338/2438 Air Conditioning Installation and Setup, the proposed end-of-course outcomes change was considered to be reflective of current industry standards. Cedar Valley College and Eastfield College of the Dallas County Community College District commented that the POS would not have detrimental impact on the degrees they offered. Houston Community College instructional leaders reviewed the proposed program of study and did not have any specific feedback for the committee.

COMMITTEE RESPONSE: No response required.

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

AGENDA ITEM X-Q (6)

Consideration of adopting the Committee's recommendation to the Board relating to courses required for Pipefitting

RECOMMENDATION: Approval

Background Information:

The Architecture and Construction Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Architecture and Construction Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Architecture and Construction POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Electrical, Plumbing and Pipefitting POS Subcommittee was created to identify the block of courses that should be included in the Pipefitting POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Architecture and Construction POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Pipefitting POS Curriculum.

Recommendations of the Architecture and Construction Program of Study Advisory Committee

Pipefitting Program of Study

1. The Architecture and Construction Program of Study Advisory Committee recommends adoption of the Pipefitting Program of Study curriculum. The Program of Study Curriculum of Pipefitting shall consist of no more than 19 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

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

Table 1: Proposed Pipefitting Program of Study Curriculum

PIPEFITTING			
Discipline Courses		(MAX) SCH Subtotal:	19
<i>Course Title</i>		<i>Course#</i>	<i>Max SCH</i>
Basic Blueprint Reading for Pipefitters		PFPB 1305	3
Basic Pipefitting Skills		PFPB 1308/1408	3-4
Pipe Fabrication and Installation I		PFPB 2307/2407	3-4
Piping Standards and Materials		PFPB 2308/2408	3-4
Pipe Fabrication and Installation II		PFPB 2341/2441	3-4
SUBTOTAL: Discipline Courses		SCH Subtotal:	15-19
Local Specialty Elective Technical Courses*		SCH Subtotal:	26-30
TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)			45
*Colleges may select additional courses to complete a maximum of 45 SCH			

- Institutions offering Pipefitting programs are subject to the requirements of the Workforce Education Course Manual (WECM), Guidelines for Instructional Programs in Workforce Education (GIPWE), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.
- No specific General Education courses were recommended with the Pipefitting Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on July 6, 2018. The 30-day comment period ended on August 6, 2018. No comments were received during the comment period.

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

AGENDA ITEM X-Q (7)

Consideration of adopting the Committee's recommendation to the Board relating to courses required for Plumbing

RECOMMENDATION: Approval

Background Information:

The Architecture and Construction Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Architecture and Construction Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Architecture and Construction POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Electrical, Plumbing and Pipefitting POS Subcommittee was created to identify the block of courses that should be included in the Plumbing POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Architecture and Construction POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Plumbing POS Curriculum.

Recommendations of the Architecture and Construction Program of Study Advisory Committee

Plumbing Program of Study

1. The Architecture and Construction Program of Study Advisory Committee recommends adoption of the Plumbing Program of Study curriculum. The Program of Study Curriculum of Plumbing shall consist of no more than 18 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

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

Table 1: Proposed Plumbing Program of Study Curriculum

PLUMBING			
Discipline Courses		(MAX) SCH Subtotal:	18
<i>Course Title</i>	<i>Course#</i>	<i>Max SCH</i>	
Plumbing Maintenance and Repair	PFPB 1321/1421	3-4	
Plumbing Codes I	PFPB 1323	3	
Backflow Prevention	PFPB 1247/1347	2-3	
Residential Construction Plumbing I	PFPB 2309/2409	3-4	
Commercial Construction and Fixture Setting	PFPB 2336/2436	3-4	
SUBTOTAL: Discipline Courses		SCH Subtotal:	14-18
Local Specialty Elective Technical Courses*		SCH Subtotal:	27-31
TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)			45
*Colleges may select additional courses to complete a maximum of 45 SCH			

- Institutions offering Plumbing programs are subject to the requirements of the Workforce Education Course Manual (WECM), Guidelines for Instructional Programs in Workforce Education (GIPWE), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.
- No specific General Education courses were recommended with the Plumbing Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on July 6, 2018. The 30-day comment period ended on August 6, 2018. No comments were received during the comment period.

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

AGENDA ITEM X-R (1)

Consideration of adopting the Committee's recommendation to the Board relating to courses required for Dental Hygiene

RECOMMENDATION: Approval

Background Information:

The Health Science Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Health Science Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Health Science POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Dental Hygiene POS Subcommittee was created to identify the block of courses that should be included in the Dental Hygiene POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the degree program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Health Science POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Dental Hygiene POS Curriculum.

Recommendations of the Health Science Program of Study Advisory Committee

Dental Hygiene Program of Study

1. The Health Science Program of Study Advisory Committee recommends adoption of the Dental Hygiene Program of Study curriculum. The Program of Study Curriculum of Dental Hygiene shall consist of no more than 59 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

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

Table 1: Proposed Dental Hygiene Program of Study Curriculum

DENTAL HYGIENE			
Discipline Courses		(MAX) SCH Subtotal:	47
<u>Course Title</u>	<u>Course#</u>		<u>SCH</u>
Orofacial Anatomy, Histology & Embryology	DHYG 1201/1301		2-3
Dental Radiology	DHYG 1304/1404		3-4
Periodontology	DHYG 1211/1311		2-3
Community Dentistry	DHYG 1215/1315		2-3
Dental Materials	DHYG 1219/1319		2-3
Preclinical Dental Hygiene*	DHYG 1331/1431		3-4
Pharmacology for the Dental Hygienist	DHYG 1235/1335		2-3
General and Oral Pathology	DHYG 1239/1339		2-3
Clinical* - Dental Hygiene/Hygienist (Healthy, Maintenance to Slight Periodontal Disease)	DHYG xx61		2-3
Clinical* - Dental Hygiene/Hygienist (Mild to Moderate Periodontal Case Types)	DHYG xx62		2-3
Clinical* - Dental Hygiene/Hygienist (Moderate to Advanced Periodontal Case Types)	DHYG xx63		2-3
Dental Hygiene Practice*	DHYG 2153/2253		1-2
Dental Hygiene Care I*	DHYG 2201/2301		2-3
Dental Hygiene Care II*	DHYG 2231/2331		2-3
Preventive Dental Hygiene Care	DHYG 1227/1327		(2-3)
OR Preventive Dental Hygiene I AND Preventive Dental Hygiene II	OR DHYG 1203 AND DHYG 2233		or (4)
SUBTOTAL: Discipline Courses		SCH Subtotal:	31-47
General Education Courses		SCH Subtotal:	12
Anatomy & Physiology I	BIOL 2401		4
Anatomy & Physiology II	BIOL 2402		4
Microbiology	BIOL 2421		4
Local Specialty Elective Technical Courses*		SCH Subtotal:	9-15
TOTAL - Program of Study recommendations (MAX 68 SCH with 15 SCH General Education)			68
*Colleges may select additional courses to complete a maximum of 68 SCH			

- Institutions offering Dental Hygiene programs are subject to the requirements of the Workforce Education Course Manual (WECM), Guidelines for Instructional Programs in Workforce Education (GIPWE), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.
- General Education courses in Anatomy & Physiology I (BIOL 2401, 4 SCH), Anatomy & Physiology II (BIOL 2402, 4 SCH), and Microbiology (BIOL 2421, 4 SCH) were recommended for the Dental Hygiene Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on March 14, 2018. The 30-day comment period ended on April 13, 2018. The following comment was received and reviewed by the committee.

COMMENT: Houston Community College recommended that training in medical emergencies should coincide with actual patient treatment in a clinical course and reinforced in a later course such as DHYG 2201/2301 "Dental Hygiene Care I," not in the pre-clinical class DHYG 1331/1431 "Preclinical Dental Hygiene."

COMMITTEE RESPONSE: The intent of the subcommittee was for DHYG 1331/1431 to be used as an introduction to provide foundational knowledge for management of medical emergencies. More intensive instruction in the management of medical emergencies may indeed be included in a later course such as Dental Hygiene Care I. **The committee made no change to the proposed POS.**

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

AGENDA ITEM X-R (2)

Consideration of adopting the Committee's recommendation to the Board relating to courses required for Emergency Medical Services/Paramedic

RECOMMENDATION: Approval

Background Information:

The Health Science Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Health Science Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Health Science POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Emergency Medical Services POS Subcommittee was created to identify the block of courses that should be included in the Emergency Medical Services/Paramedic POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the degree program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Health Science POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Emergency Medical Services/Paramedic POS Curriculum.

