



# TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12788 Austin, Texas 78711

## **MEMORANDUM**

July 11, 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 *RAP*

Subject: Coordinating Board Meeting

The agenda for the July 26, 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](http://www.thecb.state.tx.us/public_testimony).*

### **Wednesday, July 25**

2:00 p.m.

#### **Agency Operations Committee**

Texas Higher Education Coordinating Board  
Board Room 1.170

6:00 p.m.

#### **Reception & Dinner for Board Members with the Texas Higher Education Foundation**

The Archer Hotel  
3121 Palm Way  
Austin, TX 78758

### **Thursday, July 26**

#### **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

- 9:20 a.m. Agenda Item II  
Approval of Minutes
- 9:22 a.m. Agenda Item III  
Approval of Consent Calendar for entire meeting
- 9:25 a.m. Agenda Item IV  
Major Policy Discussion
- 10:25 a.m. Agenda Item V  
Recognition of Excellence
- 10:55 a.m. Agenda Item VI  
Matters relating to 60x30TX and Innovation in Higher Education
- 11:15 a.m. Agenda Item VII  
Matters relating to the Full Board
- 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
- 2:28 p.m. Agenda Item XI  
Matters Relating to the Agency Operations Committee
- 2:45 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](mailto:boardmember@theccb.state.tx.us)

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Fred Farias III, O.D. <i>Vice Chair</i> <b>MCALLEN</b>	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 <b>Phone:</b> (512) 427-6101	08/31/19
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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, July 26, 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. Recognition of Damian Cisneros, LaTreshia Hamilton, and Mayra Rodarte, recipients of the Kenneth H. Ashworth Fellowship Award for 2018-2019
- B. Commissioner's Remarks
- C. Strategic Planning Presentation by Michael L. Reeser, Chancellor and Chief Executive Officer, Texas State Technical College

**II. Approval of Minutes**

- A. April 26, 2018, Board Meeting
- B. June 20, 2018, Special Called Board Meeting

**III. Approval of the Consent Calendar**

- A. Consent Calendar

**IV. Major Policy Discussion**

- A. Examining Male Enrollment and Success in Higher Education

**V. Recognition of Excellence**

- A. Alamo Community College District -- University Transfer Compact Partnership

**VI. Matters relating to 60x30TX and Innovation in Higher Education**

- A. Open Educational Resources

**VII. Matters relating to the Full Board**

- A. Status Update for the Texas Higher Education Foundation
- B. THECB-AIR Study on Dual Credit Education in Texas
- 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
- 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
- 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
- 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

**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. Consideration of adopting the Committee's recommendation to the Board relating to approval of the 60x30TX progress report
- D. Report on facilities projects that were submitted to the Coordinating Board
- E. Update on Preparations for the 86th Texas Legislative Session
- 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*)

*Note: Highlighted items in gray are 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

H. Proposed Rules:

- (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
- (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
- (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)
- (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
- (5) Consideration of adopting the Committee's recommendation to the Board relating to the proposed 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
- (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
- (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

**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. Consideration of adopting the Committee's recommendation to the Board relating to the distribution of funds trusted to the Coordinating Board to support family practice residency programs for Fiscal Year 2019 and the report on trusted funds distributed in Fiscal Year 2018

D. Consideration of adopting the Committee's recommendation to the Board relating to changes in the *Lower-Division Academic Course Guide Manual* (ACGM)

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

TEXAS STATE UNIVERSITY

- (1) Doctor of Philosophy (PhD) degree with a major in Applied Anthropology

TEXAS TECH UNIVERSITY

- (2) Doctor of Philosophy (PhD) degree with a major in Addictive Disorders and Recovery Studies

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON

- (3) Doctorate of Health Informatics (DHI) degree with a major in Health Informatics

WEST TEXAS A&M UNIVERSITY

- (4) Doctor of Education (EdD) degree with a major in Educational Leadership

- G. Consideration of adopting the Committee's recommendation to the Board relating to the Open Educational Resources Report (*Senate Bill 810, 85th Texas Legislature, Regular Session*)

- H. Consideration of adopting the Committee's recommendation to the Board relating to the Report on the Autism Grant Program

- 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")

- 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

- K. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the General Drafting Program of Study

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

- 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

- N. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Criminal Justice Field of Study

- O. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Political Science Field of Study

- P. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Psychology Field of Study
- Q. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Social Work Field of Study
- 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
- 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 *60x30TX*
- T. Consideration of adopting the Committee's recommendation to the Board relating to 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
- 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
- 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
- X. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to:
  - (1) Apply Texas Advisory Committee
  - (2) Certification Advisory Council (CAC)
  - (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
- 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
- Z. 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 Chairs' 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 agency's Legislative Appropriation Request for Fiscal Years 2018 and 2019
- 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)
- 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

**XII. Adjournment**

## AGENDA ITEM I-A

### Recognition of Damian Cisneros, LaTreshia Hamilton, and Mayra Rodarte, recipients of the Kenneth H. Ashworth Fellowship Award for 2018-2019

RECOMMENDATION: No action required

#### Background Information:

The Kenneth Ashworth Fellowship Award was established in 1997 by members of the Coordinating Board to honor Dr. Kenneth Ashworth for his service as the Commissioner of Higher Education in Texas from 1976 to 1997. The purpose of the program is to provide financial assistance to students pursuing masters and doctoral programs leading to careers in public service. Recipients are selected based on their academic ability and promise, career plans, and individual qualifications, with an emphasis on leadership and communication skills.

The Fellowship Selection Committee has designated Mr. Damian Cisneros, Ms. LaTreshia Hamilton, and Ms. Mayra Rodarte as the recipients for the 2018-19 academic year. Mr. Damian Cisneros is pursuing a Master of Science in Social Work at The University of Texas at Austin; Ms. LaTreshia Hamilton is pursuing a Master of Arts in Global Affairs at Rice University; and Ms. Mayra Rodarte is pursuing a Master of Public Administration at The University of Texas El Paso. In addition to their financial awards, the Selection Committee is giving each recipient a copy of Dr. Ashworth's book *Caught between the Dog and the Fireplug or How to Survive Public Service*. This book provides practical advice for anyone considering a career in federal, state, or local government.

AGENDA ITEM I-B

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-C

### Strategic Planning Presentation by Chancellor and CEO Michael Reeser, Texas State Technical College

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.

Texas State Technical College (TSTC) was established in 1965 as the only statewide public two-year technical system. Today it has 10 campuses in Abilene, Breckenridge, Brownwood, Rosenberg, Harlingen, Marshall, Red Oak, Sweetwater, Waco, and Hutto. Its mission is to provide Texas employers with a skilled workforce in high-tech and high-demand fields. TSTC's strategic plan is based on the mantra, "Place More Texans in Great Paying Jobs."

TSTC is the only college in Texas to adopt a funding model based on student employment outcomes – aligning with its purpose of strengthening Texas with a highly skilled, technically competent workforce. TSTC's state funding uses the Returned-Value Funding Formula, a results-only approach based on the number of students who get a job and the resulting salaries they earn during the first five years of employment. Accordingly, TSTC focuses on credentials that demonstrate a strong likelihood of landing a student a great paying job. TSTC offers more than 120 different technical credentials.

TSTC graduates are highly valued by business and industry for their work ethic, knowledge, and workplace skills. *Community College Weekly* ranks TSTC first in the nation in conferring engineering-related associate of applied science (AAS) degrees. *The Brookings Institute* ranks TSTC in the national top-ten among two-year colleges for the value-added with respect to the economic success of the college's graduates. During the past 40 years, TSTC students have won hundreds of competitive SkillsUSA medals, demonstrating their achievement in a variety of occupational skill areas.

Michael Reeser, Chancellor and CEO, Texas State Technical College, will provide a presentation on TSTC's strategic plan and how it aligns with *60x30TX*.

# **DRAFT**

## **TEXAS HIGHER EDUCATION COORDINATING BOARD MINUTES**

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

**The Texas Higher Education Coordinating Board convened at 8:30 a.m. on April 26, 2018, with the following members present: Stuart Stedman, presiding; Fred Farias; Arcilia Acosta; Michael Plank; Ricky Raven; John Steen; Donna Williams; Welcome Wilson; and Annie Jones.**

**Members absent: Javaid Anwar**

<b>AGENDA ITEM</b>	<b>ACTION</b>
<b>I. Call to order: Opening Remarks and Strategic Planning Presentation</b>	Mr. Stedman called the meeting of the Coordinating Board to order and announced that Mr. Anwar was unable to attend the board meeting today due to illness. On a motion by Mr. Plank, seconded by Ms. Acosta, the Board excused the absence of Mr. Anwar. A quorum was met for this Board meeting.
A. Introduction of New Board Members, Michael Plank, Donna Williams, and Welcome Wilson and committee appointments	No action required.
B. Consideration of Resolutions of Appreciation for Outgoing Board Members	<p>Mr. Stedman read the resolution of appreciation for Ms. Janelle Shepard who joined the meeting via conference call to accept her resolution. On a motion by Dr. Farias, seconded by Ms. Acosta, the Board approved the resolution. A copy of the resolution can be found as Attachment A to these minutes.</p> <p>Mr. Stedman read the resolution of appreciation for Mr. Bobby Jenkins. On a motion by Mr. Plank, seconded by Mr. Raven, the Board approved the resolution. A copy of the resolution can be found as Attachment B to these minutes.</p> <p>Mr. Stedman read the resolution of appreciation for Ms. Annie Jones. On a motion by Dr. Farias, seconded by Ms. Acosta, the Board approved the resolution. A copy of the resolution can be found as Attachment C to these minutes.</p>

AGENDA ITEM	ACTION
C. Commissioner's Remarks	No action required.
D. Strategic Planning Presentation by President Suzanne Shipley, Midwestern State University	No action required. Dr. Suzanne Shipley, President of Midwestern State University, provided a presentation on the university's strategic plan and how it aligns with <i>60x30TX</i> .
E. Strategic Planning Presentation by representatives of Texas public community colleges	No action required. Dr. Johnette McKown, President of McLennan Community College facilitated a discussion regarding the strategic plans of Texas public community colleges and how these align with <i>60x30TX</i> . Also presenting were Mr. Jacob Fraire, Executive Director, Texas Association of Community Colleges; Dr. Brenda Hellyer, Chancellor, San Jacinto College; and Mr. James Henry Russell, President, Texarkana College.
<b>II. Approval of Minutes</b>	
A. January 25, 2018, Board Meeting	On a motion by Mr. Raven, seconded by Dr. Farias, the Board approved the January 25, 2018, minutes.
B. January 26, 2018, Board Retreat	On a motion by Ms. Acosta, seconded by Mr. Raven, the Board approved the January 26, 2018, minutes.
<b>III. Approval of the Consent Calendar</b>	On a motion by Mr. Raven, seconded by Ms. Acosta, the Board approved the Consent Calendar. Items on the Consent Calendar were: IX-I(2); X-E; X-F; X-G; X-H; X-J; XI-C; and XI-E.
<b>IV. Major Policy Discussion</b>	
A. Regional strategies to increase the percentage of Texas public high school graduates directly enrolling in college	No action required. Jerel Booker, Assistant Commissioner, College Readiness and Success presented a brief overview of the importance of high school graduates enrolling directly into college, introduced panelists, and facilitated the discussion. The panelists were as follows: Dr. Neal Holly, Assistant Director, Postsecondary and Workforce Development Institute, Education Commission of the States; Dr. Eric J. Ban, Executive Director, Dallas County Promise; Dr. William Serrata, President, El Paso Community College; and Michael Bohensky Superintendent, San Saba Independent School District.

AGENDA ITEM	ACTION
<b>V. Recognition of Excellence</b>	
A. Baylor College of Medicine – Center for Educational Outreach	No action required. Dr. Paul Klotman, President, CEO, and Executive Dean of Baylor College of Medicine, made a presentation on Baylor College of Medicine and its Center for Educational Outreach and their efforts to collaborate with and help improve Texas undergraduate colleges and universities, high schools, middle schools, and elementary schools.
<b>VI. Matters relating to <i>60x30TX</i> and Innovation in Higher Education</b>	
A. The Texas Workforce Commission: Resources, tips, and tools to build a stronger, better educated and skilled workforce	No action required. Doyle Fuchs, Director of Labor Market and Career Information, Texas Workforce Commission, provided a brief overview of Texas Labor Analysis, a workforce supply and demand tool recently launched by TWC; TRACER2, the workforce statistics system currently undergoing a major update; and Sites on Texas, which focuses on workforce and demographic information. All three applications can provide valuable information for planning, evaluation, and other analytics.
<b>VII. Matters relating to the Full Board</b>	
No agenda items	
<b>VIII. Lunch</b>	
<b>IX. Matters Relating to the Committee on Affordability, Accountability and Planning</b>	
A. Committee Chair’s Overview	No action required. An overview of the Committee’s activities was presented to the Board by Ms. Acosta, Vice 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.

AGENDA ITEM	ACTION
<p>C. Consideration of adopting the Committee’s recommendation to the Board relating to funding formulas for use by the Governor and the Legislative Budget Board in making appropriations recommendations to the appropriate Legislative Committees</p>	<p>On a motion by Mr. Plank, seconded by Mr. Raven, the Board adopted the funding formulas for two-year community colleges and state colleges.</p> <p>On a motion by Dr. Farias, seconded by Mr. Steen, the Board adopted the funding formulas for general academic institutions.</p> <p>On a motion by Dr. Farias, seconded by Mr. Raven, the Board adopted the funding formulas for health-related institutions.</p>
<p>D. Consideration of adopting the Committee’s recommendation to the Board relating to the annual report about the financial condition of the state’s community college districts (<i>General Appropriations Act, Senate Bill 1, 85th Texas Legislature, Regular Session, Rider 12, III-216</i>)</p>	<p>On a motion by Mr. Steen, seconded by Mr. Plank, the Board approved the annual report relating to the financial condition of the state’s community college districts.</p>
<p>E. Report on data highlight: <i>60x30</i> Educated Population: National and International Comparisons</p>	<p>No action required. Dr. Jenna Cullinane Hege, Deputy Assistant Commissioner for Strategic Planning, presented this item and was available to answer questions.</p>
<p>F. Consideration of the Committee’s recommendation to the Board relating to the approval of the pilot study report on community college financial reporting by campus (<i>Senate Bill 719, 85th Texas Legislature, Regular Session</i>)</p>	<p>On a motion by Mr. Steen, seconded by Dr. Farias, the Board approved the pilot study report on community college financial reporting by campus. Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, and representatives from the Texas Association of Community Colleges’ Senate Bill 719 Work Group presented this item and were available for questions.</p>
<p>G. Report on facilities projects that were submitted to the Coordinating Board</p>	<p>No action required. Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, presented this item and was available for questions.</p>
<p>H. Consideration of adopting the Committee’s recommendation to the Board relating to the Coordinating Board’s Legislative Priorities for the 86th Texas Legislature</p>	<p>Mr. John Wyatt, Director for External Relations, provided an overview of the staff legislative recommendations and was available for questions. On a motion by Mr. Steen, seconded by Mr. Plank, the Board approved the Coordinating Board’s Legislative Priorities for the 86th Texas Legislature.</p>