Recommendations of the Health Science Program of Study Advisory Committee

Emergency Medical Services/Paramedic Program of Study

1. The Health Science Program of Study Advisory Committee recommends adoption of the Emergency Medical Services/Paramedic Program of Study curriculum. The Program of Study Curriculum of Emergency Medical Services/Paramedic shall consist of no more than 45 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

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

Table 1: Proposed Emergency Medical Services/Paramedic Program of Study Curriculum

EMERGENCY MEDICAL SERVICES/PARAMEDIC			
Discipline Courses		(MAX) SCH Subtotal:	45
<u>Course Title</u>	<u>Course#</u>	<u>SCH</u>	
Emergency Medical Technician** AND Emergency Medical Technician Clinical or Practicum (2 SCH with EMSP 1401, 1 SCH with EMSP 1501)	EMSP 1401/1501 & EMSP ****	6	
Introduction to Advanced Practice ¹	EMSP 1338/1438	3-4	
Patient Assessment and Airway Management ¹	EMSP 1356/1456	3-4	
Clinical and/or Practicum Courses	EMSP ****	8	
Emergency Medical Technician**	EMSP 1355/1455	3-4	
Trauma Management ²	EMSP 2434/2534	4-5	
Medical Emergencies ²	EMSP 2330/2430	3-4	
Special Populations	EMSP 2444/2544	4-5	
Cardiology	EMSP 2143/2243	1-2	
Assessment Based Management	EMSP 2205/2305	2-3	
EMS Operations	EMSP 2206/2306	2-3	
Emergency Pharmacology	EMSP 1401/1501	4-5	
(or other similar pharmacology course)			
SUBTOTAL: Discipline Courses		SCH Subtotal:	39-45
Local Specialty Elective Technical Courses*		SCH Subtotal:	0-6
TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)			60
*Colleges may select additional courses to complete a maximum of 60 SCH			

- Institutions offering Emergency Medical Services-Paramedic programs are subject to the requirements of the Texas Department of State Health Services, Committee on Accreditation (CoAEMSP), the Workforce Education Course Manual (WECM), Guidelines for Instructional Programs in Workforce Education (GIPWE), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Accreditation Principles*.
- No specific General Education courses were recommended with the Emergency Medical Services/Paramedic Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on March 14, 2018. The 30-day comment period ended on April 13, 2018. The following comments were received and reviewed by the committee.

COMMENT: Central Texas College commented that rounding out the EMT clinical course to 6 SCH would allow for many of the students to receive more financial aid and military benefits.

COMMITTEE RESPONSE: Colleges may add up to six semester credit hours (SCH) of Emergency Medical Services/Paramedic coursework (depending on their selection of the minimum credit hour options for some or all courses) to complete the program. **The committee made no change to the proposed POS.**

COMMENT: Amarillo College asked if students must be given credit if they are unable to provide adequate evidence of appropriate tracking from the previous institution, and if credit must be given to students who cannot complete the program within the time frame associated with the cohort they are transferring into.

COMMITTEE RESPONSE: Colleges are not required to give students credit for courses if the student does not meet the college's requirements.

COMMENT: Amarillo College commented that all the courses except three - EMSP 1356, EMSP 1355, and EMSP 2434 – have two semester credit hour course options.

COMMITTEE RESPONSE: The three courses are now listed with two semester credit hour course options.

COMMENT: Alvin Community College had concerns about the sequencing of the courses and the grouping of the clinical/practicum courses into one 8-SCH group.

COMMITTEE RESPONSE: Colleges are allowed to set their own sequence of courses with respect to exit points and clinical experiences.

COMMENT: Collin College commented on the importance of allowing the clinical/practicum portion of the program to have a range of SCHs.

COMMITTEE RESPONSE: The proposed Program of Study does not specify the length or number of clinical/practicum courses.

COMMENT: Temple College commented that Medical Emergencies (EMSP 2434) is not traditionally offered in the second semester or with the 2nd clinical course; Cardiology is usually offered in the second semester, which prepares the student to interpret ECGs which are part of the findings needed to support a diagnosis for specific disease processes covered in Medical Emergencies; and Medical Emergencies is then offered in the 3rd semester of the program. Medical Emergencies and Cardiology should not be offered in the same semester because this load would cause significant stress for the student.

COMMITTEE RESPONSE: The proposed Program of Study does not restrict a college from setting the sequence or timing (semester) in which the courses are taken within the program.

COMMENT: Austin Community College commented that they offer EMSP 1501 and 1160 outside of the paramedic program and only require the certification, regardless of where it was obtained. Also, CoAEMSP is currently highly recommending incorporation of research in paramedic education such as what is taught in EMSP 2352 "EMS Research."

COMMITTEE RESPONSE: Students who already have EMT Certification are not required to take the six-SCH sequence in the Paramedic program. Also, colleges may add up to six SCH of coursework (based on their selection of the minimum credit hour options for some or all courses) to complete the program.

COMMENT: San Jacinto College-North Campus requested clarification on the statement "EMT Certification required for enrollment in Paramedic program. Students without EMT certification should take EMSP 1501 + EMSP 1160/1166 or EMSP 1401 + EMSP 1260/1266 prior to enrolling in the Paramedic program."

Also, their program requires that the student complete Advanced AEMT (EMSP 1338, 1355, 1356, and 1260) prior to enrolling into their Paramedic courses, and that the student also be certified as a Texas DSHS EMT-Basic or NREMT-Basic to attend AEMT or Paramedic clinicals. Anatomy and Physiology is an important component of EMS education and should be incorporated into the curriculum.

COMMITTEE RESPONSE: Students who already have EMT Certification are not required to take the six-SCH sequence in the Paramedic program.

The proposed program of study does not restrict a college from setting the sequence of courses or prerequisite requirements within the program.

Colleges may add up to six SCH of either technical or general education coursework (based on their selection of the minimum credit hour options for some or all courses) to complete the program. Institutions may include Anatomy and Physiology in the General Education coursework.

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

AGENDA ITEM X-R (3)

Consideration of adopting the Committee's recommendation to the Board relating to courses required for Occupational Therapy Assistant

RECOMMENDATION: Approval

Background Information:

The Health Science Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Health Science Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Health Science POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Rehabilitative Services POS Subcommittee was created to identify the block of courses that should be included in the Occupational Therapy Assistant POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the degree program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Health Science POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Occupational Therapy Assistant POS Curriculum.

Recommendations of the Health Science Program of Study Advisory Committee

Occupational Therapy Assistant Program of Study

1. The Health Science Program of Study Advisory Committee recommends adoption of the Occupational Therapy Assistant Program of Study curriculum. The Program of Study Curriculum of Occupational Therapy Assistant shall consist of no more than 26 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

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

Table 1: Proposed Occupational Therapy Assistant Program of Study Curriculum

OCCUPATIONAL THERAPY ASSISTANT				
Discipline Courses		(MAX) SCH Subtotal:		26
<u>Course Title</u>		<u>Course#</u>		<u>SCH</u>
Human Structure and Function		OTHA 1309/1409		3-4
Therapeutic Interventions I		OTHA 1319/1419		3-4
Therapeutic Use of Occupations or Activities I		OTHA 1315/1415		3-4
Therapeutic Interventions II		OTHA 2305/2405		3-4
Therapeutic Use of Occupations or Activities II		OTHA 2302/2402		3-4
SUBTOTAL: Discipline Courses		SCH Subtotal:		15-20
General Education Courses				
Composition I		ENGL 1301		3
Math		MATH x3xx		3
SUBTOTAL: General Education Courses		SCH Subtotal:		6
		SCH Subtotal:		21-26
Local Specialty Elective Technical Courses*		SCH Subtotal:		19-24
TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)				60
*Colleges may select additional courses to complete a maximum of 60 SCH				

- The Accreditation Council for Occupational Therapy Education (ACOTE) is recognized as the accrediting agency for occupational therapy education by both the U.S. Department of Education and the Council for Higher Education Commission (AOTA, 2016). ACOTE Standard 6.7 (2011) states, "the program's curriculum design must reflect the mission and philosophy of both the occupational therapy assistant program and the institution and must provide the basis for program planning, implementation, and evaluation." Therefore, each occupational therapy educational program at both the graduate and undergraduate level develops a "unique" philosophy, forming the foundation for the program curriculum, reflective of the program and its institution. The curriculum and the program's unique curricular threads guide the sequencing and selection of coursework and the method in which accreditation standards are distributed throughout the coursework.
- Each Occupational Therapy Assistant program is allowed the flexibility to develop and implement its unique program of study, guided by their individual curriculum designs, to meet ACOTE accreditation standards.
- General Education courses in Composition I (ENGL 1301, 3 SCH) and Math (MATH x3xx, 3 SCH) were recommended for the Occupational Therapy Assistant Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on October 5, 2017. The 30-day comment period ended on November 6, 2017. The following comments were received and reviewed by the committee.