AGENDA ITEM	ACTION
<p>I. Proposed Rules:</p> <p>(1) Consideration of adopting the Committee's recommendation to the Board relating to proposed new Subchapter C, Sections 21.45 – 21.49, of Chapter 21 of Board rules, concerning student indebtedness (<i>Senate Bill 887, Texas Legislature, Regular Session</i>)</p> <p>(2) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter I, Sections 22.164, 22.166 and 22.169-22.171 of Board rules, concerning the provisions for the Texas armed Services Scholarship Program (TASSP) (<i>House Bill 66, 85th Texas Legislature, Regular Session</i>)</p>	<p>On a motion by Mr. Steen, seconded by Mr. Plank, the Board adopted the new rules relating to student indebtedness. 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>
<b>X. Matters relating to the Committee on Academic and Workforce Success</b>	
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.
<p>C. Consideration of adopting the Committee's recommendation to the Board relating to requests for a new degree program:</p> <p>TEXAS TECH UNIVERSITY (1) Doctor of Philosophy (PhD) degree with a major in Music Education</p> <p>THE UNIVERSITY OF TEXAS AT AUSTIN (2) Doctor of Philosophy (PhD) degree with a major in Mexican American and Latina/o Studies</p> <p>THE UNIVERSITY OF TEXAS AT TYLER (3) Doctor of Philosophy (PhD) degree with a major in Clinical Psychology</p> <p>THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY (4) Doctor of Philosophy (PhD) degree with a major in Clinical Psychology</p>	<p>On a motion by Mr. Steen, seconded by Mr. Wilson, the Board approved the new degree program.</p> <p>On a motion by Mr. Wilson, seconded by Ms. Williams, the Board approved the new degree program.</p> <p>On a motion by Ms. Williams, seconded by Mr. Plank, the Board approved the new degree program.</p> <p>On a motion by Mr. Steen, seconded by Ms. Acosta, the Board approved the new degree program.</p>

AGENDA ITEM	ACTION
D. Consideration of adopting the Committee's recommendation to the Board relating to the report on the Fiscal Year 2018 Annual Review of Low-Producing Programs	On a motion by Mr. Raven, seconded by Mr. Wilson, the Board approved the Fiscal Year 2018 Annual Review of Low-Producing Programs report.
<p>E. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to:</p> <p>(1) Economics Field of Study Advisory Committee</p> <p>(2) Management Information Systems Field of Study Advisory Committee</p> <p>(3) Mathematics Field of Study Advisory Committee</p> <p>(4) Radio and Television Field of Study Advisory Committee</p> <p>(5) Sociology Field of Study Advisory Committee</p> <p>(6) Undergraduate Education Advisory Committee</p>	<p>This item was approved on the Consent Calendar.</p> <p>On a motion by Mr. Raven, seconded by Mr. Steen, the Board withdrew this item.</p> <p>This item was approved on the Consent Calendar.</p> <p>This item was approved on the Consent Calendar.</p> <p>This item was approved on the Consent Calendar.</p> <p>This item was approved on the Consent Calendar.</p>
F. Consideration of adopting the Committee's recommendation to the Board relating to the guidelines for the 2018 Texas Higher Education Star Awards	This item was approved on the Consent Calendar.
G. Consideration of adopting the Committee's recommendation to the Board relating to approval to amend the contract with Texas Tech University for the Texas College and Career Readiness Standards – English/Language Arts and Mathematics Review and Revision Project to increase funding for additional activities and deliverables	This item was approved on the Consent Calendar.
H. Consideration of adopting the Committee's recommendation to the Board relating to the issuance of a Request for Proposals for the development and ongoing support of an online Pre-Assessment Activity	This item was approved on the Consent Calendar.

AGENDA ITEM	ACTION
<p>I. Proposed Rules:</p> <p>(1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 5, Subchapter C, Sections 5.41 – 5.43, 5.45, 5.46, 5.48, 5.50, and 5.51 – 5.54 of Board rules concerning approval of new academic programs at public universities and health-related institutions, review of existing degree programs, and the repeal of Section 5.56 of Board rules concerning approval of baccalaureate degree programs for selected community colleges</p> <p>(2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter D, Sections 4.82 and 4.85 of Board rules concerning the statutory basis of the rules and dual credit eligibility requirements</p>	<p>On a motion by Ms. Williams, seconded by Mr. Raven, the Board approved the proposed amendments to Chapter 5, Subchapter C. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>On a motion by Mr. Wilson, seconded by Ms. Williams, the Board approved the proposed amendments to Chapter 4, Subchapter D. A copy of the Board rules as adopted may be found in the agenda materials.</p>
<p>J. Consideration of adopting the Committee's recommendation to the Board relating to a request from The University of Texas of the Permian Basin to amend the contingencies for the Bachelor of Science in Chemical Engineering and the Bachelor of Science in Electrical Engineering degree programs, which were approved by the Boar at the October 2017 meeting</p>	<p>This item was approved on the Consent Calendar.</p>
<p>K. Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the last Board meeting</p>	<p>No action required. Dr. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, presented this item to the Board and was available for questions.</p>
<b>XI. Matters relating to the Agency Operation's Committee</b>	
<p>A. Committee Chair's Overview</p>	<p>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.</p>
<p>B. Public Testimony on Items Relating to the Agency Operation's Committee</p>	<p>No action required.</p>



AGENDA ITEM	ACTION
C. Consideration of adopting the Committee's recommendation to the Board relating to the agency's 2018 Customer Service Report	This item was approved on the Consent Calendar.
D. Consideration of adopting the Committee's recommendation to the Board relating to the agency's operating budget for fiscal year 2019	On a motion by Mr. Raven, seconded by Ms. Williams, the Board adopted the Fiscal Year 2019 Agency's Operating Budget.
E. Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 1, Subchapter E. Sections 1.114 and 1.115 of Board rules concerning the student complaint procedure	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
<b>XI. Adjournment</b>	

With no further business, on a motion by Mr. Steen, seconded by Dr. Farias, the meeting adjourned at approximately 2:46 p.m.

Respectfully Submitted,

John Steen  
Secretary of the Board

## ATTACHMENT A



## Texas Higher Education Coordinating Board

### Resolution of Appreciation

#### *Janelle Shepard*

**WHEREAS**, Janelle Shepard was appointed to the board of the Texas Higher Education Coordinating Board (THECB) for a six-year term by Governor Rick Perry on September 1, 2011; and

**WHEREAS**, during her term on the board, Ms. Shepard served with great distinction as chair of the Committee on Academic and Workforce Success; as a member of the Committee on Affordability, Accountability and Planning; as a member of the Agency Operations Committee; and as a member of the Task Force on Graduate Health Professions; and

**WHEREAS**, the THECB benefited greatly from her healthcare knowledge and expertise, which resulted in deeper discussions about nursing programs in higher education, at all levels, that will continue to benefit the education of nursing professionals and the citizens of Texas; and

**WHEREAS**, Ms. Shepard advocated strongly for women and for health professions and was instrumental in helping guide the Nursing Shortage Reduction Program; and

**WHEREAS**, Ms. Shepard's commitment to students' access to affordable education, best practices in student transfer, and to the efficient use of Texas taxpayer dollars, will continue to benefit students and the state; and

**WHEREAS**, Ms. Shepard demonstrated her commitment to higher education through her support of *60x30TX* and through her visits to Texas colleges and universities, particularly in the Metroplex;

**NOW THEREFORE BE IT RESOLVED**, that the members of the Texas Higher Education Coordinating Board, on this 26th day of April, 2018, express our deepest appreciation to Janelle Shepard for her distinguished service as an influential member of this Board and her unwavering dedication to higher education for all the people of Texas; and

**BE IT FURTHER RESOLVED**, that the resolution be included in the minutes, and that a copy of the resolution, signed by the board members of the Texas Higher Education Coordinating Board, be presented to Janelle Shepard in recognition of the high esteem in which she is held.



## ATTACHMENT B



## **Texas Higher Education Coordinating Board**

### **Resolution of Appreciation**

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

**WHEREAS**, Robert "Bobby" Jenkins Jr. was appointed to the board of the Texas Higher Education Coordinating Board (THECB) for a six-year term by Governor Rick Perry on September 1, 2011, named vice chair by Governor Perry in September 2013, and appointed as chair by Governor Greg Abbott on October 21, 2015; and

**WHEREAS**, during his term on the board, Mr. Jenkins served with great distinction not only as chair and vice chair of the THECB's board; but also as chair of the Committee on Affordability, Accountability and Planning; vice chair of the Agency Operations Committee; chair of the Task Force on Graduate Health Professions; and a member of the Committee on Academic and Workforce Success; and

**WHEREAS**, Mr. Jenkins' affability made him an extraordinary advocate for higher education in Texas, and the THECB benefited greatly from his advocacy, whether directed at legislators, educators, nonprofit and business leaders, regents and trustees in Texas; and

**WHEREAS**, his reputation as a well-respected and proven community leader and businessman in Austin brought more visibility to the agency, to *60x30TX*, and to the needs of college students, for whom he has been a caring advocate; and **WHEREAS**, Mr. Jenkins' support for innovation in higher education that increases opportunities for students, and his commitment to help make higher education possible for more Texas students; and

**WHEREAS**, he demonstrated his commitment to higher education in Texas through his support of *60x30TX*, including promoting new grants for the Texas Affordable Baccalaureate program; creating his own GenTX Decision Day video; and advocating for the higher education strategic plan at numerous meetings, conferences, and other events across Texas;

**NOW THEREFORE BE IT RESOLVED**, that the members of the Texas Higher Education Coordinating Board, on this 26th day of April, 2018, express our deepest appreciation to Robert "Bobby" Jenkins Jr. for his distinguished service as an influential member of this Board and his unwavering dedication to higher education for all the people of Texas; and

**BE IT FURTHER RESOLVED**, that the resolution be included in the minutes, and that a copy of the resolution, signed by the board members of the Texas Higher Education Coordinating Board, be presented to Robert "Bobby" Jenkins Jr. in recognition of the high esteem in which he is held.



## ATTACHMENT C



## **Texas Higher Education Coordinating Board**

### **Resolution of Appreciation**

#### ***Andrias R. "Annie" Jones***

**WHEREAS**, Andrias R. "Annie" Jones of McAllen, Texas, was appointed as the student representative to the board of the Texas Higher Education Coordinating Board (THECB) by Governor Greg Abbott for a term beginning June 1, 2017; and

**WHEREAS**, during her tenure on the board Ms. Jones served as an ex-officio member on the Agency Operations Committee; the Committee on Academic and Workforce Success; and the Committee on Affordability, Accountability and Planning; and

**WHEREAS**, the THECB values the input, ideas, and feedback from students on higher education policy, particularly those policies that have a direct impact on students; and

**WHEREAS**, Ms. Jones has exceeded expectations through her leadership, knowledge, professionalism, and participation at events, such as the Marketable Skills Conference, thereby helping further the state's progress toward the goals of *60x30TX*; and

**WHEREAS**, during her term, Ms. Jones made insightful and knowledgeable observations and comments, posed thoughtful questions, and sought clarifications and information on behalf of students across the state; and

**NOW THEREFORE BE IT RESOLVED**, that the members of the Texas Higher Education Coordinating Board, on the 26th day of April, 2018, express our deepest appreciation to Andrias R. "Annie" Jones for her distinguished service as an influential member of the Board and her unwavering dedication to higher education for all the people of Texas; and

**BE IT FURTHER RESOLVED**, that the resolution be included in the minutes, and that a copy of the resolution, signed by the board members of the Texas Higher Education Coordinating Board, be presented to Andrias R. "Annie" Jones in recognition of the high esteem in which she is held.



# **DRAFT**

## **TEXAS HIGHER EDUCATION COORDINATING BOARD MINUTES**

**Special Called Board Meeting  
1200 East Anderson Lane, Austin, Texas  
June 20, 2018**

**The Texas Higher Education Coordinating Board convened at 10:30 a.m. on June 20, 2018, with the following members present: Stuart Stedman, presiding; Arcilia Acosta; Javaid Anwar; Ricky Raven; John Steen; Donna Williams; and Welcome Wilson**

**Members absent: Fred Farias; Michael Plank; and Michelle Tran**

<b>AGENDA ITEM</b>	<b>ACTION</b>
I. Call to order: Opening Remarks	Mr. Stedman called the meeting of the Coordinating Board to order.
II. Public Testimony	No action required.
III. Consideration of adopting the staff recommendation relating to the Agency Strategic Plan for FY 2019-2023	Ms. Linda Battles, Deputy Commissioner for Agency Operations and Communications/COO presented the Agency Strategic Plan to the Board. On a motion by Mr. Steen, seconded by Mr. Raven, the Board approved the Agency Strategic Plan for FY 2019-2023.
IV. Adjournment	On a motion by Mr. Raven, seconded by Ms. Williams, the special called board meeting adjourned.

With no further business, the meeting adjourned at approximately 10:55 a.m.

Respectfully Submitted,

John Steen  
Secretary of the Board



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

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

- 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*)
- 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
- H. Proposed Rules:
  - (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
  - (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
  - (3) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter D, Sections 22.61-22.64, and proposed new Section 22.66 of the Board rules, concerning the Texas Public Educational Grant Program (TPEG)
  - (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
  - (5) Consideration of adopting the Committee's recommendation to the Board relating to the proposed repeal of Chapter 22, Subchapter F, Sections 22.113-22.116 of Board rules, concerning the Matching Scholarships to Retain Students in Texas Program
  - (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
  - (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

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

- C. Consideration of adopting the Committee's recommendation to the Board relating to the distribution of funds trusted to the Coordinating Board to support family practice residency programs for Fiscal Year 2019 and the report on trusted funds distributed in Fiscal Year 2018
- D. Consideration of adopting the Committee's recommendation to the Board relating to changes in the *Lower-Division Academic Course Guide Manual* (ACGM)

- G. Consideration of adopting the Committee's recommendation to the Board relating to the Open Educational Resources Report (*Senate Bill 810, 85th Texas Legislature, Regular Session*)
- H. Consideration of adopting the Committee's recommendation to the Board relating to the Report on the Autism Grant Program
- 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")
- 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
- K. Consideration of adopting the Committee's recommendation to the Board recommendation to the Committee relating to courses required for the General Drafting Program of Study
- L. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Biology Field of Study
- 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
- N. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Criminal Justice Field of Study
- O. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Political Science Field of Study
- P. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Psychology Field of Study
- Q. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Social Work Field of Study
- 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 *60x30TX*
- 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
- 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
- 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

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

- (1) Apply Texas Advisory Committee
- (2) Certification Advisory Council (CAC)
- (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

**XI. Matters relating to the Agency Operations Committee**

- 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)

## AGENDA ITEM IV-A

### Examining Male Enrollment and Success in Higher Education

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 examining the access, enrollment, and success of males in higher education in Texas.

A growing conversation in recent years surrounds the relative lack of success of young men in postsecondary education when compared to their female counterparts. As of 2015, 65 percent of men who recently graduated from high school were enrolled in college – as opposed to 72 percent of women. This represents the reversal of gender trends from the 1960s – in 1967, 57 percent of the same population of men enrolled in college, versus 47 percent of women (National Center for Education Statistics, 2015).

This trend of young women outpacing men in college enrollment and completion holds across socioeconomic classes. Richard Whitmire, author of *"Why Boys Fail: Saving Our Sons from an Educational System That's Leaving Them Behind"*, notes that boys may not be developmentally equipped to respond to early literacy initiatives. Girls, on the other hand, respond positively to such initiatives. This can lead to boys drawing the conclusion that school is for girls, resulting in disengagement from education at an early age. Whitmire's conclusion is echoed by research indicating that a pressure to be "masculine", when combined with a negative association of school with being "feminine", results in disengagement that can push boys out of the education pipeline (Institute for Policy Research Northwestern University, 2015). The Institute's research shows that this trend is more pronounced among low-income students and students of color.

Data show the state of Texas is making progress with this population, but it is not closing the gap fast enough. Reaching, enrolling, and graduating males is a goal that directly impacts and is part of the state's higher education strategic plan, *60x30TX*. Young male students must be prepared and ready to enter college.

Jerel Booker, J.D., Assistant Commissioner, College Readiness and Success, will give a brief introduction on agency targets for male completion rates and introduce invited panelists to provide a state and national perspective on this topic.

## AGENDA ITEM V-A

### Alamo Community College District – University Transfer Compact Partnership

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 the Alamo Community College District for its University Transfer Compact Partnership with Austin Community College and 15 universities.

Research has shown that students are more likely to complete a degree if they choose a program and develop an academic plan early on, have a road map of the courses they need to take to complete a program, and receive guidance and support to help them focus on the plan. Following the "guided pathways model," the goal of the University Transfer Compact Partnership is to ensure a clear pathway to the baccalaureate from the ninth grade to partner universities, and by doing so, reduce unnecessary courses and costs, reduce time to degree, increase retention and completion, and ensure greater access to the baccalaureate degree.

To these ends, compact partners have worked out transfer guides needed to align university degree requirements with community college courses. Elements related to program structure, support services, and instructional approaches have been redesigned and realigned to help students clarify their career and degree goals, choose and enter pathways that will achieve those goals, remain on those pathways to completion, and master knowledge and skills that will enable them to succeed in the job market and successfully pursue lifelong education.

As another aspect of providing guided pathways for students, the Alamo Community College District also has organized all its programs and courses into six Alamo Institutes that match students' areas of interests and career goals. Fully implemented for the Fall 2016 semester, there are six Alamo Institutes: Creative & Communication Arts; Business & Entrepreneurship; Health & Biosciences; Advanced Manufacturing & Logistics; Public Service; and Science & Technology. Each of the Institutes represents a career pathway that includes college courses in related academic programs, academic support, and learning opportunities outside of the classroom.

Dr. Bruce H. Leslie, Chancellor, and Dr. George Railey, Jr., Vice Chancellor of Academic Affairs and Student Success, Alamo Community College District, will make a presentation on the University Transfer Compact Partnership, provide an overview of the Alamo College Institutes, and suggest recommendations to "clear the path" of some identified barriers that can hinder students' successful achievement of their education goals.

## AGENDA ITEM VI-A

### Open Educational Resources

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 open educational resources, specifically OpenStax.

Open Educational Resources (OER) was a topic of interest in the 85th Texas Legislature that culminated in Senate Bill (SB) 810, authored by Senator Lois W. Kolkhorst. SB 810, now codified as Texas Education Code, Section 51.451, defines OER as “a teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits the free use, adaptation, and redistribution of the resource by any person. The term may include full course curricula, course materials, modules, textbooks, media, assessments, software, and any other tools, materials, or techniques, whether digital or otherwise, used to support access to knowledge.” OER has great potential to contribute to all of the goals of *60x30TX*, particularly the student debt goal, as OER materials are free and open access.

OpenStax is a nonprofit educational technology initiative based at Rice University with a mission to improve student access to education and to high-quality learning materials at little to no cost. Their first peer-reviewed, openly licensed college textbook was published in 2012, and their library has since scaled to 40 books in math, science, social sciences, and humanities for college and AP courses used by hundreds of thousands of students. All textbook content is licensed such that instructors are free to use, adapt, and remix the content, as long as they attribute OpenStax.

A number of institutions in Texas participate in or lead OER and similar efforts. While widespread adoption of OER in the state remains nascent, SB 810 and its implementation provide evidence that legislators and education stakeholders desire to grow adoption efforts. In addition to featuring OpenStax, this discussion will consider advantages and challenges of using open educational resources at institutions of higher education in the state to support the goals of *60x30TX*.

Judith Sebesta, Ph.D., Education Consultant, will provide a brief overview of OER in Texas. Daniel Williamson, Managing Director, OpenStax, Rice University, will provide a brief presentation on OpenStax. Both will be available to answer questions.

## AGENDA ITEM VII-A

### Status Update for the Texas Higher Education Foundation

RECOMMENDATION: No action required

#### Background Information:

Founded in 2001, the Texas Higher Education Foundation (formerly named the College for All Texans Foundation) serves as the nonprofit fundraising arm for the Texas Higher Education Coordinating Board. The Texas Higher Education Foundation's mission is to foster and further evidence-based initiatives that positively impact postsecondary outcomes in Texas. To date, trustees and staff have raised over \$21 million.

Neal W. Adams, Chairman and President of the Texas Higher Education Foundation, will present this item. Heather A. Marsh, Executive Director of the Texas Higher Education Foundation, will be available to respond to any questions.

# TEXAS HIGHER EDUCATION FOUNDATION

## SUPPORTING 60x30TX – A TEXAS-BOLD PLAN FOR A TEXAS-BOLD FUTURE



Founded in 2001, the Texas Higher Education Foundation proudly serves as the nonprofit 501(c)(3) fundraising arm for the Texas Higher Education Coordinating Board. To date, the Foundation has raised over \$22 million to advance the state's strategic higher education goals.

### MISSION:

The Foundation's mission is to foster and further evidence-based initiatives that positively impact postsecondary outcomes in Texas.

### EXAMPLES OF FUNDED PROGRAM SUPPORT:

- Michael & Susan Dell Foundation
  - \$955,100 to support the development and implementation of Texas Affordable Baccalaureate (TAB) programs (2017)
- Bill and Melinda Gates Foundation
  - \$701,382 to support the sharing of data elements aligned with the 60x30TX plan (2016)
  - \$498,410 to identify and showcase best practices for supporting students with 'Emergency Aid' (2016)
- Houston Endowment
  - \$500,000 to support a Dual Credit Research Study (2016)
- Kresge Foundation
  - \$300,000 to support the development and implementation of Texas Affordable Baccalaureate (TAB) programs (2016)

### RECENT HIGHLIGHTS OF THE FOUNDATION:

- In September 2017, the Foundation was awarded "Platinum Status" (the highest level of recognition) by GuideStar, the premier nonprofit ranking website. As stated by GuideStar, "the Foundation has demonstrated its commitment to transparency and to giving donors and supporters meaningful information."
- In October 2017, the Foundation's Board of Trustees voted to change the name of the Foundation from College for All Texans Foundation to the Texas Higher Education Foundation.



### BOARD OF TRUSTEES:

<b>Neal W. Adams</b> <i>Chairman and President</i> Grapevine, Texas	<b>Lorraine Perryman</b> <i>Vice President</i> Odessa, Texas	<b>Elaine Mendoza</b> <i>Secretary</i> San Antonio, Texas	<b>Raymond F. Messer, P.E.</b> <i>Treasurer</i> Houston, Texas
<b>Richard A. Box, D.D.S</b> Austin, Texas	<b>Fred Farias III, O.D., FAAO</b> McAllen, Texas	<b>H. Darryl Heath</b> Colleyville, Texas	<b>Fred W. Heldenfels IV</b> San Marcos, Texas
<b>Woody Hunt</b> El Paso, Texas	<b>Robert "Bobby" Jenkins, Jr.</b> Austin, Texas	<b>Beverly Volkman Powell</b> Burleson, Texas	<b>Stuart W. Stedman</b> Houston, Texas
	<b>John Steen</b> San Antonio, Texas	<b>Raymund A. Paredes, Ex-officio</b> Austin, Texas	



## AGENDA ITEM VII-B

### THECB-AIR Study on Dual Credit Education in Texas

RECOMMENDATION: No action required

#### 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 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.

Because of time constraints, this presentation will focus on analyses that examine the costs of delivering dual credit education, and the academic rigor of dual credit coursework.

AIR will release this report for public comment on July 26, 2018, and will collect feedback from stakeholders through August 27, 2018. During the 30-day public comment period, AIR will host a webinar for higher education and K-12 institutions in early August in order to: (1) gather institution feedback, (2) explain the process of providing formal feedback through public comment, and (3) share how AIR will use feedback to inform policy recommendations. The final report, which will include these policy recommendations, will be submitted for the Board's approval at the October Board meeting.

Dr. Trey Miller, Principal Researcher at AIR, will present findings from Phase II and be available for questions following his presentation.

## AGENDA ITEM VII-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

RECOMMENDATION: Adopt

### Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes amendments to Texas Administrative Code Rule 22.29, concerning the Provisions for the Tuition Equalization Grant (TEG) Program. To provide institutions greater flexibility in administering their state financial aid funds, the Coordinating Board proposes modifying the TEG allocation methodology by eliminating reallocations and implementing a biennial approach to the annual allocation process. Changes to this section are made in accordance with Senate Bill 215, passed by the 83rd Texas Legislature, Regular Session, which called for the Coordinating Board to engage institutions of higher education in a negotiated rulemaking process as described by Subchapter 2008, Government Code. The intent of the amendments is to incorporate into existing rule the changes and provisions developed by the Negotiated Rule-Making Committee.

Specifically, Section 22.22 concerning definitions has been amended to add the definitions of the terms Encumbered Funds and Forecast.

Section 22.29 is amended to add language that realigns wording within the subchapter. The word "Reallocation" has been stricken from the rule name and replaced with "Disbursement," and the term "Total TEG Need" has been replaced with its full definition in subparagraph 22.29 (b)(2). Subparagraph 22.29(b)(2)(B) specifies the data source for one of the criteria to be used in calculating the allocation base for each institution. Subparagraph 22.29(b)(2)(F) is amended to align the language with the definition of religious ministry as defined in this Chapter 22, Subchapter B.

New subparagraph 22.29(b)(9) adds language allowing for allocations to be calculated for both years of the biennium simultaneously (rather than annually) and will allow Board staff to forecast data used in allocating funds for the second year of the biennium.

Subsection 22.29(c) concerning reallocations has been stricken and replaced with guidelines for the disbursement of funds to institutions.

Subsection 22.29(d) has been amended and adds guidelines for how the Board will handle the reduction of funds after the start of a fiscal year or prior to the start of a fiscal year.

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

Date approved by the Commissioner for publication in the *Texas Register*: May 7, 2018.

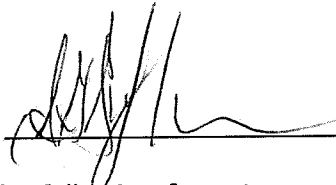
Date published in the *Texas Register*: May 18, 2018

The 30-day comment period with the *Texas Register* ended June 18, 2018.

No comments were received.

Legal Review:

Approval by the Office of General Counsel

 Date 6/28/18

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

CHAPTER 22 STUDENT FINANCIAL AID PROGRAMS  
SUBCHAPTER B PROVISIONS FOR THE TUITION EQUALIZATION GRANT PROGRAM

Rules

- 22.21. Authority and Purpose
- 22.22. Definitions
- 22.23. Institutions
- 22.24. Provisions that Apply Only to 2006 Revised TEG Program Students
- 22.25. Provisions that Apply Only to Original TEG Program Students
- 22.26. Award Amounts and Uses
- 22.27. Adjustments to Awards
- 22.28. Late Disbursements
- 22.29. Allocation and ~~Disbursement~~ [Reallocation] of Funds
- 22.30. Authority to Transfer Funds
- 22.31. Dissemination of Information and Rules
- 22.32. Reporting

22.21. No Changes.

22.22. Definitions.

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

(1) – (11) No Changes.

~~(12) Encumbered Funds – Funds ready for disbursal to the institution, based on the institution having submitted to the Board the required documentation to request funds~~

~~(13)~~[(12)] Enrollment on at least a half-time basis--For undergraduate students, enrolled for the equivalent of six or more semester credit hours per regular semester. For graduate students, enrolled for the equivalent of 4.5 or more semester credit hours per regular semester or enrolled for 50 percent of the normal full-time load of the student's program of study.

~~(14)~~[(13)] Enrollment on at least a three-fourths or three-quarters basis--For undergraduate students, enrolled for the equivalent of nine or more semester credit hours per regular semester. For graduate students, enrolled for the equivalent of six or more semester credit hours per regular semester or enrolled for 75 percent of the normal full-time load of the student's program of study.

~~(15)~~[(14)] Exceptional TEG need--An additional amount of TEG funds for which an undergraduate student may qualify on the basis of having an expected family contribution generated through the use of the federal methodology, less than or equal to the amount specified by the Board in accordance with Texas Education Code, §61.227(e).

~~(16)~~[(15)] Expected family contribution--The amount of discretionary

income that should be available to a student from his or her resources and that of his or her family, as determined following the federal methodology.

~~(17)~~[(16)] Full-time enrollment--For undergraduate students, enrollment for the equivalent of twelve or more semester credit hours per regular semester or term. For graduate students, enrollment for the equivalent of nine or more semester credit hours per regular semester or term or the normal full-time load of the student's program of study.

~~(18)~~[(17)] Financial need--The cost of attendance at a particular public or private institution of higher education less the expected family contribution. The cost of attendance and family contribution are to be determined in accordance with Board guidelines.

~~(19)~~[(18)] First TEG or first award--The first Tuition Equalization Grant ever awarded to and received by a specific student.

~~(20)~~ Forecast – The FORECAST function in Microsoft Excel.

~~(21)~~[(19)] Graduate student--A student who has been awarded a baccalaureate degree and is enrolled in coursework leading to a graduate or professional degree.

~~(22)~~[(20)] Gross need--An amount equal to a student's cost of attendance less expected family contribution generated through the use of the federal methodology.

~~(23)~~[(21)] Original TEG Program--The TEG program as authorized by statute prior to amendments adopted by the 79th Texas State Legislature in 2005 and which applies to students who were awarded their first TEG prior to September 1, 2005, including students awarded their first TEG prior to September 1, 2005 for the 2005-2006 academic year.

~~(24)~~[(22)] Period of enrollment--The semesters or terms within an academic year for which the student was enrolled in an approved institution and met all the eligibility requirements for an award through this program.

~~(25)~~[(23)] Private or independent institution--Any college or university defined as a private or independent institution of higher education by Texas Education Code, §61.003.

~~(26)~~[(24)] Program or TEG--The Tuition Equalization Grant Program.

~~(27)~~[(25)] Program maximum--The TEG Program award maximum determined by the Board in accordance with Texas Education Code, §61.227 (relating to Payment of Grant; Amount).

~~(28)~~[(26)] Program Officer--The individual named by each participating institution's chief executive officer to serve as agent for the Board. The Program Officer has primary responsibility for all ministerial acts required by the program, including the selection of recipients, maintenance of all records and preparation and submission of reports reflecting program transactions. Unless otherwise indicated by the administration, the director of student financial aid shall serve as Program Officer.

~~(29)~~~~[(27)]~~ Regular semester--A fall or spring semester, typically of 16 weeks duration.

~~(30)~~~~[(28)]~~ Religious ministry--Roles serving as clergy, religious leaders or similar positions within any sect or religious society, as demonstrated through ordination, licensure to preach, or other mechanisms particular to a given sect or society that are used to identify clergy, religious leaders or such similar positions.

~~(31)~~~~[(29)]~~ Residency Core Questions--A set of questions developed by the Coordinating Board to be used to determine a student's eligibility for classification as a resident of Texas, available for downloading through the Coordinating Board's website and incorporated into the ApplyTexas application for admission.

~~(32)~~~~[(30)]~~ Resident of Texas--A resident of the State of Texas as determined in accordance with Chapter 21, Subchapter B of this title (relating to Determination of Resident Status). Nonresident students who are eligible to pay resident tuition rates are not residents of Texas.

~~(33)~~~~[(31)]~~ Subsequent award--A TEG grant received in any academic year other than the year in which an individual received his or her first TEG award.

~~(34)~~~~[(32)]~~ TEG need--The basic amount of TEG funds that an eligible student could receive, subject to the limit in Texas Education Code §61.227(c).

~~(35)~~~~[(33)]~~ Total TEG need--The total amount of TEG funds that eligible students at an approved institution could receive if the program were fully funded.

~~(36)~~~~[(34)]~~ Tuition differential--The difference between the tuition paid at the private or independent institution attended and the tuition the student would have paid to attend a comparable public institution.

~~(37)~~~~[(35)]~~ Undergraduate student--An individual who has not yet received a baccalaureate degree.

22.23-22.28. No Changes.