COMMENT: Lone Star College-Kingwood made the following comments:

- The proposed POS does not include over 50% of the courses in our current curriculum—vital courses are omitted such as our capstone course
- The proposed POS includes a course that we would NOT consider including in our curriculum: OTHA 2305 Therapeutic Interventions II
- OTA programs curriculum design reflects the philosophy and mission of each program and is developed at program level and has been approved by ACOTE. Changes in the curriculum should be determined and developed at program level
- The proposed changes would result in our program re-designing our curriculum and it would not be in congruence with our philosophy and mission
- The removal of the fieldwork courses which is how students get their hands-on experiences.

COMMITTEE RESPONSE:

- Colleges may add up to 30 semester credit hours (SCH) of Occupational Therapy Assistant coursework to complete the program.
- The course OTHA 2305 Therapeutic Interventions II in the Workforce Education Course Manual (WECM) has a description that is virtually identical in scope with the OTHA 2331 Physical Function course.
- The proposed Program of Study is not intended to alter the philosophy and mission of existing programs. The committee allowed for flexibility in the Program of Study to meet accreditation standards, regional needs, and avoid conflicts in clinical education placements.
- The changes proposed would not require a change in a curriculum re-design that would detract from the philosophy and mission as the changes allow for up to 30 SCH of variability of coursework to fit the individual needs of the Lone Star College-Kingwood program.
- Colleges may add up to 30 SCH of Occupational Therapy Assistant coursework to complete the program.

COMMENT: Tarrant County College commented that there is no type of documentation course in the proposed POS.

COMMITTEE RESPONSE: The proposed Program of Study is not intended to include all of the courses in the curriculum for the program. The committee also allowed for flexibility in the Program of Study to meet accreditation standards, regional needs, and avoid conflicts in clinical education placements. Colleges may add up to 30 SCH of Occupational Therapy Assistant coursework to complete the program.

COMMENT: Lone Star College-Tomball made supportive comments about the inclusion of flexibility with regard to the unique nature of each of the occupational therapy assistant

programs within the state, and that the proposed courses in the program of study will work well with very little need for program adjustment.

COMMITTEE RESPONSE: No committee response required.

COMMENT: Laredo Community College commented that they currently offer 4 of the 6 recommended courses, but they are willing to modify their curriculum to include the additional two courses to meet the recommendations of the committee.

COMMITTEE RESPONSE: No committee response required.

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

AGENDA ITEM X-R (4)

Consideration of adopting the Committee's recommendation to the Board relating to courses required for Physical Therapist Assistant

RECOMMENDATION: Approval

Background Information:

The Health Science Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Health Science Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Health Science POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Rehabilitative Services POS Subcommittee was created to identify the block of courses that should be included in the Physical Therapist Assistant POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the degree program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Health Science POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Physical Therapist Assistant POS Curriculum.

Recommendations of the Health Science Program of Study Advisory Committee

Physical Therapist Assistant Program of Study

1. The Health Science Program of Study Advisory Committee recommends adoption of the Physical Therapist Assistant Program of Study curriculum. The Program of Study Curriculum of Physical Therapist Assistant shall consist of no more than 51 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

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

Table 1: Proposed Physical Therapist Assistant Program of Study Curriculum

PHYSICAL THERAPIST ASSISTANT			
Discipline Courses		(MAX) SCH Subtotal:	51
<u>Course Title</u>		<u>Course#</u>	<u>SCH</u>
PRE-CLINICAL PHASE:			
Introduction to Physical Therapy		PTHA 1309/1409	3-4
The Profession of Physical Therapy		PTHA 1201/1301	2-3
Functional Anatomy		PTHA 1313/1413	3-4
Pathophysiology for the Physical Therapist Assistant		PTHA 1321	3
Physical Agents		PTHA 1431/1531	4-5
Basic Patient Care Skills		PTHA 1305/1405	3-4
Essentials of Data Collection		PTHA 2201/2301	2-3
Therapeutic Exercise		PTHA 2409/2509	4-5
Communication in Health Care		PTHA 1225/1325	2-3
TRANSITIONAL PHASE:			
Rehabilitation Techniques		PTHA 2435/2535	4-5
Neurology		PTHA 2205/2305	2-3
Management of Neurological Disorders		PTHA 2431/2531	4-5
CAPSTONE PHASE:			
Issues in Health Care		PTHA 2217/2317	2-3
Professional Issues		PTHA 2239/2339	2-3
SUBTOTAL: Discipline Courses		SCH Subtotal:	40-51
Local Specialty Elective Technical Courses*		SCH Subtotal:	0-11
TOTAL - Program of Study recommendations (MAX 66 SCH with 15 SCH General Education)			66
*Colleges may select additional courses to complete a maximum of 66 SCH			

- The PTA Program of Study is a guide in sequencing the curriculum in Texas PTA Programs. The POS allows for flexibility so that each PTA program can adjust its curriculum to best meet the needs in the area that the program serves.
- Physical Therapist Assistant POS curriculum is categorized into three phases:
 - Pre-Clinical Phase – Recommended courses prior to first clinical experience
 - Transitional Phase – Recommended courses following initial clinical experience
 - Capstone Phase – Recommended final didactic courses
- No specific General Education courses were recommended with the Physical Therapist Assistant Program of Study curriculum.
- Physical Therapist Assistant programs determine appropriate practicum/clinical sequencing based on a variety of factors, including local clinical site availability, stakeholder input, industry needs, and stated objectives.
- Students in good academic standing should complete Year 1 prior to transfer attempt.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on March 14, 2018. The 30-day comment period ended on April 13, 2018. The following comments were received and reviewed by the committee.

COMMENT: Del Mar College commented that PTHA 1305/1405 should be Basic Patient Care Skills (currently has Best Patient Care Skills).

COMMITTEE RESPONSE: The course title has been corrected.

COMMENT: South Texas College, San Jacinto College-South Campus, and Houston Community College made the following comment:

The Texas Alliance of PTA Educators (TAPTAE) agree that the PTA program of study is appropriate, well designed, and provides a workable guide to development of future PTA curriculum. TAPTAE requests the following information be included in the PTA POS:

"The PTA Program of Study is a guide in sequencing the curriculum in Texas PTA Programs. The POS allows for flexibility so that each PTA Program can adjust its curriculum to best meet the needs in the area that the Program serves."

COMMITTEE RESPONSE: The information has been added to the Program of Study as requested.

COMMENT: Victoria College submitted the following comments:

- We do not offer Introduction to Physical Therapy or Communication in Health Care. The material in the Introduction to Physical Therapy is in our Basic Patient Care Skills course and we require the students to take the college-wide Interpersonal Communication course in lieu of the Communication in Health Care. Adding these courses would require hiring more adjuncts or adding to their load, possibly causing the college's full time FTE to go up. This might not be fiscally advantageous for the college since it is a rural college so finding qualified instructors is difficult.
- Another problem is that not each program teaches the same content in each course. Additionally, program content may be tested at different levels that may differ from program to program (written test only, or demonstration of the skill for competence).

COMMITTEE RESPONSE:

- The subcommittee reviewed curricula in all Texas PTA programs and proposed a Program of Study that most closely matched the curriculum in the majority of programs. The committee also allowed for flexibility in the Program of Study to meet accreditation standards, regional needs, and avoid conflicts in clinical education placements.
- The validating of skills may be implemented at the program level if the need arises with a transfer student.

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

AGENDA ITEM X-R (5)

Consideration of adopting the Committee's recommendation to the Board relating to courses required for Radiologic Technology

RECOMMENDATION: Approval

Background Information:

The Health Science Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Health Science Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Health Science POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Radiologic Technology POS Subcommittee was created to identify the block of courses that should be included in the Radiologic Technology POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the degree program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Health Science POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Radiologic Technology POS Curriculum.