22.29. Allocation and ~~Disbursement~~ [Reallocation] of Funds.

(a) Allocations for Fiscal Year 2019 and prior. Allocations for the TEG Program are to be determined on an annual basis as follows:

(1) – (8). No Changes.

(b) Allocations for Fiscal Year 2020 and later. Allocations for the TEG Program are to be determined on an annual basis as follows:

(1) All eligible institutions will be invited to participate; those choosing not to participate will be left out of the calculations for the relevant year.

(2) The allocation base for each institution choosing to participate will be its three-year average share of the total statewide amount of the ~~total amount of TEG funds that eligible students at an approved institution could receive if the program were fully funded~~ [Total TEG Need], subject to the limits in Texas Education Code, §61.227(c) and (e), based on the students who met the following criteria:

- (A) Enrollment on at least a three-fourths or three-quarters basis;
- (B) ~~An Expected Family Contribution, calculated using federal methodology, that results in [Completed either the FAFSA or TASFA and]~~ demonstrated Adjusted Gross Need greater than zero;
- (C) Maintain satisfactory academic progress in his or her program of study as required by §22.24(b) of this subchapter;
- (D) Classified as a Resident of Texas;
- (E) Be enrolled in an approved institution in an individual degree plan leading to a first associates degree, first baccalaureate degree, first master's degree, first professional degree, or first doctoral degree;
- (F) Not be enrolled in a degree plan that ~~is intended to lead [leads] to religious ministry [ordination, licensure to preach, or a career in church work];~~
- (G) Be required to pay more tuition than is required at a comparable public college or university and be charged no less than the tuition required of all similarly situated students at the institution; and
- (H) Not be a recipient of any form of athletic scholarship.

(3) - (8) No Changes.

~~(9) Allocations for both years of the state appropriations' biennium will be completed at the same time. For the allocations process of the second year of the state appropriations' biennium, the sources of data outlined in subsection (3) of this section will be utilized to forecast an additional year of data. This additional year of data, in combination with the two most recent years outlined in subsection (3), will be utilized to calculate the three-year average share outlined in subsection (2) of this section. Institutions will receive notification of their allocations for both years of the biennium at the same time.~~

~~(c) Disbursement of Funds to Institutions. As requested by institutions throughout the academic year, the Board shall forward to each participating institution a portion of its allocation of funds for timely disbursement to students. Institutions will have until the close of business on August 1 or the first working day thereafter if it falls on a weekend or holiday, to encumber program funds from their allocation. After that date, institutions lose claim to any funds in the current fiscal year not yet drawn down from the Board for timely disbursement to students. Funds released in this manner in the first year of the biennium become available to the institution for use in the second year of the biennium. Funds released in this manner in the second year of the biennium become available to the Board's program for utilization in grant processing. Should these unspent funds result in additional funding available for the next biennium's program, revised allocations, calculated according to the allocation methodology specified in this rule, will be issued to participating institutions during the fall semester.~~

~~[(c) Reallocations. Institutions will have until February 20 or the first workday thereafter if it falls on a holiday or the weekend to encumber the program funds that have been allocated to them. On that date, institutions lose claim to any funds not yet drawn down from the Board for immediate disbursement to students. The funds~~

released in this manner are available to the Board for reallocation to other institutions. If necessary for ensuring the full use of funds, subsequent reallocations may be scheduled until all funds are awarded and disbursed. }

(d) Reductions in Funding.

(1) If annual funding for the program is reduced after the start of fiscal year, the Board may take steps to help distribute the impact of reduced funding across all participating institutions by an across-the-board percentage decrease in all institutions' allocations [during the first year of a biennium, the Board may choose to forego reallocations to better distribute the reduction across the biennium].

(2) If annual funding is reduced prior to the start of a fiscal year [beginning of the second year of a biennium], the Board may recalculate the allocations according to the allocation methodology outlined in this rule for the affected fiscal year based on available dollars [take steps to help distribute the impact of reduced funding across all participating institutions by an across-the-board percentage decrease in all institutions' allocations].

22.30. - 22.32. No Changes.



## AGENDA ITEM VII-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

RECOMMENDTION: Adopt

### Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes amendments to §22.254 and §22.262 (Allocation and Disbursement of Funds – Community Colleges), concerning the Texas Educational Opportunity Grant (TEOG) Program. To provide institutions greater flexibility in administering their state financial aid funds, the Coordinating Board proposes modifying the TEOG allocation methodology by eliminating reallocations and implementing a biennial approach to the annual allocation process. Changes to these sections are made in accordance with Senate Bill 215, passed by the 83rd Texas Legislature, Regular Session, which called for the Coordinating Board to engage institutions of higher education in a negotiated rulemaking process as described by Chapter 2008, Government Code. The intent of the amendments is to incorporate into existing rule the changes and provisions developed by the Negotiated Rule-Making Committee.

Specifically, §22.254 concerning definitions has been amended to add the definitions of the terms Encumbered Funds and Forecast.

Section 22.262 is amended and renamed "Allocation and Disbursement of Funds – Public Junior Colleges." The term "Reallocation" has been stricken from the title. §22.262(a) specifies the data source and criteria to be used in calculating the allocation base for each institution.

New §22.262(a)(3) adds language allowing allocations to be calculated for both years of the biennium simultaneously (rather than annually) and will allow Board staff to forecast data for use in allocating funds for the second year of the biennium. §22.262(b) and §22.262(d) have been stricken from the rule and all subsequent sections have been renumbered accordingly.

New §22.262(b) (formerly §22.262(e)), describes the procedures for disbursing funds to the institutions under the new methodology.

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

Date approved by the Commissioner for publication in the *Texas Register*: May 7, 2018.

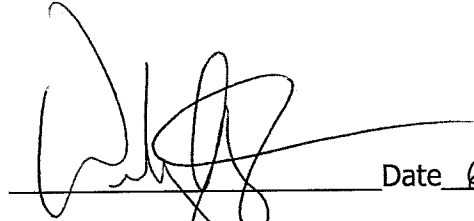
Date published in the *Texas Register*: May 18, 2018

The 30-day comment period with the *Texas Register* ended June 18, 2018.

No comments were received.

Legal Review:

Approval by the Office of General Counsel

 Date 6/26/18

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

CHAPTER 22 STUDENT FINANCIAL AID PROGRAMS  
SUBCHAPTER M TEXAS EDUCATIONAL OPPORTUNITY GRANT PROGRAM

Rules

- 22.253 Authority and Purpose
- 22.254 Definitions
- 22.255 Institutions
- 22.256 Eligible Students
- 22.257 Hardship Provisions
- 22.258 Priorities in Funding
- 22.259 Priority in Awards to Students
- 22.260 Award Amounts and Adjustments
- 22.261 Late Disbursements
- 22.262 Allocation and Disbursement [Reallocation] of Funds – Public Junior Colleges
- 22.263 Dissemination of Information and Rules

22.253-22.261. No Changes.

22.254. Definitions.

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

(1) – (11) No Change.

(12) Forecast – The FORECAST function in Microsoft Excel.

(13)[(12)] Initial year award--The grant award made in the student's first year in the Texas Educational Opportunity Grant Program, typically made up of a fall and spring disbursement.

(14)[(13)] Institution--A public junior college as defined in Texas Education Code, §61.003(2); a public technical institute as defined in Texas Education Code, §61.003(7); and a public state college as defined in Texas Education Code, §61.003(16).

(15)[(14)] Period of enrollment--The term or terms within the current state fiscal year (September 1-August 31) for which the student was enrolled in an approved institution and met all the eligibility requirements for an award through this program.

(16)[(15)] Program--The Texas Educational Opportunity Grant Program.

(17)[(16)] Program Officer--The individual named by each participating institution's chief executive officer to serve as agent for the Board. The Program Officer has primary responsibility for all ministerial acts required by the program, including maintenance of all records and preparation and submission of reports reflecting program transactions. Unless otherwise indicated by the administration, the director of student

financial aid shall serve as Program Officer.

~~(18)~~~~(17)~~ Resident of Texas--A resident of the State of Texas as determined in accordance with Chapter 21, Subchapter B of this title (relating to Determination of Resident Status). Nonresident students who are eligible to pay resident tuition rates are not residents of Texas.

~~(19)~~~~(18)~~ State-wide total cost of attendance--For allocation purposes, the aggregate sum of costs of attendance reported by participating eligible institutions in the most recent Financial Aid Database Report for each first-time-in-college student who meets the eligibility requirements listed in §22.262(b)(1) of this title.

22.262. Allocation and Disbursement ~~[Reallocation]~~ of Funds ~~– Public Junior Colleges~~.

(a) Allocations for public junior colleges for Fiscal Year 2016 and Later. Allocations are to be determined on an annual basis as follows:

(1) The allocation base for each eligible institution will be the number of students it reported in the most recent certified Financial Aid Database submission ~~[Report]~~ who met the following criteria:

(A) were classified as Texas residents,

(B) were enrolled as undergraduates half-time, three-quarter time or full-time,

~~[(C) completed either the FAFSA or the TASFA,] and~~

~~(C)~~~~(D)~~ have a 9-month Expected Family Contribution, calculated using federal methodology, less than or equal to the Federal Pell Grant eligibility cap for the year reported in the Financial Aid Database submission ~~[Report]~~.

(2) Each institution's percent of the available funds will equal its percent of the state-wide need as determined by multiplying each institution's enrollments by the respective award maximums of students who meet the criteria in subsection (a)(1) of this section.

(3) Beginning with allocations for Fiscal Year 2020, allocations for both years of the state appropriations' biennium will be completed at the same time. The three most recent certified Financial Aid Database submissions will be utilized to forecast the data utilized in the calculation of the allocation for the second year of the biennium. Institutions will receive notification of their allocations for both years of the biennium at the same time.

~~[(b) Allocations for public technical colleges and public state colleges for Fiscal Year 2016 and Later. Allocations are to be determined on an annual basis as follows:~~

~~(1) The allocation base for each eligible institution will be the number of students~~

it reported in the most recent Financial Aid Database Report who met the following criteria:

- (A) were classified as Texas residents,
- (B) were enrolled as undergraduates half time, three-quarter time or full-time,
- (C) completed either the FAFSA or the TASFA, and
- (D) have a 9-month Expected Family Contribution less than or equal to the Federal Pell Grant eligibility cap for the year reported in the Financial Aid Database Report.

(2) Each institution's percent of the available funds will equal its percent of the state-wide need as determined by multiplying each institution's enrollments by the respective award maximums of students who meet the criteria in subsection (b)(1) of this section.]

(4)[(c) Verification of Data for Fiscal Year 2016 and Later.] Allocation calculations will be shared with all participating institutions for comment and verification prior to final posting and the institutions will be given 10 working days, beginning the day of the notice's distribution and excluding State holidays, to confirm that the allocation report accurately reflects the data they submitted or to advise Board staff of any inaccuracies.

[(d) Reallocations. Institutions will have until the close of business on February 20 or the first working day thereafter if it falls on a weekend or a holiday to encumber the program funds that have been allocated to them. On that date, institutions lose claim to any unencumbered funds, and the unencumbered funds are available to the Board for reallocation to other institutions. For the institutions that request additional funds, reallocations for amounts up to the amount requested per institution will be calculated on the same basis as was used for the allocation for the relevant fiscal year. If necessary for ensuring the full use of funds, subsequent reallocations may be scheduled until all funds are awarded and disbursed.]

(b)[(e)] Disbursement of Funds to Institutions. As requested by institutions throughout the academic year [fall and spring terms], the Board shall forward to each participating institution a portion of its allocation of funds for timely disbursement [immediate release] to students [or immediate application to student accounts at the institution]. Institutions will have until the close of business on August 1, or the first working day thereafter if it falls on a weekend or holiday, to encumber program funds from their allocation. After that date, institutions lose claim to any funds in the current fiscal year not yet drawn down from the Board for timely disbursement to students. Funds released in this manner in the first year of the biennium become available to the institution for use in the second year of the biennium. Funds released in this manner in the second year of the biennium become available to the Board for utilization in grant processing. Should these unspent funds result in additional funding available for the next biennium's program, revised allocations, calculated according to the allocation methodology outlined in this rule, will be issued to participating institutions during the fall semester.

(c) Reductions in Funding.

(1) If annual funding for the program is reduced after the start of a fiscal year, the Board may take steps to help distribute the impact of reduced funding across all participating institutions by an across-the-board percentage decrease in all institutions' allocations.

(2) If annual funding is reduced prior to the start of a fiscal year, the Board may recalculate the allocations according to the allocation methodology outlined in this rule for the affected fiscal year based on available dollars.

~~[(f) Authority to Transfer Funds. Institutions participating in a combination of the Texas Educational Opportunity Grant and Texas College Work Study Programs, in accordance with instructions from the Board, may transfer in a given fiscal year up to the lesser of 10 percent or \$20,000 between these programs. This threshold is applied to the program from which the funds are being transferred.]~~

22.263. No Changes.

## AGENDA ITEM VII-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

RECOMMENDATION: Adopt

### Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes new rule 22.264 (Allocation and Disbursement of Funds – Public Technical and State Colleges) to Texas Administrative Code Subchapter M, concerning the Texas Educational Opportunity Grant Program. To provide institutions greater flexibility in administering their state financial aid funds, the Coordinating Board proposes modifying the TEOG allocation methodology by eliminating reallocations and implementing a biennial approach to the annual allocation process. Changes to these sections are made in accordance with Senate Bill 215, passed by the 83rd Texas Legislature, Regular Session, which called for the Coordinating Board to engage institutions of higher education in a negotiated rulemaking process as described by Chapter 2008, Government Code. The intent of the amendments is to incorporate into existing rule the changes and provisions developed by the Negotiated Rule-Making Committee.

Specifically, new Section 22.264 establishes the rules pertaining to the new TEOG allocation methodology and disbursement of funds for public technical and state colleges. Language is added that specifies the data source and criteria to be used in calculating the allocation base for each institution, allows for allocations to be calculated for both years of the biennium simultaneously (rather than annually), and will allow Board staff to forecast data for use in allocating funds for the second year of the biennium. This section also describes the procedures for disbursing funds to the institutions under the new methodology.

Subsection 22.264(c) adds guidelines for how the Coordinating Board will handle the reduction of funds after the start of a fiscal year or prior to the start of a fiscal year.

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

Date approved by the Commissioner for publication in the *Texas Register*: May 7, 2018.

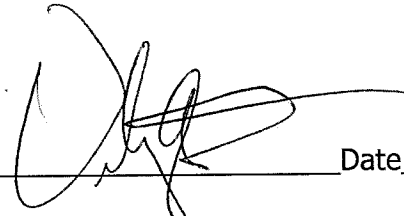
Date published in the *Texas Register*: May 18, 2018

The 30-day comment period with the *Texas Register* ended June 18, 2018.

No comments were received.

Legal Review:

Approval by the Office of General Counsel

A handwritten signature in black ink, appearing to be 'J. H. [unclear]', written over a horizontal line.

Date 6/26/18

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.



CHAPTER 22 STUDENT FINANCIAL AID PROGRAMS  
SUBCHAPTER M TEXAS EDUCATIONAL OPPORTUNITY GRANT PROGRAM

## Rules

22.253 Authority and Purpose  
22.254 Definitions  
22.255 Institutions  
22.256 Eligible Students  
22.257 Hardship Provisions  
22.258 Priorities in Funding  
22.259 Priority in Awards to Students  
22.260 Award Amounts and Adjustments  
22.261 Late Disbursements  
22.262 Allocation and Reallocation of Funds  
22.263 Dissemination of Information and Rules  
22.264 Allocation and Disbursement of Funds – Public Technical and State Colleges

22.253-22.263. No Changes.