Recommendations of the Health Science Program of Study Advisory Committee

Radiologic Technology Program of Study

1. The Health Science Program of Study Advisory Committee recommends adoption of the Radiologic Technology Program of Study curriculum. The Program of Study Curriculum of Radiologic Technology shall consist of no more than 33 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

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

Table 1: Proposed Radiologic Technology Program of Study Curriculum

RADIOLOGIC TECHNOLOGY			
Discipline Courses		(MAX) SCH Subtotal:	33
<u>Course Title</u>	<u>Course#</u>	<u>SCH</u>	
Introduction to Radiography and Patient Care*	RADR 1309/1409	3-4	
Basic Radiographic Procedures	RADR 1311/1411	3-4	
Principles of Radiographic Imaging I	RADR 1213/1313	2-3	
Intermediate Radiographic Procedures	RADR 2301/2401	3-4	
Principles of Radiographic Imaging II	RADR 2205/2305	2-3	
Radiographic Imaging Equipment	RADR 2209/2309	2-3	
Radiation Biology and Protection	RADR 2213/2313	2-3	
Radiographic Pathology	RADR 2117/2217	1-2	
Radiologic Technology Seminar	RADR 2235/2335	2-3	
Advanced Radiographic Procedures**	RADR 2331/2431	3-4	
SUBTOTAL: Discipline Courses		SCH Subtotal:	23-33
Local Specialty Elective Technical Courses***		SCH Subtotal:	16-26
TOTAL - Program of Study recommendations (MAX 64 SCH with 15 SCH General Education)			64
* RADR 1x01 Introduction to Radiography and RADR 1x03 Patient Care can be substituted for RADR 1x09 Introduction to Radiography and Patient Care ** Changes to WECM Course Descriptions and Outcomes *** Colleges may select additional courses to complete a maximum of 64 SCH			

2. No specific General Education courses were recommended with the Radiologic Technology Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on March 14, 2018. The 30-day comment period ended on April 13, 2018. The following comments were received and reviewed by the committee.

COMMENT: Houston Community College submitted the following comments:

- We no longer offer Principles of Radiography Imaging II (RADR 2205/2305) because much of the material covered in this class is no longer on the registry or a required base of knowledge.
- Advanced Medical Imaging (RADR 2233/2333) is not on the list but is necessary.

COMMITTEE RESPONSE:

- Although the ARRT removed the film/screen topics from their certification exam, they replaced it with digital imaging content. So the net amount of exam content was not affected.
- The committee doesn't believe the ARRT stresses advanced modalities enough to warrant having a whole course just on that. The advanced imaging modalities could be covered in

either RADR 2305 or RADR 2309. As long as all of the course objectives for each of these courses is met in some form in the program courses, the Program of Study requirements are being met.

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

AGENDA ITEM X-S (1)

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

RECOMMENDATION: Approval

Background Information:

The 85th Texas Legislature, Regular Session, through the passage of Senate Bill 1, Article III, Section 50, continued support for the Autism Grant Program, which was originally established in 2015. The program provides competitively awarded grants in support of Autism Spectrum Disorder (ASD) research and to expand treatments for children with ASD in Texas. Eligibility is limited to Texas public and independent institutions of higher education, which currently have a center conducting research and treatment of ASD.

An initial RFA was issued for the 2018 to 2019 biennium in May 2018, with 12 awards made to support two-year grants. Awards were made in the areas of Parent-directed Treatment, Teacher/Paraprofessional Training, and Innovative Treatment Models.

A second RFA, expected to be released in fall 2018, will request proposals for the Parent-directed Treatment category. Applications will be evaluated by agency staff and by a group of outside expert reviewers. Approximately \$1.8 million will be available for awards in Fiscal Year 2019.

Coordinating Board staff gathers data on the effectiveness of the programs and submits an annual report by September 1 of each year to the Legislative Budget Board, the Office of the Governor, the chair of the House Appropriations Committee, the chair of the Senate Finance Committee, the speaker of the house, and the lieutenant governor. The report is submitted each year to the Texas Higher Education Coordinating Board's July Quarterly Board Meeting.

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

AGENDA ITEM X-S (2)

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

RECOMMENDATION: Approval

Background Information:

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

For Fiscal Year 2018, grants were awarded under MHGP to support projects focusing on student recruitment and retention in health degree programs that had previously reported low percentages of graduates among traditionally under-represented minority students. Clinical placement is a known challenge for program enrollment capacity in health professions education. The RFA for Fiscal Year 2019 will solicit educational projects to support eligible institutions' efforts in providing clinical training experiences to students. Sustainable academic-clinical partnerships will be developed in communities with health disparities, particularly those faced by minority populations. Consistent with the goals of *60x30TX*, the RFA focuses on acquisition of marketable skills and program completion through expanded enrollment.

The RFA is expected to be released in spring 2019. Applications will be evaluated by agency staff based on a standard set of criteria, and the highest scored applications will be recommended for grant awards. Approximately \$1.5 million will be available for awards in Fiscal Year 2019.

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

AGENDA ITEM X-T

Consideration of adopting the Committee's recommendation to the Board for approval of additional funding related to Request for Applications for the Developmental Education Program (House Bill 2223, 85th Texas Legislature, Regular Session)

Original Project Cost: Up to \$2,250,000
Additional Funding Request: \$650,000
New Total Project Cost: Up to \$2,900,000
Source of Funds: Strategy: Developmental Education
Authority: General Appropriations Act, Senate Bill 1, Article III, Section 33
85th Texas Legislature, Regular Session

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (THECB) released a Request for Applications (RFA) for the 2018 College Readiness and Success Models for 60x30TX (CRSM-2018) in order to award "funding based on completions" grants that support scaling and enhancing comprehensive strategies and activities to accomplish the priorities of the agency for achieving the goals and targets of the state's higher education strategic plan, *60x30TX*.

The RFA was released specifically to support House Bill (HB) 2223, 85th Texas Legislature, Regular Session, which requires all Texas public institutions of higher education to develop and implement corequisite models and ensure that a certain percentage of their students enrolled in developmental education be enrolled in such models. In order to support colleges as they develop and implement corequisite models required by HB 2223, this grant request sought applications from interested institutions of higher education at various stages of development and scaling in preparation for the first phase, effective fall 2018.

The THECB received 38 applications, the most it has ever received for such solicitations. Because of the number of high-quality applications, the evaluation committee recommended that 18 grants be awarded to community colleges and universities representing regions throughout the state, with the capacity to directly impact up to 40,000 students over the grant period—nearly one quarter of all entering, underprepared first time in college students (fall 2016).

Staff is requesting that the initial approval to award \$2,250,000 (Board Meeting, July 27, 2017, Agenda Item X-P (5)) be increased by \$650,000 in order to support more institutions as they scale and enhance their corequisite models.

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

AGENDA ITEM X-U (1)

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

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting a member appointment for the Graduate Education Advisory Committee (GEAC) to replace Dr. JoAnn Canales, former Dean of the College of Graduate Studies at Texas A&M University-Corpus Christi (TAMU-CC). TAMU-CC requested that the new Dean of the College of Graduate Studies, Dr. Karen McCaleb, serve as the institution's GEAC representative. Dr. Canales' term ends August 31, 2019.

Coordinating Board staff is requesting a member appointment for the Graduate Education Advisory Committee (GEAC) to replace Dr. DeBrenna Agbenyiga, former Vice Provost and Dean of the Graduate School at The University of Texas at San Antonio (UTSA). UTSA requested that the Interim Senior Vice Provost for Institutional Effectiveness and Strategic Initiatives; Interim Dean of Graduate School, Dr. Can Saygin, serve as the institution's GEAC representative. Dr. Agbenyiga's term ends August 31, 2019.

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

Nominees' current position and highest degree awarded:

Karen McCaleb, Interim Dean for the College of Graduate Studies, Texas A&M University-Corpus Christi

EdD in Special Education, University of Northern Colorado

Can Saygin, Interim Senior Vice Provost for Institutional Effectiveness and Strategic Initiatives; Interim Dean of the Graduate School, The University of Texas at San Antonio

PhD in Mechanical Engineering, Middle East Technical University

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

AGENDA ITEM X-U (2)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Health & Wellness Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Health & Wellness 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 & Wellness degree program into which the student transfers. Students completing the Health & Wellness 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 & Wellness FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to three years.