22.264. Allocation and Disbursement of Funds – Public Technical and State Colleges.

(a) Allocations for public technical colleges and public state colleges for Fiscal Year 2016 and Later. Allocations are to be determined on an annual basis as follows:

(1) The allocation base for each eligible institution will be the number of students it reported in the most recent certified Financial Aid Database submission who met the following criteria:

(A) were classified as Texas residents,

(B) were enrolled as undergraduates half-time, three-quarter time or full-time, and

(C) have a 9-month Expected Family Contribution, calculated using federal methodology, less than or equal to the Federal Pell Grant eligibility cap for the year reported in the Financial Aid Database submission.

(2) Each institution's percent of the available funds will equal its percent of the state-wide need as determined by multiplying each institution's enrollments by the respective award maximums of students who meet the criteria in subsection (a)(1) of this section.

(3) Beginning with allocations for Fiscal Year 2020, allocations for both years of the state appropriations' biennium will be completed at the same time. The three most recent certified Financial Aid Database submissions will be utilized to forecast the data utilized in the calculation of the allocation for the second year of the biennium.

Institutions will receive notification of their allocations for both years of the biennium at the same time.

(4) Verification of Data. Allocation calculations will be shared with all participating institutions for comment and verification prior to final posting, and the institutions will be given 10 working days, beginning the day of the notice's distribution and excluding State holidays, to confirm that the allocation report accurately reflects the data they submitted or to advise Board staff of any inaccuracies.

(b) Disbursement of Funds to Institutions. As requested by institutions throughout the academic year, the Board shall forward to each participating institution a portion of its allocation of funds for timely disbursement to students. Institutions will have until the close of business on August 1, or the first working day thereafter if it falls on a weekend or holiday, to encumber program funds from their allocation. After that date, institutions lose claim to any funds in the current fiscal year not yet drawn down from the Board for timely disbursement to students. Funds released in this manner in the first year of the biennium become available to the institution for use in the second year of the biennium. Funds released in this manner in the second year of the biennium become available to the Board for utilization in grant processing. Should these unspent funds result in additional funding available for the next biennium's program, revised allocations, calculated according to the allocation methodology outlined in this rule, will be issued to participating institutions during the fall semester.

(c) Reductions in Funding.

(1) If annual funding for the program is reduced after the start of a fiscal year, the Board may take steps to help distribute the impact of reduced funding across all participating institutions by an across-the-board percentage decrease in all institutions' allocations.

(2) If annual funding is reduced prior to the start of a fiscal year, the Board may recalculate the allocations according to the allocation methodology outlined in this rule for the affected fiscal year based on available dollars.

## AGENDA ITEM VII-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

RECOMMENDTION: Adopt

### Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes amendments to Texas Administrative Code Sections 22.226 and 22.236 (Allocation and Reallocation of Funds) concerning the Toward EXcellence, Access, and Success (TEXAS) Grant Program. To provide institutions greater flexibility in administering their state financial aid funds, the Coordinating Board proposes modifying the TEXAS Grant Program allocation methodology by eliminating reallocations. Changes to this section are made in accordance with Senate Bill 215, passed by the 83rd Texas Legislature, Regular Session, which called for the Coordinating Board to engage institutions of higher education in a negotiated rulemaking process as described by Chapter 2008, Government Code. The intent of the amendments is to incorporate into existing rule the changes and provisions developed by the Negotiated Rule-Making Committee.

Specifically, Section 22.226 concerning definitions has been amended to add the definition of the term Encumbered Funds.

Section 22.236 is amended and renamed "Allocation and Disbursement of Funds." The term "Reallocation" has been stricken from the title.

Subsection 22.236(a) concerning allocations for Fiscal Year 2016 is no longer relevant and has been stricken from the rule.

Subsection 22.236(b) has been renumbered as 22.236(a) and amends language for the allocation of grant-funding. New subsection 22.236(a)(1), formerly 22.236(b)(1), is amended to clarify the data source and criteria to be used in calculating the allocation base. The former Subsection 22.236(b)(2), concerning FY2017 and FY2018 allocations and reallocations, has been stricken from the rule as it is no longer relevant. New subsection 22.236(a)(2), formerly 22.236(b)(3) is amended, and now indicates August 1 as the new deadline for certain institutions to submit requests for reimbursement of TEXAS Grant awards for eligible students. All subsequent sections have been renumbered accordingly.

New subsubsection 22.236(b), formerly 22.236(d), describes the procedures for disbursing funds to the institutions now that reallocations have been eliminated. All subsequent sections have been renumbered accordingly.

New subsection 22.236(c) adds guidelines for how the Coordinating Board will handle the reduction of funds after or before the start of a fiscal year, and strikes language concerning reallocations as it is no longer relevant.

Subsection 22.236(e) concerning release of funds to students is unrelated to allocations and is stricken from the rule, and will be relocated to Section 22.234, concerning Award Amounts and Adjustments.

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

Date approved by the Commissioner for publication in the *Texas Register*: May 7, 2018.

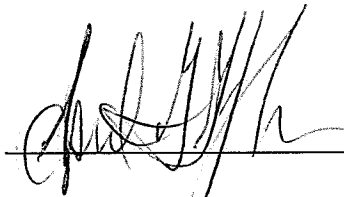
Date published in the *Texas Register*: May 18, 2018

The 30-day comment period with the *Texas Register* ended June 18, 2018.

No comments were received.

Legal Review:

Approval by the Office of General Counsel

 Date 6/28/18

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

CHAPTER 22 STUDENT FINANCIAL AID PROGRAMS  
SUBCHAPTER L TOWARD EXCELLENCE, ACCESS, AND SUCCESS (TEXAS) GRANT  
PROGRAM

Rules

- 22.225 Authority and Purpose
- 22.226 Definitions
- 22.227 Institutions
- 22.228 Eligible Students
- 22.229 Satisfactory Academic Progress
- 22.230 Discontinuation of Eligibility or Non-Eligibility
- 22.231 Hardship Provisions
- 22.232 Priorities in Funding
- 22.233 Priority in Awards to Students
- 22.234 Award Amounts and Adjustments
- 22.235 Late Disbursements
- 22.236 Allocation and Disbursement [~~Reallocation~~] of Funds
- 22.237 Funds Provided from Student Deposit Fees
- 22.238 Funds Provided through Gifts and Donations
- 22.239 Authority to Transfer Funds
- 22.240 Dissemination of Information and Rules
- 22.241 Tolling of Eligibility for Initial Award
- 22.242 Reports to the TEXAS Grant Oversight Committee

22.225. No Changes.

22.226. Definitions.

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

(1) – (9) No Changes.

(10) Encumbered Funds – Funds ready for disbursal to the institution, based on the institution having submitted to the Board the required documentation to request funds.

(11)[(10)] Enrolled on at least a three-quarter basis--Enrolled for the equivalent of nine undergraduate semester credit hours in a regular semester.

(12)[(11)] Entering undergraduate--A student enrolled in the first 30 semester credit hours or their equivalent, excluding hours taken during dual enrollment in high school and courses for which the student received credit through examination.

(13)[(12)] Expected family contribution--The amount of discretionary income that should be available to a student from his or her resources and that of his or her family, as determined following the federal methodology.

~~(14)~~~~(13)~~ Financial Aid Advisory Committee--An advisory committee for the Board, authorized in Texas Education Code, §61.0776 and charged with providing the Board advice and recommendations regarding the development, implementation and evaluation of state financial aid programs for college students.

~~(15)~~~~(14)~~ Financial need--The cost of attendance at a particular public or private institution of higher education less the expected family contribution. The cost of attendance and family contribution are to be determined in accordance with Board guidelines. Federal and state veterans' educational and special combat pay benefits are not to be considered in determining a student's financial need.

~~(16)~~~~(15)~~ Foundation high school program--The curriculum specified in the Texas Education Code, §28.025, as it exists after the passage of House Bill 5 by the 83rd Legislature, Regular Session, and the rules promulgated thereunder by the State Board of Education.

~~(17)~~~~(16)~~ General Academic Teaching Institution--As the term is defined in Texas Education Code, §61.003.

~~(18)~~~~(17)~~ Honorably discharged--Released from active duty military service with an Honorable Discharge, General Discharge under Honorable Conditions, or Honorable Separation or Release from Active Duty, as documented by the Certificate of Release or Discharge from Active Duty (DD214) issued by the Department of Defense.

~~(19)~~~~(18)~~ Initial year award--The grant award made in the student's first year in the TEXAS Grant program, typically made up of a fall and spring disbursement.

~~(20)~~~~(19)~~ Institution of Higher Education or Institution--Any public technical institute, public junior college, public senior college or university, medical or dental unit or other agency of higher education as defined in Texas Education Code, §61.003(8).

~~(21)~~~~(20)~~ Medical or dental unit--As the term is defined in Texas Education Code, §61.003.

~~(22)~~~~(21)~~ Period of enrollment--The term or terms within the current state fiscal year (September 1-August 31) for which the student was enrolled in an eligible institution and met all the eligibility requirements for an award through this program.

~~(23)~~~~(22)~~ Prior-prior year--For allocation purposes, the state fiscal year that began two years earlier than the fiscal year for which the allocation is being calculated.

~~(24)~~~~(23)~~ Priority Model--The additional academic requirements for priority consideration for an initial year TEXAS grant award for persons who graduate from high school on or after May 1, 2013 and enroll in a general academic teaching institution in the 2013-2014 academic year or enroll in a medical or dental unit or general academic teaching institution other than a state college in fall 2014 or later, as described in §22.228 of this title (relating to Eligible Students).

~~(25)~~~~(24)~~ Program Officer--The individual named by each participating institution's chief executive officer to serve as agent for the Board. The Program Officer has primary responsibility for all ministerial acts required by the program, including maintenance of all records and preparation and submission of reports reflecting program transactions. Unless otherwise indicated by the administration, the director of student financial aid shall serve as Program Officer.

~~(26)~~~~(25)~~ Public state college--As the term is defined in Texas Education Code, §61.003.

~~(27)~~~~(26)~~ Recommended or advanced high school programs--The curriculum specified in the Texas Education Code, §28.025 as it existed as of January 1, 2013, and the rules promulgated thereunder by the State Board of Education.

~~(28)~~~~(27)~~ Required fees--A mandatory fee (required by statute) or discretionary fee (authorized by statute, imposed by the governing board of an institution) and that an institution charges to a student as a condition of enrollment at the institution or in a specific course.

~~(29)~~~~(28)~~ Resident of Texas--A resident of the State of Texas as determined in accordance with Chapter 21, Subchapter B, of this title (relating to Determination of Resident Status). Nonresident students who are eligible to pay resident tuition rates are not residents of Texas.

~~(30)~~~~(29)~~ Target award amount--An award amount set by the Coordinating Board, in consultation with institutions participating in the TEXAS Grant Program, and used as the recommended average award amount for the TEXAS Grant Program for a biennium and in establishing renewal year allocations to institutions as described in §22.236(a)(1) of this title (relating to Allocation and Reallocation of Funds).

~~(31)~~~~(30)~~ Tuition--Statutory tuition, designated and/or Board-authorized tuition

22.227-22.235. No Changes.

22.236. Allocation and Disbursement ~~[Reallocation]~~ of Funds.

~~(a)~~~~(b)~~ Allocations for Fiscal Year 2017 and Later.

(1) The share of funds for each institution eligible to make both initial and continuation awards will equal:

(A) The number of Initial Award TEXAS Grant recipients at the institution in the Prior-Prior Year multiplied by the percentage of Initial Award TEXAS Grant recipients in the year prior to the Prior-Prior Year who received a Renewal Award in the Prior-Prior Year; plus the number of Renewal Award TEXAS Grant recipients at the institution in the Prior-Prior Year multiplied by the percentage of Renewal Award TEXAS Grant recipients in the year prior to the Prior-Prior Year who received a Renewal Award in the Prior-Prior Year, multiplied by the institution's average TEXAS Grant award in the Prior-Prior Year, up to the amount of the Target Award for the fiscal year for which allocations are occurring, plus

(B) The institution's proportions of the remaining appropriation is based on the sum of the number of students who were reported as a first time enrolling freshman; or an entering undergraduate transfer student who completed an associate's degree within the prior 12 months to enrolling; or an entering undergraduate transfer student who received an Initial TEOG award for the Fall 2014 semester or later, has completed at least 24 semester credit hours, and has earned an overall GPA of at least 2.5 on a four-point scale on all course work previously attempted; and

(i) were enrolled as undergraduate students and had not yet received a Bachelor's degree;

(ii) were identified as Texas residents;

(iii) were enrolled at least 3/4-time;

~~[(iv) filed a FAFSA or TASFA; and]~~

~~IV[(v)]~~ had a 9-month Expected Family Contribution, calculated using federal methodology, that was less than or equal to the cap established for TEXAS Grant in the Prior-Prior Year.

~~(2)~~~~[(3)]~~ Institutions who are only eligible to make continuation awards will not receive a specific allocation. Those schools will have until August 1 ~~[February 20]~~, or the first working day thereafter if it falls on a weekend or holiday, to submit for reimbursement any award for a student who is identified as eligible and is awarded a TEXAS Grant. Those awards will be funded through any unencumbered program funds.

~~[(2)]~~ No institution's annual allocations will be reduced by more than 7.5 percent of the prior year's annual allocation not including any reallocations that occurred in that prior year. This provision will apply to FY2017 and FY2018 allocations after which it will expire. Provisions of this subsection do not apply to allocation reductions resulting from reductions in state appropriations.]



~~(3)~~[(4)] The TEXAS Grant allocation spreadsheet will be provided to the institutions for review and the institutions will be given 10 working days, beginning the day of the notice's distribution and excluding State holidays, to confirm that the spreadsheet accurately reflects the data they submitted or to advise Board staff of any inaccuracies.

(a) ~~— Allocations for Fiscal Year 2016. Each institution's share of funds will equal the sum of:~~

~~(1) — Renewal Allocation: the institution's number of Initial Year (IY) TEXAS Grant recipients in the prior prior year, multiplied by the most recent 3-year rolling average of its Renewal Year (RY) recipients as a percent of its previous year IY recipients, multiplied by the target award amount; plus~~

~~(2) — Initial Allocation: the annual appropriation less the sum of all institutions' funds calculated in accordance with paragraph (1) of this subsection, multiplied by each institution's percentage share of:~~

~~(A) — entering students in the prior academic year who met the following criteria:~~

~~(i) — were identified as Texas residents; and~~

~~(ii) — enrolled at least 3/4 time; and~~

~~(iii) — have 9-month Expected Family Contributions that are less than or equal to the cap established for the academic year for which the funds will be awarded; plus~~

~~(B) first time grant recipients in the prior year who received IY TEXAS Grant awards based on:~~

~~(i) enrollment in an upper level institution within 12 months of the receipt of an associate's degree; or~~

~~(ii) enrollment in an upper level institution after receiving an Initial Year award through the Texas Educational Opportunity Grant (TEOG) Program in fall 2014 or later.~~

~~(3) The TEXAS Grant allocation spreadsheet will be provided to the institutions for review and the institutions will be given 10 working days, beginning the day of the notice's distribution and excluding State holidays, to confirm that the spreadsheet accurately reflects the data they submitted or to advise Board staff of any inaccuracies.~~

~~(b)~~[(d)] Disbursement of Funds to Institutions. As requested by institutions throughout the academic year, the Board shall forward to each participating institution a portion of its allocation [annual allocations] of funds for timely disbursement to students [immediate release to students or immediate application to student accounts at the institution]. Institutions will have until the close of business on August 1, or the first

working day thereafter if it falls on a weekend or holiday, to encumber program funds from their allocation. After that date, institutions lose claim to any funds in the current fiscal year not yet drawn down from the Board for timely disbursement to students. Funds released in this manner in the first year of the biennium become available to the institution for use in the second year of the biennium. Funds released in this manner in the second year of the biennium become available to the Board for utilization in grant processing. Should these unspent funds result in additional funding available for the next biennium's program, revised allocations, calculated according to the allocation methodology outlined in this rule, will be issued to participating institutions during the fall semester.