Two-year institution nominees' current position and highest degree awarded:

Angelica Chapa, Associate Professor, Del Mar College
PhD in Animal Science, Ruminant Nutrition, and Nutritional Physiology, Louisiana State University

Elizabeth Coccia, Department Chair, Austin Community College
EdD in Educational Administration/Adult Education, The University of Texas at Austin

Trenton Denton, Professor, San Jacinto College
MA in Fitness and Human Performance, University of Houston-Clear Lake

Susan Forshaw-Evans, Professor, Collin College
MA in Physical Education, Texas Woman's University

Monica Gonzales, Faculty, Lone Star College
EdD, Administration Leadership for Teaching and Learning, Walden University

Bonny Johnson, Department Chair, Alvin Community College
MS in Physical Education, University of Houston

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

Armando Perez, Department Chair, Laredo College
PhD in Curriculum and Instruction, Texas A&M University

Becky Railsback, Head Athletic Trainer, McLennan Community College
MS in Education/Athletic Training, Baylor University

Tammy Samarripa, Department Chair, Central Texas College
MS in Public Health, American Military University

Cheryl Startzell, Department Chair, San Antonio College
MA in Health Services Management, Webster University

Four-year institution nominees' current position and highest degree awarded:

Holli Booe, Director of Didactic Program in Dietetics, Texas Tech University
MS in Nutrition, Texas A&M University

Quynh Dang, Associate Professor, Texas A&M University-Commerce
PhD in Kinesiology, Texas Woman's University

Gene Farren, Assistant Professor, West Texas A&M University
PhD in Educational Psychology, University of North Texas

Jeff Housman, Associate Professor, Texas State University
PhD in Health Education, Texas A&M University

Jean Keller, Professor, University of North Texas
EdD, Recreation & Leisure Studies, University of Georgia

Laura Lashinger, Assistant Professor, The University of Texas at Austin
PhD in Cancer Biology, The University of Texas Health Sciences Center-Houston/M.D.
Anderson Cancer Center

Amy McKay, Assistant Professor, Tarleton State University
MEd in Physical Education, Tarleton State University

Beth McNeill, Associate Professor, Texas A&M University
PhD in Health Education, Texas A&M University

Bess Sirmon-Taylor, Associate Dean, The University of Texas at El Paso
PhD in Linguistics, University of Georgia

Michael Wiblishauser, Assistant Professor, University of Houston-Victoria
PhD in Health Education, University of Toledo

Zenong Yin, Professor, The University of Texas at San Antonio
PhD in Physical Education and Exercise Science, the University of Southern California-Los Angeles

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

AGENDA ITEM X-U (3)

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

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting two member appointments for the Learning Technology Advisory Committee (LTAC) to replace Dr. Michelle Durán, former Assistant Vice President for Teaching and Learning at Texas A&M University-Kingsville (TAMU-K), and Ms. Janet Kamps, former Coordinator, Distance Education at Stephen F. Austin State University (SFASU). TAMU-K requested that the Interim Director for Distance Learning & Instructional Technology, Mr. Rolando Garza, serve as its institution's LTAC representative, and SFASU requested that the Interim Director for the Center for Teaching and Learning, Ms. Mary Smith, serve as its institution's LTAC representative. Dr. Durán's term would have ended on August 31, 2021 and Ms. Kamps' term would have ended on August 31, 2019.

Coordinating Board Rules, Section 1.135, establishes the Learning Technology Advisory Committee to provide advice and recommendations to the Board regarding the role that learning technology plays in Texas higher education. The committee consists of 24 administrators, faculty, and other persons closely involved in the oversight of distance education and computer assisted instruction at Texas institutions of higher education. The members are appointed for three-year staggered terms. The committee meets four to six times per year.

Nominee's current position and highest degree awarded:

Rolando Garza, Interim Director for Distance Learning & Instructional Technology, Texas A&M University-Kingsville

MS in Instructional Technology, Texas A&M University-Kingsville

Mary Smith, Interim Director for the Center for Teaching and Learning, Stephen F. Austin State University

MED in Educational Technology, 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.

AGENDA ITEM X-U (4)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Multidisciplinary Studies Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Multidisciplinary Studies 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 Multidisciplinary Studies (AAT) degree program into which the student transfers. Students completing the Multidisciplinary Studies (AAT) 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 Multidisciplinary Studies (AAT) FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to three years.

Two-year institution nominees' current position and highest degree awarded:

Joanne Baham, Faculty, Hill College
MEd in Leadership and Advocacy, National Louis University

Sue Crowson, Professor, Del Mar College
PhD in Rhetoric and British Literature, Texas Woman's University

Amie DeLeon, Professor, Palo Alto College
EdD in Education Leadership, Texas A&M University-Kingsville

Courtenay Jauregui, Professor, Collin College
MEd in Curriculum and Instruction, Arizona State University

Amy Jones, Department Head, Blinn College
MEd in Curriculum and Instruction, Texas A&M University

Teresa Lattier, Faculty, Lee College
MEd in Education, The University of Texas at Tyler

Barbara Lynn, Program Director, Wharton County Junior College
MA in Child Development and Family Relationships, The University of Texas at Austin

Denise McKown, Department Chair, Midland College
MA in Education, The University of Texas of the Permian Basin

Shereah Taylor, Associate Professor, Tarrant County College-South Campus
EdD in Curriculum and Instruction, Texas Wesleyan University

Crystal Tewes, Professor, San Jacinto Community College
MEd in Health Education, University of Houston

Teresa Wallace, Instructor, Vernon College
MFS in Child Development, Texas Woman's University

Susan Wyatt, Faculty, Eastfield College
PhD in Child Development, Texas Woman's University

Four-year institution nominees' current position and highest degree awarded:

Melissa Becker, Professor, Tarleton State University
EdD in Curriculum and Instruction, Baylor University

Donna Brasher, Associate Director for Student Services/Certification Officer, Texas Tech University
MEd in Middle Management, Lubbock Christian University

Anthony Brown, Professor, The University of Texas-Austin
PhD in Curriculum and Instruction, University of Wisconsin-Madison

Christal Burnett-Sanchez, Department Chair, University of Houston-Downtown
EdD in International Educational Development, Teachers College at Columbia University

Annamary Consalvo, Associate Professor, The University of Texas at Tyler
PhD in Education, The University of Texas at Austin

Daphney Curry, Assistant Professor, Midwestern State University
PhD in Literacy and Language Studies, University of North Texas

Belinda Flores, Associate Dean, The University of Texas-San Antonio
PhD in Curriculum and Instruction, The University of Texas at Austin

Brandon Fox, Associate Professor, Stephen F. Austin State University
PhD in Curriculum and Instruction, Texas A&M University

Barba Patton, Professor, University of Houston-Victoria
EdD in Education, University of Houston

Sandra Stewart, Associate Dean, Sam Houston State University
EdD in Educational Leadership, Stephen F. Austin State University

James Telese, Professor, The University of Texas Rio Grande Valley
PhD in Curriculum and Instruction, Texas A&M University

Patrice Werner, Associate Dean, Texas State University
PhD in Reading Education, University of North Texas

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

AGENDA ITEM X-U (5)

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

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests a member appointment for the Undergraduate Education Advisory Committee (UEAC). The UEAC, in accordance with Coordinating Board Rules, Chapter 1, Subchapter R, Rule 1.206, was created to provide the Board with advice and recommendations regarding undergraduate education.

The UEAC was established in 2006 and includes representatives from public community and technical colleges, universities, and health-related institutions, independent colleges and universities, and one non-voting student member. Voting members serve three-year, staggered terms. The committee meets at least twice a year.

The member appointment for the UEAC would replace Dr. Dawn Remmers, Executive Associate Professor of English and Director of the Johnson Center at Austin College. Austin College requested that Dr. Randi Tanglen serve as a replacement member. If appointed, Dr. Tanglen would serve the remaining portion of Dr. Remmers' term, which ends August 31, 2019.

Nominee's current position and highest degree awarded:

Randi Tanglen, Associate Professor of English and Director of the Johnson Center, Austin College.

PhD in English, University of Arizona, Tucson, Arizona

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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AGENDA ITEM X-V (1)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 1, Subchapter O, Sections 1.185 and 1.187 of Board rules concerning the Learning Technology Advisory Committee

RECOMMENDATION: Approval

Background Information:

The intent of these amendments is to clarify the statutory authority for the Learning Technology Advisory Committee in Rule 1.185 and to correct a grammatical error in Rule 1.187.

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

Date approved by the Commissioner for publication in the *Texas Register*: July 13, 2018

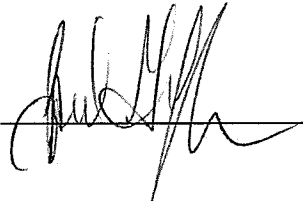
Date Published in the *Texas Register*: July 27, 2018

The 30-day comment period with the *Texas Register* ended on: August 26, 2018

No comments were received.

Legal Review:

Approved by the Office of General Counsel

 Date: 10/8/18

Chapter 1, Agency Administration
Subchapter O, Learning Technology Advisory Committee

- 1.185 Authority and Specific Purposes of the Learning Technology Advisory Committee
- 1.186 Definitions
- 1.187 Committee Membership and Officers
- 1.188 Duration
- 1.189 Meetings
- 1.190 Tasks Assigned the Committee
- 1.191 Report to the Board, Evaluation of Committee Costs and Effectiveness

1.185 Authority and Specific Purposes of the Learning Technology Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas ~~Government~~ [Education] Code, Chapter 2110, §2110.0012.

(b) Purposes. The Learning Technology Advisory Committee is created to provide the Board with advice and recommendation(s) regarding the role that learning technology plays in Texas higher education.

1.186 No Changes.

1.187 Committee Membership and Officers

(a) Membership shall consist of administrators, faculty, and other persons closely involved in the oversight of distance education and computer assisted instruction at Texas institutions of higher education.

(b) Membership on the committee should include:

- (1) ten representatives of public community and technical colleges;
- (2) ten representatives of public universities;
- (3) two representatives of public health-related institutions;
- (4) one representative from a Texas private institution; and
- (5) one non-voting student representative.

(c) Interested persons, such as chief academic officers, and legislative and governmental relations staff ~~shall~~ be regularly advised of committee meetings.

(d) The number of committee members shall not exceed twenty-four (24).

(e) Members of the committee shall select the presiding officer, who will be responsible for conducting meetings and conveying committee recommendations to the Board. A co-chair may also be elected to serve in the presiding officer's stead as needed.

(f) 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.

1.188 - 1.191 No Changes.

AGENDA ITEM X-V (2)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter DD, Sections 27.681 – 27.687 of Board rules concerning the establishment of the Communication Disorders Sciences and Services 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 Communication Disorders Sciences and Services 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 Communication Disorders Sciences and Services 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 Communication Disorders Sciences and Services 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 Communication Disorders Sciences and Services Field of Study Curriculum as determined by the Board.

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

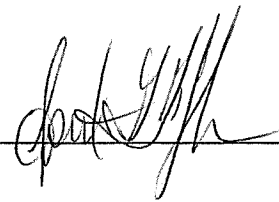
Date approved by the Commissioner for Publication in the *Texas Register*: July 13, 2018

Date published in the *Texas Register*: July 27, 2018

The 30-day comment period with the Texas Register ended on: August 26, 2018

No comments were received.

Legal Review:

Approved by the Office of General Counsel  Date: 10/8/18

Chapter 27 – Fields of Study

Subchapter DD – Communication Disorders Sciences and Services Field of Study Advisory Committee

27.681 Authority and Specific Purposes of the Communication Disorders Sciences and Services Field of Study Advisory Committee

27.682 Definitions

27.683 Committee Membership and Officers

27.684 Duration

27.685 Meetings

27.686 Tasks Assigned to the Committee

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

27.681 Authority and Specific Purposes of the Communication Disorders Sciences and Services 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 Communication Disorders Sciences and Services Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Communication Disorders Sciences and Services field of study curricula.

27.682 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).

27.683 Committee Membership and Officers.

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

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

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

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

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

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

27.684 Duration.

The Committee shall be abolished no later than October 30, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.685 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.

27.686 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Communication Disorders Sciences and Services Field of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Communication Disorders Sciences and Services Field of Study Curricula; and

(3) Any other issues related to the Communication Disorders Sciences and Services Field of Study Curricula as determined by the Board.

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

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

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AGENDA ITEM X-V (3)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter EE, Sections 27.701 – 27.707 of Board rules concerning the establishment of the Fine and Studio Arts 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 Fine and Studio Arts 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 Fine and Studio Arts 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 Fine and Studio Arts 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 Fine and Studio Arts Field of Study Curriculum as determined by the Board.

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

Date approved by the Commissioner for Publication in the *Texas Register*: July 13, 2018

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The 30-day comment period with the Texas Register ended on: August 26, 2018

No comments were received.

Legal Review:

Approved by the Office of General Counsel



Date: 10/8/18

10/18

Chapter 27 – Fields of Study

Subchapter EE – Fine and Studio Arts Field of Study Advisory Committee

27.701 Authority and Specific Purposes of the Fine and Studio Arts Field of Study Advisory Committee

27.702 Definitions

27.703 Committee Membership and Officers

27.704 Duration

27.705 Meetings

27.706 Tasks Assigned to the Committee

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

27.701 Authority and Specific Purposes of the Fine and Studio Arts 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 Fine and Studio Arts Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Fine and Studio Arts field of study curricula.

27.702 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).

27.703 Committee Membership and Officers.

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

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

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

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

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

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

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

27.704 Duration.

The Committee shall be abolished no later than October 30, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.705 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.

27.706 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

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

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

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

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AGENDA ITEM X-V (4)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter FF, Sections 27.721 – 27.727 of Board rules concerning the establishment of the Journalism 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 Journalism 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 Journalism 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 Journalism 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 Journalism Field of Study Curriculum as determined by the Board.

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

Date approved by the Commissioner for Publication in the *Texas Register*: July 13, 2018

Date published in the *Texas Register*: July 27, 2018

The 30-day comment period with the Texas Register ended on: August 26, 2018

No comments were received.

Legal Review:

Approved by the Office of General Counsel



Date: 10/8/18

Chapter 27 – Fields of Study

Subchapter FF – Journalism Field of Study Advisory Committee

27.721 Authority and Specific Purposes of the Journalism Field of Study Advisory Committee
27.722 Definitions
27.723 Committee Membership and Officers
27.724 Duration
27.725 Meetings
27.726 Tasks Assigned to the Committee
27.727 Report to the Board; Evaluation of Committee Costs and Effectiveness

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

27.722 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).

27.723 Committee Membership and Officers.

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

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

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

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

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

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

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

27.724 Duration.

The Committee shall be abolished no later than October 30, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.725 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.

27.726 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

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

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

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

AGENDA ITEM X-V (5)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter GG, Sections 27.741 – 27.747 of Board rules concerning the establishment of the Animal Sciences 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 Animal Sciences 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 Animal Sciences 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 Animal Sciences 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 Animal Sciences Field of Study Curriculum as determined by the Board.

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

Date approved by the Commissioner for Publication in the *Texas Register*: July 13, 2018

Date published in the *Texas Register*: July 27, 2018

The 30-day comment period with the Texas Register ended on: August 26, 2018

No comments were received.

Legal Review:

Approved by the Office of General Counsel



Date:

10/8/18

Chapter 27 – Fields of Study

Subchapter GG – Animal Sciences Field of Study Advisory Committee

27.741 Authority and Specific Purposes of the Animal Sciences Field of Study Advisory Committee

27.742 Definitions

27.743 Committee Membership and Officers

27.744 Duration

27.745 Meetings

27.746 Tasks Assigned to the Committee

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

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

27.742 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).

27.743 Committee Membership and Officers.

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

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

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

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

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

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

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

27.744 Duration.

The Committee shall be abolished no later than October 30, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.745 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.

27.746 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

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

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

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

AGENDA ITEM X-V (6)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter HH, Sections 27.761 – 27.767 of Board rules concerning the establishment of the Agricultural Business and Management 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 Agricultural Business and Management 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 Agricultural Business and Management 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 Agricultural Business and Management 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 Agricultural Business and Management Field of Study Curriculum as determined by the Board.

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

Date approved by the Commissioner for Publication in the *Texas Register*: July 13, 2018

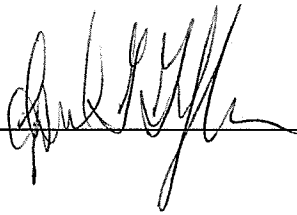
Date published in the *Texas Register*: July 27, 2018

The 30-day comment period with the Texas Register ended on: August 26, 2018

No comments were received.

Legal Review:

Approved by the Office of General Counsel

A handwritten signature in black ink, appearing to be "D. K. [unclear]", written over a horizontal line.