**(c) Reductions in Funding.**

(1) If annual funding for the program is reduced after the start of a fiscal year, the Board may take steps to help distribute the impact of reduced funding across all participating institutions by an across-the-board percentage decrease in all institutions' allocations.

(2) If annual funding is reduced prior to the start of a fiscal year, the Board may recalculate the allocations according to the allocation methodology outlined in this rule for the affected fiscal year based on available dollars.

(c) — Reallocations. Institutions will have until February 20 or the first working day thereafter if it falls on a weekend or holiday to encumber the program funds that have been allocated to them. On that date, institutions lose claim to any funds not yet drawn down from the Board for immediate disbursement to students, and the funds released in this manner are available to the Board for reallocation to other institutions. Reallocated funds will be distributed among institutions requesting funds using the same basis as was used for the allocation of funds, but no institution will receive more funds than it requested. If necessary for ensuring the full use of funds, subsequent reallocations may be scheduled until all funds are awarded and disbursed.

(e) Release of Funds to Students. The institution may release all or part of the proceeds of a TEXAS Grant to an eligible person only if the tuition and required fees incurred by the person at the institution have been paid.

22.237. – 22.242. No Change.

## 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

Consideration of adopting the Committee's recommendation to the Board relating to approval of the 60x30TX progress report

RECOMMENDATION:           Approval

### Background Information:

Biennially, as required by Texas Education Code, Section 61.051 (a-3), the Texas Higher Education Coordinating Board must prepare a report that assesses the state's progress in meeting the goals established in the state's long-range master plan, 60x30TX. The report must recommend legislative action, including statutory or funding changes, to assist the state in meeting plan goals and is required to include updates on implementation strategies provided for in the long-range master plan under Subsection (a-1). To monitor progress towards the goals and keep a timely focus on areas that may need additional attention, the agency prepares the progress report on an annual basis for presentation to the Board at its summer meeting.

The third progress report includes progress to date on the goals and targets in the plan. It also provides information about media coverage and other activities to promote the plan and progress toward implementing statewide and regional strategies to help achieve the plan goals. An update on recommendations being prepared for the 86th Texas Legislature in support of the 60x30TX plan goals is also included in the report.

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

## AGENDA ITEM IX-D

### 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 Medical Branch at Galveston <i>Construct League City Campus Expansion 2017</i>	\$178,800,000	NA <sup>1</sup>	Yes	No	Yes
Texas A&M Health Science Center (TRB) <i>Construct Medical Research and Education Building 2</i>	\$127,500,000	NA <sup>1</sup>	Yes	Yes	No <sup>2</sup>
Texas A&M University-Kingsville (TRB) <i>Construct Education Complex</i>	\$61,548,770	No	Yes	Yes	No <sup>3</sup>
Texas A&M University <i>Construct Music Activities Center</i>	\$42,500,000	Yes	Yes	Yes	Yes
Tarleton State University (TRB) <i>Construct Southwest Metroplex Building</i>	\$40,800,000	Yes	Yes	Yes	Yes
West Texas A&M University <i>Renovate Energy Consumption Reduction Project WTAMU</i>	\$15,130,500	NA	Yes	Yes	NA

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1 Space Usage Efficiency is not calculated for Health Related Institutions (HRI).

2 This project does not meet the parking efficiency of 400 square feet per space.

3 This project meets the building efficiency for the Education complex building but not for the Central Utility Plant (CUP). The CUP would be generally considered mechanical space and therefore would have no assignable space to contribute to the overall efficiency of the Complex.

Guidelines Used for Capital Project Reviews				
Project Type	Space Usage	Space Need	Cost	Building Efficiency
<b>New Construction and Addition</b>	Space Usage Efficiency (SUE) score of: <ul style="list-style-type: none"> <li>• 75 points in the classroom score for classroom type facilities</li> <li>• 75 points in the class laboratory score for lab type facilities</li> <li>• 150 points overall for all others</li> </ul>	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"> <li>• Classroom and general – 0.60</li> <li>• Office – 0.65</li> <li>• Clinical, diagnostic support labs, and technical research – 0.50</li> </ul> For parking structures: <ul style="list-style-type: none"> <li>• Automobile – 400 SF per space</li> <li>• Boathouses – 500 SF per space</li> <li>• Airplanes – 3,000 SF per space</li> </ul>
<b>Repair and Renovation (including repairs and renovations as part of a real property purchase)</b>	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
<b>Real Property Purchases</b>	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-E

### Update on Preparations for the 86th Texas Legislative Session

RECOMMENDATION: No action required

#### Background Information:

The 86th Texas Legislature will convene on January 9, 2019. This will be the second Texas legislative session held during the timeframe of *60x30TX*, and the actions taken by this Legislature will be crucial for making progress toward achieving the plan's long-range goals.

Mr. John Wyatt, Director for External Relations, will provide a brief presentation regarding interim activities in preparation for the legislative session and will be available to answer questions.

## AGENDA ITEM IX-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*)

RECOMMENDATION: Approval

### Background Information:

The Texas Legislature established the Toward Excellence, Access, and Success (TEXAS) Grant Program in 1999 (Texas Education Code, Section 56.301) to provide assistance to academically prepared high school graduates with financial need to pursue higher education.

Senate Bill 28, 82nd Texas Legislature, Regular Session and Texas Education Code, Section 56.311(c-1) requires the Texas Higher Education Coordinating Board to provide by September 1 of each year a report regarding the operation of the TEXAS Grant Program to the governor, lieutenant governor, speaker of the House of Representatives, and the Senate Higher Education Committee members. The report regarding the operation of the TEXAS Grant Program, include the following information from the three preceding state fiscal years:

- Allocations of TEXAS Grants by eligible institution, disaggregated by initial and subsequent awards
- The number of TEXAS Grants awarded to students, disaggregated by race, ethnicity, and expected family contribution
- Disaggregated by race, ethnicity, and expected family contribution, and reported both on a statewide basis, and for each eligible institution, the number of TEXAS Grants awarded to students who meet:
  - only the eligibility criteria described by Section 56.304 (relating to *Basic Eligibility requirements*); or
  - the eligibility criteria described by Section 56.3041(2)(A) (relating to Priority Model requirements).
- The persistence, retention, and graduation rates of students receiving TEXAS Grants.

A draft of the TEXAS Grant report will be provided under separate cover.

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

## AGENDA ITEM IX-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

RECOMMENDATION: Appoint student representative

#### Background Information:

Texas Education Code, Section 61.071 directs the Coordinating Board to appoint student representatives to various advisory committees. This agenda item relates to the appointment of a student representative to the Financial Aid Advisory Committee.

The term of membership for student members of this committee starts June 1, 2018, and ends May 31, 2020.

The Coordinating Board did not receive any applications from two-year public institutions of higher education during the initial application period. A subsequent application was received which met the minimum criteria and the additional criteria for consideration:

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

The recommended student representative is listed on the following page.

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

The **Financial Aid Advisory Committee** consists of financial aid practitioners, public school counselors, and other persons employed in the non-profit sector in roles with responsibility for advising students regarding financial aid. The Committee meets at the Coordinating Board approximately four times a year between March and December. The Committee provides the Board with advice and recommendations regarding the development, implementation, and evaluation of state financial aid programs for college students.

**Finalist: Marilyn Abedrabbo**

**Ms. Abedrabbo is a student at Collin County Community College. She is seeking an Associate of Applied Science (AAS) degree in business office support system.**

B

AGENDA ITEM IX-H (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.

Recommendation: Approval

Background Information:

Administratively repealing the existing Sections 21.1, 21.3, 21.9, and 21.10 of Chapter 21, Subchapter A, General Provisions, and readopting them in Chapter 22, Student Financial Aid Programs, places the rules that relate to student financial aid programs into the appropriate chapter within the Texas Administrative Code.

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

Date approved by the Commissioner for publication in the *Texas Register*: May 7, 2018.

Date published in the *Texas Register*: May 18, 2018

The 30-day comment period with the *Texas Register* ended June 18, 2018.

No comments were received.

Legal Review:

Approval by the Office of General Counsel K. Com Date 6/28/18

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

CHAPTER 21 STUDENT SERVICES  
SUBCHAPTER A GENERAL PROVISIONS

- ~~{21.1. Fund Requirements for Student Loan Bonds Interest and Sinking Fund}~~
- 21.2. Determination of Tuition Rate for Nonresident and Foreign Students
- ~~{21.3. Loan Repayment Deferral for Emergency Loans for Tuition, Mandatory Fees and Textbooks Made Under Texas Education Code, §56.051 for Students Who Enroll in Graduate or Professional Degree Programs}~~
- 21.4. Collection of Tuition
- 21.5. Refund of Tuition and Fees at Public Community/Junior and Technical Colleges
- 21.6. Student Compliance with Selective Service Registration
- 21.7. Tuition and Fee Definitions
- 21.8. Definition of Student Financial Need
- ~~{21.9. Exclusion of Certain Resources in Determining Need for State Aid}~~
- ~~21.10. Priority Deadline for Applying for State Aid}~~

~~21.1. Fund Requirements for Student Loan Bonds Interest and Sinking Fund~~

~~(a) — There shall be deposited into the interest and sinking fund the following.~~

~~(1) — Money received in each Fiscal Year as repayment of student loans granted under the General Provisions of the Student Financial Assistance Act of 1975. The accumulated amount for all outstanding bonds at each fiscal year end shall be sufficient to pay the interest on and principal due in the ensuing fiscal year.~~

~~(2) — Money transferred by the Board from the Student Loan Auxiliary Fund to the extent permitted by law, including Subchapter F of the General Provisions of the Student Financial Assistance Act of 1975, the Interest and Sinking Fund in the event funds on deposit in the Interest and Sinking Fund are insufficient to pay principal of and interest on any of previously issued bonds and additional bonds; and to the extent permitted by law, including Subchapter F of the General Provisions of the Student Financial Assistance Act of 1975, to transfer to other funds and accounts established by the Board to comply with covenants related to maintaining the tax-exempt status of the bonds.~~

~~(3) — Accrued interest earned by the interest and sinking account, if any.~~

~~(4) — In the event funds on deposit in the Interest and Sinking Fund are insufficient to pay principal of and interest on any of all outstanding bonds at year end, money required by the Constitutional Provision and the General Provisions of the Student Financial Assistance Act of 1975 is to be transferred into the Interest and Sinking Fund by the Comptroller out of first moneys coming into the State Treasury in each Fiscal Year not otherwise appropriated by the State Constitution.~~

~~(b) The board may transfer funds, in excess of the ensuing fiscal year requirement above, to the Texas Opportunity Plan Fund or the Student Loan Auxiliary Fund at the beginning of each ensuing fiscal year.~~

21.2. Determination of Tuition Rate for Nonresident and Foreign Students.

(a) Prior to January 1 of each calendar year in which the academic year begins, or as soon thereafter as is practicable, the Coordinating Board shall determine the tuition rate for nonresident and foreign students enrolled in general academic teaching and health-related institutions except in programs leading to a D.D.S., M.D., D.O., D.V.M., or law degree, and report the rate to the appropriate institutions.

(b) The rate set per semester credit hour is to equal the average of the nonresident undergraduate tuition charged to a resident of this state at a public state university in each of the five most populous states other than Texas.

~~[21.3. Loan Repayment Deferral for Emergency Loans for Tuition, Mandatory Fees and Textbooks Made Under Texas Education Code, §56.051 for Students Who Enroll in Graduate or Professional Degree Programs.~~

~~(a) An institution may extend the time for repayment of loans for students who enroll in graduate or professional degree programs for up to three years, but not longer than one year beyond the time when the student fails to be enrolled in the institution on at least a half-time basis.~~

~~(b) An institution shall forgive an emergency loan to an individual who has been certified by a physician as being physically or mentally incapable of employment, resulting in a financial hardship that would make repayment infeasible. The physician's certification would need to indicate that the individual's extreme financial hardship condition is expected to continue and would likely make repayment infeasible for the succeeding five years.~~

~~(c) An institution shall maintain documentation justifying the deferral of repayments or the forgiveness of emergency loans for review by the State Auditor.]~~

21.4. Collection of Tuition.

(a) Unless a student's payment due date has been postponed due to pending disbursements of financial aid as described in subsection (b), of this section, the following conditions shall apply in the collection of tuition and/or tuition and fees at institutions of higher education and in the conducting of enrollment audits.

(1) On or before the dates for reporting official enrollments to the Texas Higher Education Coordinating Board each enrollment period, each community college shall collect in full from each student that is to be counted for formula funding purposes the amounts set as tuition by the respective governing boards.

(2) On or before the 20th class day for each regular semester and the 15th class day for each summer session, institutions other than community colleges shall collect from each student who is to be counted for state formula funding appropriations, the tuition and fees (mandatory and optional) established by state law or by the respective governing boards.

(3) Valid contracts with the United States government for instruction of eligible military personnel, approved financial assistance, and valid contracts with private business and public-service type organizations or institutions such as hospitals, may be considered as collected tuition and fees; the amount of collected tuition and fees may be adjusted pursuant to terms of the contract once actual collections are made.

(4) Returned checks must be covered by a transfer from a self-supporting auxiliary enterprise fund or other non-state fund source (e.g., food service, bookstore) within ten days of the date the institution receives the returned check in order for contact hours to be presented to the state for funding.

(5) Auxiliary enterprise or other non-state fund sources may not be reimbursed with state-provided funds.

(6) Institutions must retain records of individual student tuition or tuition and fee payment and returned checks for verification by the State Auditor.

(b) Payment Options for Students with Delayed Financial Aid.

(1) If an institution's financial aid office has awarded aid to a student but the institution has not received the relevant disbursements by the date that tuition and fees must be paid, the student's aid is delayed. If the student agrees to assign to the institution a portion of the awards equal to the amount of tuition and fees to be met with financial aid payments, the governing board may postpone the due date for the portion of the tuition and or tuition and fee payment that will be met through financial aid funds and the hours to be paid for with the financial aid may be counted for formula funding purposes.

(2) If, after the student's due date is postponed, the student becomes ineligible to receive one or more of the pending financial aid awards or the award amount is less than the amount of tuition and fees due, the governing board is to grant the student a repayment period for the unpaid amount that:

- (A) does not exceed 30 days,
- (B) allows for multiple payments, if necessary, and
- (C) entails a processing fee not to exceed 5 percent of the total amount to be collected.

(3) An institution may deny academic credits for hours completed in the semester or term if the student fails to pay the full tuition and fee amount by the end of the 30-day repayment period.

(c) A student paying tuition and fees by installments shall be granted the options of delayed payment outlined in subsection (b) of this section (relating to



Payment Options for Students with Delayed Financial Aid) if he or she is awaiting the disbursement of financial aid.

21.5. Refund of Tuition and Fees at Public Community/Junior and Technical Colleges.

(a) A community/junior or technical college, as soon as practicable, shall at a minimum refund mandatory fees and tuition in excess of the minimum tuition collected for courses from which the students drop or withdraw, according to the following schedule. For courses which meet on what the college considers a regular schedule, class days refer to the number of calendar days the institution normally meets for classes, not the days a particular course meets. For courses which meet on an unusual or irregular schedule, the college may exercise professional judgement in defining a class day. The indicated percentages are to be applied to the tuition and mandatory fees collected for each course from which the student is withdrawing. The college may not delay a refund on the grounds that the student may withdraw from the institution or unit later in the semester or term. The institution may assess a nonrefundable \$15 matriculation fee if the student withdraws from the institution before the first day of classes.

(1) Coordinating Board approved semester-length courses for which semester credit hours are awarded:

(A) A 100% refund is to be made for courses dropped prior to the first class day.

(B) During the fall or spring semester or comparable trimester:

(i) during the first 15 class days, 70%;

(ii) during the 16th through 20th class days, 25%;

(iii) after the 20th class day, none; and

(C) Six-week summer semester:

(i) during the first five class days, 70%;

(ii) during the sixth and seventh class days, 25%;

(iii) after the seventh class day, none.

(2) For flex entry and non-semester-length courses with a census date other than the 12th class day (fourth class day for a six-week summer semester):

(A) prior to the first class day, 100%;

(B) after classes begin, see table:

(b) A community/junior or technical college must follow the applicable refund policy outlined in subsection (a)(1) and (2) of this section for courses associated with any program which is approved for Title IV federal funding. The institution may determine a refund policy for any other program.

(c) Prior to the census date, community and technical colleges may allow hours to be dropped and re-added without penalty to the student if the exchange is an equal one. When the charges for dropped hours are greater than for the hours added, the refund policy outlined above is to be applied to the net charges being dropped. If

the charges for hours being added exceed the charges for hours being dropped, the student must pay the net additional charges.

(d) Separate withdrawal refund schedules may be established for optional fees such as intercollegiate athletics, cultural entertainment, parking and yearbooks.

(e) A community/junior or technical college shall refund tuition and fees paid by a sponsor, donor, or scholarship to the source rather than directly to the student who has withdrawn if the funds were made available through the institution.

(f) A community/junior or technical college may terminate student services and privileges, such as health services, library privileges, facilities usage, and athletic and cultural entertainment tickets when a student withdraws from the institution.

(g) If a student withdraws because the student is called into active military service, the institution, at the student's option, shall:

(1) refund the tuition and fees paid by the student for the semester in which the student withdraws;

(2) grant a student, who is eligible under the institution's guidelines, an incomplete grade in all courses by designating "withdrawn-military" on the student's transcript; or

(3) as determined by the instructor, assign an appropriate final grade or credit to a student who has satisfactorily completed a substantial amount of course work and who has demonstrated sufficient mastery of the course material.

21.6. Student Compliance with Selective Service Registration Repealed Date: 02/28/2018

21.7. Tuition and Fee Definitions.

The definitions found in Chapter 13, Subchapter H of this title (relating to Reporting of Tuition and Fees), are to be applied to all tuition and fee exemption and waiver programs provided under Texas Education Code, Chapter 54.

21.8. Definition of Student Financial Need.

Unless otherwise specified in statute or rule, a student's financial need is defined as the difference between the student's cost of attendance as determined by the institution and the student's expected family contribution as calculated using the United States Department of Education's federal methodology.

~~[21.9. Exclusion of Certain Resources in Determining Need for State Aid.~~

~~The right of a person to receive payments or benefits from the Higher Education Savings Plan, Prepaid Tuition Unit Undergraduate Education Program: Texas Tomorrow Fund II, or the Texas Save and Match Program, authorized in the Texas Education Code, Chapter 54, Subchapters G, H, or I, is not to be considered an asset of the person or otherwise included in the person's household income or other financial resources for purposes of determining the person's eligibility for a TEXAS grant or other state-funded financial assistance.~~

~~21.10. Priority Deadline for Applying for State Aid.~~

~~(a) — All general academic teaching institutions shall use March 15 as their priority application deadline for application for state financial assistance for the following year.~~

~~(b) The priority deadline is not to serve as a determination of eligibility for state financial assistance, but otherwise eligible students who apply on or before the deadline shall be given priority consideration for available state financial assistance before other applicants.]~~

B

AGENDA ITEM IX-H (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

Recommendation:    Approval

Background Information:

Proposed new Chapter 22, Subchapter A, Sections 22.5-22.8 relate Student Financial Aid Programs. These rules are currently located in Chapter 21, Student Services of Board rules. Administratively repealing these rules and readopting them in Chapter 22, Subchapter A, concerning General Provisions represents better cataloging for these rules and places them within the appropriate chapter of the Texas Administrative Code.

Proposed new Section 22.7 is added to Chapter 22, Subchapter A, to provide language that states the Coordinating Board's responsibility to disseminate general information and program rules for student financial aid programs described in Chapter 22.

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

Date approved by the Commissioner for publication in the *Texas Register*. May 7, 2018.

Date published in the *Texas Register*. May 18, 2018.

The 30-day comment period with the *Texas Register* ended June 18, 2018.

No comments were received.

Legal Review:

Approval by the Office of General Counsel  Date 6/28/18

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

CHAPTER 22 STUDENT FINANCIAL AID PROGRAMS  
SUBCHAPTER A GENERAL PROVISIONS

## Rules

- 22.1. Definitions
- 22.2. Timely Distribution of Funds
- 22.3. Student Compliance with Selective Service Registration
- 22.4. Records Retention
- 22.5. Exclusion of Certain Resources in Determining Need for State Aid
- 22.6. Priority Deadline for Applying for State Aid
- 22.7. Dissemination of Information and Rules
- 22.8. Fund Requirements for Student Loan Bonds Interest and Sinking Fund

22.1. - 22.4. No Change.

22.5. Exclusion of Certain Resources in Determining Need for State Aid.

The right of a person to receive payments or benefits from the Higher Education Savings Plan, Prepaid Tuition Unit Undergraduate Education Program: Texas Tomorrow Fund II, or the Texas Save and Match Program, authorized in the Texas Education Code, Chapter 54, Subchapters G, H, or I, is not to be considered an asset of the person or otherwise included in the person's household income or other financial resources for purposes of determining the person's eligibility for a TEXAS grant or other state-funded financial assistance.

22.6. Priority Deadline for Applying for State Aid.

(a) For academic year 2018-2019 and prior academic years, general academic teaching institutions shall use March 15 as their priority application deadline for application for state financial assistance.

(b) Beginning with academic year 2019-2020 and hereafter, all general academic teaching institutions shall use January 15 as the priority application deadline to receive state financial assistance.

(c) The priority deadline is not to serve as a determination of eligibility for state financial assistance, but otherwise eligible students who apply on or before the deadline shall be given priority consideration for available state financial assistance before other applicants.

22.7. Dissemination of Information and Rules.

The Board is responsible for publishing and disseminating general information and program rules for the programs described in this Chapter.

22.8. Fund Requirements for Student Loan Bonds Interest and Sinking Fund

(a) There shall be deposited into the interest and sinking fund the following.

(1) Money received in each Fiscal Year as repayment of student loans granted under the General Provisions of the Student Financial Assistance Act of 1975. The accumulated amount for all outstanding bonds at each fiscal year end shall be sufficient to pay the interest on and principal due in the ensuing fiscal year.

(2) Money transferred by the Board from the Student Loan Auxiliary Fund to the extent permitted by law, including Subchapter F of the General Provisions of the Student Financial Assistance Act of 1975, the Interest and Sinking Fund in the event funds on deposit in the Interest and Sinking Fund are insufficient to pay principal of and interest on any of previously issued bonds and additional bonds; and to the extent permitted by law, including Subchapter F of the General Provisions of the Student Financial Assistance Act of 1975, to transfer to other funds and accounts established by the Board to comply with covenants related to maintaining the tax-exempt status of the bonds.

(3) Accrued interest earned by the interest and sinking account, if any.

(4) In the event funds on deposit in the Interest and Sinking Fund are insufficient to pay principal of and interest on any of all outstanding bonds at year end, money required by the Constitutional Provision and the General Provisions of the Student Financial Assistance Act of 1975 is to be transferred into the Interest and Sinking Fund by the Comptroller out of first moneys coming into the State Treasury in each Fiscal Year not otherwise appropriated by the State Constitution.

(b) The board may transfer funds, in excess of the ensuing fiscal year requirement above, to the Texas Opportunity Plan Fund or the Student Loan Auxiliary Fund at the beginning of each ensuing fiscal year.

### AGENDA ITEM IX-H (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)

Recommendation: Approval

#### Background Information:

The proposed amendment to Chapter 22, Subchapter D, Section 22.61 (a) of Board rules updates the statutory reference to administrative authority. Amendments to Subsection 22.61(b) change the reference from "Texas Public Education Grant Programs" (TPEG) to "Texas Public Educational Grant and Emergency Tuition, Fees, and Textbook Loan Programs," and all subsequent references to TPEG have been stricken throughout the rule. The newly defined term "Program" has been added to proposed new Section 22.62, and all subsequent sections have been renumbered accordingly.

Subsection 22.63(b) (formerly Subsection 22.62(b)) adds proposed language specifying that funds generated through the Student Deposit Scholarship Program and the License Plate Insignia Scholarship Program are to be used to make grants to students.

Section 22.65 (formerly Section 22.64) updates the rule reference for certain emergency loans made under the authority of Texas Education Code (TEC), Section 56.051.

TEC Section 56.055 requires the Texas Higher Education Coordinating Board to adopt guidelines for determining that the public interest is served if a loan is forgiven. Proposed new Section 22.66 regarding Loan Repayment Deferral and Forgiveness has been added to the rule to align Board rules with federal requirements for the cancellation of federal loans due to a borrower's total and permanent disability. Current rules regarding loan repayment deferral and forgiveness for certain emergency loans (TEC, 56.051) are located in Subchapter A, Section 21.3, concerning General Provisions. Since Section 21.3 provides guidance to institutions administering emergency loans made from funds transferred from tuition set aside for Texas Public Educational Grant and Emergency Tuition, Fees, and Textbook Loan Programs, it is appropriate to relocate these rules to Chapter 22, Subchapter D, new Section 22.66. Section 21.3 will be proposed for repeal in June, 2018 by the Committee on Affordability, Accountability and Planning.

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

Date approved by the Commissioner for publication in the *Texas Register*: May 7, 2018.

Date published in the *Texas Register*: May 18, 2018

The 30-day comment period with the *Texas Register* ended June 18, 2018.

No comments were received.

Legal Review:

Approval by the Office of General Counsel K Cm Date 6/28/18

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.



## CHAPTER 22. STUDENT FINANCIAL AID PROGRAMS

SUBCHAPTER D. ~~[PROVISIONS FOR THE]~~ TEXAS PUBLIC EDUCATIONAL GRANT ~~AND~~  
EMERGENCY TUITION, FEES, AND TEXTBOOK LOAN PROGRAMS ~~[PROGRAM]~~

## Section

22.61. Authority and Purpose.

22.62. Definitions.22.63~~[22.62]~~. ~~[Participating]~~ Institutions.22.64~~[22.63]~~. Coordinating Board Responsibilities.22.65~~[22.64]~~. Use of Funds.22.66. Loan Repayment Deferral and Forgiveness.

22.61. Authority and Purpose.

(a) Authority. Authority for this subchapter is provided in the Texas Education Code, Chapter 56, Subchapter C ~~and D~~. These rules establish procedures to administer the subchapter as prescribed in the Texas Education Code, ~~§§56.031-56.055~~ [~~§56.034, and §§56.036–56.039~~].

(b) The purpose of the Texas Public Educational Grant and Emergency Tuition, Fees, and Textbook Loan Programs are [is] to provide need-based grants and emergency loans assistance ~~[of money]~~ to students attending public institutions of higher education in Texas.

22.62. Definitions. The following word and term, when used in this subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

Program – the Texas Public Educational Grant and Emergency Tuition, Fees, and Textbook Loan Programs.

22.63~~[22.62]~~. ~~[Participating]~~ Institutions.

(a) All institutions of higher education as defined in Texas Education Code, §61.003(8) shall set tuition revenues aside for making grants and/or emergency loans through the ~~[Texas Public Educational Grant]~~ Program; and

(b) Institutions may also use funds generated through the Student Deposit Scholarship program established in Texas Education Code, §54.5021 or through the License Plate Insignia Scholarship Program, Transportation Code, §504.615, to make need-based grants to students.

22.64~~[22.63]~~. Coordinating Board Responsibilities.

The Texas Higher Education Coordinating Board shall perform the following services with regard to the ~~[Texas Public Educational Grant]~~ Program:

(1) Collect and maintain copies of guidelines submitted by institutions for the administration of the ~~[Texas Public Educational Grant]~~ Program ~~[program]~~ on their campuses.

(2) Accept funds transferred to the Board by institutions for use in matching federal or state grant funds, assure such matching funds are used to assist institutions and students with the greatest financial need, and return any funds on deposit from institutions if matching funds are not available.

(3) Monitor institutional use of program funds and accept funds transferred to the Board by institutions which fail to fully utilize the grant funds set aside in accordance with ~~[Texas Public Educational Grant]~~ Program requirements. If an institution's year-end Program ~~[TPEG]~~ balance, including funds on deposit with the Board, exceeds 150 percent of the amount set aside from tuition, the excess funds shall be sent to the Board which shall use the funds for the Toward EXcellence, Access and Success Grant Program.

#### 22.65[22.64]. Use of Funds.

(a) Funds generated through tuition set-asides may be used to:

(1) make need-based grants to resident or nonresident students; and

(2) fund emergency tuition, fee, and book loans as described in §22.66 ~~[§21.3]~~ of this title, (relating to Loan Repayment Deferral and ~~[Loan]~~ Forgiveness ~~[for Emergency Tuition and Fee Loans]~~).

(b) Funds transferred into the ~~[Texas Public Educational Grant]~~ Program from the Student Deposit Scholarship Program shall only be used for making need-based grants to resident students.

(c) Funds transferred into the ~~[Texas Public Educational Grant]~~ Program from the License Plate Insignia Scholarship Program shall only be used to make need-based grants to resident or nonresident students.

#### 22.66. Loan Repayment Deferral and Forgiveness.

(a) An institution may extend the time for repayment of loans for students who enroll in graduate or professional degree programs for up to three years, but not longer than one year beyond the time when the student fails to be enrolled in the institution on at least a half-time basis.

(b) An institution shall forgive an emergency loan to an individual who has been certified by a physician as having a total and permanent disability. Total and permanent disability means the borrower is:

(1) unable to engage in any substantial gainful activity by reason of a medically determinable physical or mental impairment that can be expected to result in death, that has lasted for a continuous period of not less than 60 months, or that can be expected to last for a continuous period of not less than 60 months, or

(2) the applicant is a veteran who has been determined by the Secretary of Veterans Affairs to be unemployable due to a service-connected disability.

(c) An institution shall maintain documentation justifying the deferral of repayments or the forgiveness of emergency loans for review by the State Auditor.

AGENDA ITEM IX-H (4)

Consideration for 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

Recommendation: Approval

Background Information:

No funds have been appropriated for the Texas Career Opportunity Grant Program since Fiscal Year 2013. Because this is no longer an active program, it is appropriate to delete the rules.

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

Date approved by the Commissioner for publication in the *Texas Register*: May 7, 2018.

Date published in the *Texas Register*: May 18, 2018

The 30-day comment period with the *Texas Register* ended June 18, 2018.

No comments were received.