Date:

10/8/18

Chapter 27 – Fields of Study

Subchapter HH – Agricultural Business and Management Field of Study Advisory Committee

27.761 Authority and Specific Purposes of the Agricultural Business and Management Field of Study Advisory Committee

27.762 Definitions

27.763 Committee Membership and Officers

27.764 Duration

27.765 Meetings

27.766 Tasks Assigned to the Committee

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

27.761 Authority and Specific Purposes of the Agricultural Business and Management 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 Agricultural Business and Management Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Agricultural Business and Management field of study curricula.

27.762 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).

27.763 Committee Membership and Officers.

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

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

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

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

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

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

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

27.764 Duration.

The Committee shall be abolished no later than October 30, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.765 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.

27.766 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Agricultural Business and Management Field of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Agricultural Business and Management Field of Study Curricula; and

(3) Any other issues related to the Agricultural Business and Management Field of Study Curricula as determined by the Board.

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

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

AGENDA ITEM X-W

Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the last Board meeting

RECOMMENDATION: No action required

Background Information:

The Board authorized the Commissioner or the Assistant Commissioner of Academic Quality and Workforce to act on institutional requests. Coordinating Board rule, Chapter 5, Section 5.50 (j) directs the Commissioner to provide a list to Board members of all institutional requests acted on by the Commissioner and Assistant Commissioner.

Requests for new degree and certificate programs were reviewed by staff to ensure they met the standards established by Coordinating Board rules, Sections 5.50, 9.93 (c), and 7.4 before receiving approval from the Commissioner or the Assistant Commissioner of Academic Quality and Workforce. The standards address the institution's mission, overall program quality, student demand and job market needs, duplication with existing programs at other institutions, funding, and institutional effectiveness.

Since the last report to the Board, the Assistant Commissioner approved 43 new degree and certificate programs; approved 35 institutional requests to phase programs out; issued 1 Certificate of Authorization (new, renewed, revised, or cancelled); and received 8 planning notifications. Detailed information is provided in the tables on the following pages.

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

**REPORT ON INSTITUTIONAL REQUESTS ACTED ON BY THE
COMMISSIONER OR ASSISTANT COMMISSIONER SINCE THE PREVIOUS BOARD MEETING**

June 23, 2018 – September 25, 2018

NEW DEGREE AND CERTIFICATE PROGRAMS

Institution	Degree	Program	Date Approved
Community & Technical Colleges			
Amarillo College	AS	Environmental Science	7/27/2018
Coastal Bend College	AA/AS	Business Administration	8/21/2018
Coastal Bend College	AAT	Teaching	8/16/2018
College of the Mainland	CE Certificate	Massage Therapy	9/6/2018
Galveston College	CE Certificate	Logistics	7/27/2018
Houston Community College	AA	Dance	9/14/2018
Houston Community College	AA	History	9/14/2018
Houston Community College	AS	Psychology	9/14/2018
Houston Community College	AAS	Geographic Information Science	9/14/2018
Lamar Institute of Technology	AAS/Level 1 Certificate	Cyber Security Technology	9/6/2018
Lone Star College	AA	Music	9/14/2018
Northeast Texas Community College	AAS	Health Studies	7/6/2018
Northeast Texas Community College	AAS	Healthcare Management	7/6/2018
Paris Junior College	AAS	Surgical Technology	6/22/2018
Temple College	AS	Health Sciences	7/6/2018
Temple College	AS	Pre-Nursing	7/6/2018
Temple College	Level 2 Certificate	Vocational Nursing	9/14/2018
Trinity Valley Community College	Level 1 Certificate	Pharmacy Technology	7/20/2018
Universities & Health-Related			
Grayson County College	BSN	Nursing	8/20/2018
Lamar University	MS	Management Information Systems	8/23/2018
Odessa College	BAAS	Leadership and Management	8/23/2018
Odessa College	BAAS	Automation	8/23/2018
Sam Houston State University	MSN	Nursing Practice	6/25/2018
Tarleton State University	BS	Public Administration	6/25/2018
Texas A&M University–Central Texas	BAAS	Criminal Justice	6/25/2018
Texas A&M University–Central Texas	BAAS	Information Technology	6/25/2018

Institution	Degree	Program	Date Approved
Texas A&M University–Central Texas	MS	Homeland Security	9/10/2018
Texas A&M University–Central Texas	BS	Mechanical Engineering Technology	9/10/2018
Texas A&M University	MS	Engineering Technology	9/10/2018
Texas State University	MED	Agricultural Education	7/5/2018
Texas State University	MS	Integrated Agricultural Sciences	7/5/2018
Texas Tech University	MS	Marketing Research and Analytics	6/29/2018
Texas Tech University	MS	Library and Information Science	7/17/2018
Tyler Junior College	BAT	Healthcare Technology and Medical Systems	7/26/2018
University of North Texas	BA	Urban Policy and Planning	9/8/2018
University of North Texas	MBA	Business Analytics	9/6/2018
University of Texas at Austin	MS	Health Care Transformation	8/13/2018
University of Texas at Austin	MS	Energy Management	8/27/2018
University of Texas at Dallas	BA	Latin American Studies	6/29/2018
University of Texas Health Science Center at Tyler	MPA	Health Administration	7/6/2018
University of Texas Rio Grande Valley	BS	Addiction Studies	6/25/2018
University of North Texas Health Science Center	MS	Lifestyle Health Sciences and Coaching	7/23/2018
University of Texas at Dallas	BS	Data Science	9/11/2018

PHASE-OUT OF PROGRAMS

Institution	Degree	Program	Phase out Date
Community & Technical Colleges			
Angelina College	AS	Biology, General	12/31/2018
Angelina College	AS	Mathematics	12/31/2018
Angelina College	AS	Physics	12/31/2018
Angelina College	AS	Pre-Physician Assistant	12/31/2018
Angelina College	AS	Pre-Dentistry	12/31/2018
Angelina College	AS	Pre-Medicine	12/31/2018
Angelina College	AS	Pre-Pharmacy	12/31/2018
Angelina College	AS	Pre-Veterinary	12/31/2018
Angelina College	AS	Physical Therapy	12/31/2018
Tarrant County College – Northeast Campus	AAS & Certificates	Information Technology: Application & Web Development	8/31/2018
Tarrant County College – Northeast Campus	AAS & Certificate	Office Administration / Administrative Professional	8/31/2018
Tarrant County College – Northwest Campus	AAS & Certificate	Business – E-Commerce	8/31/2018

Institution	Degree	Program	Phase out Date
Tarrant County College – Southeast Campus	AAS & Certificate	Office Administration / Administrative Professional	8/31/2018
Universities & Health-Related			
Midwestern State University	MA	Training and Development	8/1/2018
Midwestern State University	MED	Language and Literacy	8/1/2018
Midwestern State University	MED	Counseling (School)	8/1/2018
Sam Houston State University	MA	Teaching	6/1/2021
Stephen F. Austin State University	BA	Art History	8/31/2023
Stephen F. Austin State University	BSAG	Agriculture Engineering Technology	8/31/2023
Stephen F. Austin State University	BSAG	Horticulture	8/31/2023
Stephen F. Austin State University	BSAG	Agribusiness	8/31/2023
Stephen F. Austin State University	BSAG	Agriculture Development-Production	8/31/2023
Stephen F. Austin State University	BSAG	Poultry Science	8/31/2023
Stephen F. Austin State University	BSAG	Agriculture Development	8/31/2023
Stephen F. Austin State University	BSAG	Animal Science	8/31/2023
Stephen F. Austin State University	BSF	Forest Management	8/31/2023
Stephen F. Austin State University	BSF	Forest Wildlife Management	8/31/2023
Texas State University	MED	History	8/31/2021
Texas State University	MS	Material Physics	8/31/2020
Texas State University	MS	Applied Mathematics	8/31/2020
University of Texas at Arlington	BA	Economics	8/31/2021
University of Texas Rio Grande Valley	BAT	Computer Information Systems Technology	5/15/2023
University of Texas Rio Grande Valley	BS	Computational Science	5/15/2023
University of Texas Rio Grande Valley	BS	Physical Science	5/15/2023
West Texas A&M University	BS	Biotechnology	8/31/2023

PLANNING NOTIFICATIONS

Institution	Authority Level	Program	Date Notified
Universities & Health-Related			
Texas A&M University	Doctorate	Construction Engineering Technology	9/14/2018
Texas Tech University Health Sciences Center	Doctorate	Public Health	8/27/2018
University of Houston	Doctorate	Communication Sciences and Disorders	6/29/2018
University of Houston	Doctorate	Nursing Practice	6/29/2018
University of Houston	Masters	Engineering, General	8/16/2018
University of Houston	Masters	Manufacturing Engineering	9/19/2018
University of Texas at El Paso	Doctorate	Statistics, General	9/19/2018
University of Texas – Permian Basin	Masters	Mechanical Engineering	9/19/2018

CERTIFICATES OF AUTHORIZATION

Non-Public and Out-of-State Institution	Authorization Type	Certificate of Authorization Issue Date
Strayer University-El Paso	Authorized to grant associate, bachelor's, and master's degrees, grant credits toward degrees, and to use certain protected academic terms.	7/1/2018

AGENDA ITEM XI-A

Welcome and Committee Chair's Opening Remarks

Mr. John Steen, Chair of the Committee on Agency Operations, will provide the Board an overview of the items on the agenda.

AGENDA ITEM XI-B

Public Testimony on agenda items relating to the Committee on Agency Operations

RECOMMENDATION: No action required

Background Information:

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

AGENDA ITEM XI-C

Consideration of adopting the Commissioner's recommendation to the Board relating to the certification of Texas Research Incentive Program gift funds to the Emerging Research Universities

RECOMMENDATION: Approval

Background Information:

The 81st Texas Legislature created the Texas Research Incentive Program (TRIP), establishing a research matching fund for the emerging research universities.

The legislation requires the Board to certify that the gifts or endowments received by each emerging research university were donated for the purpose of enhancing research activities at the institution, such as endowed chairs, professorships, research facilities, research equipment, program costs, or graduate research stipends or fellowships. Once the gifts are certified, the percentage matched is statutorily mandated leaving no discretion in the amount of matching funds that the institutions receive, subject to the amount appropriated.

The amounts are being certified so the Legislature will have a basis for determining the amounts to appropriate for the 2020-21 biennium. At the time of the printing of these agenda materials, the amount eligible for certification by institution was still being determined. For this reason, this item is coming before the Agency Operations Committee, rather than the September 27, 2018 meeting of the Committee on Affordability, Accountability and Planning, which has oversight of TRIP. Supplemental materials will be sent under separate cover. After the Governor signs the appropriations bill for the 2020-21 biennium, the Board will approve the distribution of the state match among institutions.

Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, will be available for questions.

AGENDA ITEM XI-D

Consideration of adopting the Committee's recommendation to the Board regarding a resolution authorizing the issuance of State of Texas College Student Loan Bonds in one or more series to refund the 2007A and 2008A bond series; and delegation of the authority for administration and approval of the activities necessary to complete the sale of the private activity bonds

RECOMMENDATION: Approval

Background Information:

Staff is requesting approval to issue up to \$110 million in aggregate principal amount of refunding bonds in Fiscal Year 2018 to pay off previously issued bonds for the 2007A and 2008A series bonds. Market rates remain low and it is anticipated that issuing new bonds to pay off the older bonds will yield approximately an overall projected savings of \$35M. Bonds are typically callable after the first 10 years from issuance. The 2007A and 2008A bonds are currently callable.

- Net present value of the savings is projected to be \$17.5M.
- An analysis was performed by the agency's financial advisor to determine that refunding these bonds will have a small impact on the arbitrage liability.
- Estimated average coupon of refunded bonds is 5.0%.
- Par amount of refunded bonds is currently \$110,985,000.
- These bonds are authorized under the Texas Constitution, Sections 50b-4 through 50b-7.
- Total bond debt outstanding is currently \$1.1M.
- Total bond funded student loans outstanding is currently \$1.3B.
- This refunding will not impact the current constitutional limit.
- Agency sells tax exempt private activity bonds.
- Agency is required to maintain compliance with various state statutes, Securities Exchange Commission and Internal Revenue Service regulations.
- These bonds are backed by the credit of the State (Moody's AAA rating December 2017).
- An application to the Bond Review Board for volume cap will not be necessary since this is paying off previously issued bonds. Due to large demand from other entities, volume cap is not available at this time.
- The office of Attorney General is required to approve the final sale.

Historical bond sales

Year	Principal	Yield
2011A	\$124,995,000	4.52%
2011B	\$29,061,285	1.46%
2011C	\$7,425,538	3.40%
2012	\$99,995,837	2.74%
2103A	\$112,785,395	2.74%
2013B	\$127,419,151	3.35%
2014	\$81,144,804	2.93%
2015	\$169,502,971	3.05%
2016	\$179,995,090	4.11%
2017	\$170,613,632	3.11%

College Access Loan disbursement history

	Total # of Students	Gross Disbursed
PY 04	5,994	\$38,044,856.45
PY 05	6,243	\$41,442,307.08
PY 06	7,040	\$49,470,079.89
PY 07	11,944	\$102,756,666.88
PY 08	7,999	\$74,181,871.12
PY 09	8,702	\$79,778,517.38
PY 10	8,911	\$86,157,023.17
PY 11	8,378	\$87,521,197.15
PY 12	8,655	\$97,407,152.08
PY 13	8,102	\$100,585,758.18
PY 14	7,533	\$98,925,759.26
PY 15	9,080	\$118,877,752.87
PY 16	10,615	\$148,242,100.06
PY 17	11,921	\$172,867,455.17
PY 18*	9,056	\$137,778,835.30
Total	130,173	\$1,434,037,332.04

Mr. Richard Donoghue from the Board's bond counsel McCall, Parkhurst & Horton is available to answer any questions regarding the proposed resolution authorizing the issuance of the bonds, the delegation of the authority to approve all final terms of the bonds, or the delegation of authority to file for the state's allocation of private activity volume cap.

Ken Martin, Assistant Commissioner for Financial Services/CFO will be available for questions.

AGENDA ITEM XI-E

Consideration of adopting the Committee's recommendation to the Board to approve a two-year extension for the current student loan software contract

RECOMMENDATION: Approval

Background Information:

Staff is requesting approval to invoke an extension of the current contract for the student loan software for a 2 year period from July 2019 through June 2021. The estimated cost is \$1.86M over this two year period. Nelnet is the current software vendor. The software supports loan origination, servicing and litigation functions for all student loan programs. The current contract contains an initial 4 year period and two 2 year extensions for a total of 8 years.

The THECB Higher Education Loan Management System (HELMS) is very specialized for the student lending industry. There are very few vendors producing and supporting student loan servicing software that meet the THECB's needs. It would require at least a two year cycle to source a new vendor, if one could be identified.

- The main loan programs utilizing this software are: College Access Loan (CAL), B-On-Time (BOT), Texas Armed Services Scholarship Program (TASSP)
- The current contract produces annual savings of over \$500K.
- The THECB Higher Education Loan Management System (HELMS) is very specialized towards the student lending industry.
- The number of federal loan originators was substantially reduced after 2010 when the Dept. of Education limited federal student loan originations to a few select vendors.
- The current contract allows for two 2 year extensions after the initial 4 year period ends June 2019.
- The extension will not change the current pricing and terms.
- The current contract was negotiated in 2015 after an extensive RFP period.
- The costs to support the loan software were \$1.4M in FY15 under prior contract.
- Current contract and proposed extension costs are approximately \$.73M annually (-\$670K/-48% from FY15)
- THECB issues approximately \$170M of loans and related bonds annually.
- THECB services \$1.5B of loans outstanding.
- Agency sells tax exempt private activity bonds to support the CAL program loan funding needs. General Revenue/ GR-Dedicated funds support BOT and TASSP.
- The THECB is required to maintain compliance with various state statutes, Securities Exchange Commission rules and Internal Revenue Service regulations.

- These bonds are backed by the credit of the State (Moody's AAA rating December 2017).

HELMS Software Cost Breakout	July 19 - Jun 21
Annual Software License	\$ 695,000.00
Annual GT Software Maintenance	\$ 35,000.00
Enhancements/Upgrades	\$ 100,000.00
Litigation Upgrade	\$ 100,000.00
Projected Annual Cost	\$ 930,000.00
2 Year Contract Estimate	\$ 1,860,000.00

Figure 1 Helms Software Contract Costs

Historical loan software costs.

Fiscal Year	Cost
2014	\$1.2M
2015	\$1.4M
2016	\$.96M
2017	\$.78M
2018	\$.73M

Student Loan History (all loan types)

Fiscal Year	Outstanding Balance
2014	\$1.21B
2015	\$1.29B
2016	\$1.38B
2017	\$1.47B
2018	\$1.48B

Ken Martin, Assistant Commissioner for Financial Services/CFO will be available for questions.