Legal Review:

Approval by the Office of General Counsel K. C. Carr Date 6/28/18

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

## CHAPTER 22 STUDENT FINANCIAL AID PROGRAMS

~~[SUBCHAPTER J TEXAS CAREER OPPORTUNITY GRANT PROGRAM~~

## Rules

~~§22.181 Authority and Purpose~~~~§22.182 Definitions~~~~§22.183 Eligible Institutions~~~~§22.184 Eligible Students~~~~§22.185 Award Amounts and Adjustments~~~~§22.186 Allocation and Reallocation of Funds~~~~§22.187 Dissemination of Information and Rules~~~~§22.188 Annual Report~~~~22.181. ——— Authority and Purpose:~~

~~(a) Authority. Authority for this subchapter is provided in the Texas Labor Code, Title 4, Chapter 305, Subchapters A and B, Texas Career Opportunity Grant (TCOG) Program, and a Memorandum of Understanding entered into by the Texas Higher Education Coordinating Board and Texas Workforce Commission. This subchapter establishes procedures to administer the two subchapters as prescribed in the Texas Labor Code, §§305.001–305.029.~~

~~(b) Purpose. The purpose of this program is to help ensure a qualified workforce to meet the needs of this state by reducing financial barriers to postsecondary career education and training for economically disadvantaged Texans as set out in Texas Labor Code, §305.001, by providing grants to eligible students attending an eligible career school or college.~~

~~22.182. ——— Definitions:~~

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

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

~~(2) Career School or College—A school or college identified by the Texas Workforce Commission as meeting the requirements set out in the Texas Education Code, Title 3, Chapter 132, §132.001(1).~~

~~(3) Commission—The Texas Workforce Commission.~~

~~(4) Commissioner—The Commissioner of Higher Education, the Chief Executive Officer of the Board.~~

~~(5) Cost of Attendance—An estimate of the expenses incurred by a typical financial aid student in attending a particular eligible institution approved by Board staff. It includes direct educational costs (tuition, fees, books, and~~

supplies) as well as indirect costs (room and board, transportation, and personal expenses):

~~(6) Covered Person—Any of the following individuals:~~

~~(A) A veteran;~~

~~(B) The spouse of any of the following individuals:~~

~~(i) Any veteran who died of a service-connected disability;~~

~~(ii) Any member of the Armed Forces serving on active duty who, at the time of application for assistance under this section, is listed, pursuant to the United States Code, §556 of Title 37, and regulations issued thereunder, by the Secretary concerned in one of more of the following categories and has been so listed for a total of more than 90 days: missing in action, captured in the line of duty by a hostile force, or forcibly detained or interned in the line of duty by a foreign government or power;~~

~~(iii) Any veteran who has a total disability resulting from a service-connected disability;~~

~~(iv) Any veteran who died while a disability so evaluated was in existence;~~

~~(7) Discharge or Release—~~

~~(A) Retirement from the active military, naval, or air service; or~~

~~(B) The satisfactory completion of the period of active military, naval, or air service for which a person was obligated at the time of entry into such service in the case of a person who, due to enlistment or reenlistment, was not awarded a discharge or release from such period of service at the time of such completion thereof and who, at such time, would otherwise have been eligible for a discharge or release under conditions other than dishonorable;~~

~~(8) Expected Family Contribution—The amount of discretionary income that should be available to a student from his or her resources and that of his or her family, as determined following the federal methodology;~~

~~(9) Financial Need—The cost of attendance at a particular eligible institution less the expected family contribution. The cost of attendance and family contribution are to be determined in accordance with Board staff guidelines;~~

~~(10) Full-time Enrollment—~~

~~(A) At least 12 semester hours or 12 quarter hours per academic term in an educational program using a semester, trimester, or quarter system;~~

~~(B) At least 24 semester hours or 36 quarter hours per academic year for an educational program using credit hours but not using a semester, trimester, or quarter system, or the prorated equivalent for a program of less than one academic year;~~

~~(C) At least 24 clock hours per week for an educational program using clock hours;~~

~~(D) A series of courses or seminars equaling at least 12 semester or quarter hours over a maximum of 18 weeks;~~

~~(E) For a program that measures credit hours and uses nonstandard terms, the number of weeks of instruction in the term divided by the number of weeks of instruction in the academic year, multiplied by the number of credit hours in the academic year.~~

~~(11) Half-time Enrollment—Half of the minimum enrollment levels for Full-time Enrollment.~~

~~(12) Non-Service-Connected—With respect to a veteran's disability or death, such disability that was not incurred or aggravated, or that resulted in death, while serving in the line of duty in the active military, naval, or air service.~~

~~(13) Program Officer—The individual named by each participating eligible institution's chief executive officer to serve as agent for the Board. The Program Officer has primary responsibility for all ministerial acts required by the program, including maintenance of all records and preparation and submission of reports reflecting program transactions. Unless otherwise indicated by the administration, the director of student financial aid shall serve as Program Officer.~~

~~(14) Qualified Education Program—A program identified by the Texas Workforce Commission as delivered by an eligible institution; results in a certificate or degree; is at least 30 weeks in length and meets or exceeds 24 semester credit hours, 36 quarter credit hours, or 900 clock hours; and delivers occupational training associated with an occupation included on the Statewide Occupations List compiled by the Texas Workforce Commission.~~

~~(15) Resident of Texas—A resident of the State of Texas as determined in accordance with Chapter 21, Subchapter B of this title (relating to Determination of Resident Status). Nonresident students who are eligible to pay resident tuition rates are not residents of Texas.~~

~~(16) Service-Connected—With respect to a veteran's disability or death, such disability that was incurred or aggravated, or that resulted in death, while serving in the line of duty in the active military, naval, or air service.~~

~~(17) State Fiscal Year—A 12-month period beginning September 1 and ending August 31, for which state funding for the TCOG Program grant is appropriated.~~

~~(18) Tuition and Required Fees—Charges that an institution assesses a student as a condition of enrollment at the institution or in a specific course.~~

~~(19) Veteran—A person who served in the active military, naval, or air service, and who was discharged or released under conditions other than dishonorable.~~

#### ~~22.183. ——— Eligible Institutions.~~

##### ~~(a) Eligibility.~~

~~(1) To be eligible to participate in the TCOG Program, a career school or college must be identified by the Texas Workforce Commission as meeting the requirements set out in the Texas Labor Code, Title 4, Chapter 305, §305.002(3).~~

~~(2) No eligible institution may, on the grounds of race, color, national origin, gender, religion, age, or disability exclude an individual from participation in, or deny the benefits of the program described in this subchapter.~~

~~(3) Each eligible institution must follow the Civil Rights Act of 1964, Title VI (Public Law 88-353) in avoiding discrimination in admissions.~~

##### ~~(b) Approval.~~

~~(1) Agreement. Each approved eligible institution must enter into an agreement with the Board, the terms of which shall be prescribed by the Commissioner.~~

~~(2) Approval Deadline. Beginning with spring 2010, an institution must be approved as eligible by the Texas Workforce Commission by June 1 of a given year in order for qualified students enrolled in that institution to be eligible to receive grants in the following fiscal year.~~

##### ~~(c) Responsibilities.~~

~~(1) Probation Notice. If the eligible institution is placed on public probation by its accrediting agency, it must immediately advise the Board staff and grant recipients of this condition and maintain evidence in each student's file to demonstrate that the student was so informed.~~

##### ~~(2) Disbursements to Students.~~

~~(A) Documentation. The eligible institution must maintain records to prove the receipt of program funds by the student or the crediting of such funds to the student's school account.~~

~~(B) Procedures in Case of Illegal Disbursements. If the Commissioner has reason for concern that an eligible institution has disbursed funds for unauthorized purposes, Board staff will notify the Program Officer and financial aid officer and offer an opportunity for a hearing pursuant to the procedures outlined in Chapter 1 of this title (relating to Agency Administration). Thereafter, if Board staff determines that funds have been improperly disbursed, the institution shall become~~



primarily responsible for restoring the funds to the Board. No further disbursements of grants or scholarships shall be permitted to students at that institution until the funds have been repaid.

~~(3) Reporting and Refunds.~~

~~(A) Requirements/Deadlines.~~ All eligible institutions must meet Board reporting requirements in a timely fashion. Such reporting requirements shall include reports specific to allocation and reallocation of grant funds (including the Financial Aid Database Report) as well as progress and year-end reports of program activities.

~~(B) Penalties for Late Reports or Refunds.~~

~~(i) An institution that postmarks or electronically submits a progress report a week or more after its due date will be ineligible to receive additional funding through the reallocation occurring at that time.~~

~~(ii) The Commissioner may penalize an institution by reducing its allocation of funds in the following year by up to 10 percent for each report that is postmarked or submitted electronically more than a week late. The penalty may also be invoked if the report is timely, but refunds owed to the Program by the eligible institution are not made to the Board or the State Comptroller's Office within one week after due.~~

~~(iii) The Commissioner may assess more severe penalties against an institution if any report or refund is received by the Board more than one month after its due date.~~

~~(iv) The maximum penalty for a single year is 30 percent of the school's allocation. If penalties are invoked in two consecutive years the institution may be penalized an additional 20 percent.~~

~~(C) Appeal of Penalty.~~ If the Commissioner determines that a penalty is appropriate, the institution will be notified by certified mail, addressed to the Program Officer, with a copy sent to the financial aid officer. Within 21 days from the time that the Program Officer receives the written notice, the institution must submit a written response appealing the Commissioner's decision, or the penalty shall become final and no longer subject to an appeal. An appeal under this section will be conducted in accordance with the rules provided in Chapter 1 of this title.

~~(4) Program Reviews.~~ If selected for such by Board staff, participating eligible institutions must submit to program reviews of activities related to the TCOG Program.

22.184. ——— Eligible Students.

~~(a) To receive an initial award through the TCOG Program, a student must:~~

- ~~(1) be a resident of Texas;~~
- ~~(2) show financial need;~~
- ~~(3) be enrolled in a qualified education program at a participating eligible institution;~~
- ~~(4) be enrolled on at least a half-time basis;~~
- ~~(5) be required to pay more tuition and required fees than the amount required at a public technical institution;~~
- ~~(6) be charged not less than the regular tuition and required fees paid by other students enrolled at the institution the person attends;~~
- ~~(7) meet the school's financial aid academic progress requirements;~~
- ~~(8) not be in default on a loan made under the Federal Perkins Loan Program, Federal Family Education Loan Program, William D. Ford Federal Direct Loan Program, or the State of Texas' College Access Loan Program, Health Education Loan Program or B-On-Time Loan Program; and~~
- ~~(9) not owe a refund on a grant received under the federal Pell Grant Program or the federal Supplemental Education Opportunity Grant program.~~

~~(b) An eligible applicant who is a covered person and is enrolled in a qualified education program shall be given priority over other eligible applicants for the grants.~~

#### ~~22.185. ——— Award Amounts and Adjustments.~~

~~(a) Funding. Funds awarded through this program may not exceed the amount of appropriations, gifts, grants and other funds that are available for this use.~~

~~(b) Award Amounts.~~

- ~~(1) The amount of a TCOG Program award may not exceed the least of:~~
  - ~~(A) the maximum grant specified by the Texas Legislature;~~
  - ~~(B) the applicant's financial need;~~
  - ~~(C) the amount by which the tuition and required fees at the eligible institution exceeds the average amount of tuition and required fees that would be charged at a public technical institute as determined by the Board; or~~
  - ~~(D) an amount equal to 50 percent of the average state appropriation in the biennium preceding the biennium in which the grant is made for a full-time student or the equivalent at a public technical institute, as determined by the Board.~~
- ~~(2) The student's award amount shall be calculated based on the following schedule:~~

~~(A) if enrolled for at least full-time status—100% of the maximum award;~~

~~(B) if enrolled for at least 75% of full-time status—75% of the maximum award;~~

~~(C) if enrolled for at least 50% of full-time status—50% of the maximum award;~~

~~(D) if enrolled for less than 50% of full-time status—the student is not eligible for an award.~~

~~(c) Uses. A person receiving a TCOG Program grant may only use the money to pay any usual and customary cost of attendance incurred by the person at an eligible institution.~~

#### ~~22.186. Allocation and Reallocation of Funds.~~

~~(a) Allocations. Funds available for awards will be allocated among participating eligible institutions on an annual basis.~~

~~(b) Reallocations. Participating eligible institutions will have until a date specified by Board staff via a policy memo addressed to the Program Officer at the eligible institution to encumber the program funds that have been allocated to them. On that date, participating eligible institutions lose claim to any funds not yet drawn down from the Board for immediate disbursement to students, and the funds released in this manner are available to the Board for reallocation to other participating eligible institutions. If necessary for ensuring the full use of funds, subsequent reallocations may be scheduled until all funds are awarded and disbursed.~~

~~(c) Disbursement of Funds to Participating Eligible Institutions. As requested by participating institutions throughout the academic year, Board staff shall forward to each participating eligible institution a portion of its allocation of funds for immediate release to students or immediate application to student accounts at the institution.~~

~~(d) Disbursement of Funds to Students. Participating eligible institutions must disburse TCOG Program funds to eligible students or apply the funds to eligible students' outstanding balances at the institution for the current academic year within five working days of the funds' arrival at the eligible institution's fiduciary institution.~~

#### ~~22.187. Dissemination of Information and Rules.~~

~~Board staff shall distribute to each eligible institution a copy of the rules adopted under this subchapter. Board staff and the Commission are responsible for publishing and disseminating general information and program rules for the program described in this subchapter.~~

#### ~~22.188. Annual Report.~~

~~(a) Each eligible institution participating in the TCOG Program shall report to the Board on a state fiscal year basis:~~

~~(1) the number of students receiving awards, broken down by the race or ethnicity of the recipients; and~~

~~(2) the number of students attending the eligible institution, broken down by race or ethnicity.~~

~~(b) The Board shall deliver the information collected from each eligible institution to the Commission annually.~~

~~(c) The Board and the Commission shall jointly prepare, sign and deliver to the Texas Legislature an annual report regarding the Texas Career Opportunity Grant Program.~~

AGENDA ITEM IX-H (5)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed 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

Recommendation: Approval

Background Information:

Chapter 22, Subchapter F, Section 22.113 regarding definitions is proposed for repeal because terms used throughout Subchapter F concerning Matching Scholarships to Retain Students in Texas already have been defined in Chapter 22, Subchapter A, Section 22.1 of Board rules concerning General Provisions. Subsequent sections have been renumbered accordingly.

The proposed new language added to Subsection 22.115 (a), formerly 22.116 (a), indicates that funds used for the awarding of scholarships and grants to an eligible student can be used in whole or in part to match the offer from an out-of-state-institution. This change aligns the rule with Texas Education Code, Section 61.087.

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

Date approved by the Commissioner for publication in the *Texas Register*: May 7, 2018.

Date published in the *Texas Register*: May 18, 2018

The 30-day comment period with the *Texas Register* ended June 18, 2018.

No comments were received.

Legal Review:

Approval by the Office of General Counsel K Conn Date 6/28/18

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

## CHAPTER 22 STUDENT FINANCIAL AID PROGRAMS

## SUBCHAPTER F MATCHING SCHOLARSHIPS TO RETAIN STUDENTS IN TEXAS

## Rules

- 22.112. Authority and Purpose  
~~22.113. Definitions~~  
 22.113[(22.114)]. Eligible Institutions  
 22.114[(22.115)]. Eligible Students  
 22.115[(22.116)]. Funds for Awards

## 22.112. Authority and Purpose.

(a) Authority for this subchapter is provided in Texas Education Code, §61.087, Matching Scholarships to Retain Students in Texas.

(b) The purpose of this program is to enable eligible institutions to use funds appropriated to it to encourage Texas students to attend college in Texas rather than go to college out of state.

~~22.113. Definitions.~~

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

~~(1) Program officer—The individual on a college campus who is designated by the institution's Chief Executive Officer to represent the program described in this subchapter on that campus. Unless otherwise designated by the Chief Executive Officer, the Director of Student Financial Aid shall serve as program officer.~~

~~(2) Resident of Texas—A resident of the State of Texas as determined in accordance with Subchapter B of this chapter (relating to Determination of Resident Status and Waiver Programs for Certain Nonresident Persons). Nonresident students eligible to pay resident tuition rates are not included.]~~

## 22.113[(22.114)]. Eligible Institutions.

Eligible institutions include institutions of higher education and private or independent institutions of higher education as defined in the Texas Education Code, Chapter 61.003.

## 22.114[(22.115)]. Eligible Students.

To be eligible to receive an award through this program, a student must:

- (1) be a resident of Texas;
- (2) provide proof to the Texas institution that he or she has been offered a non-athletic scholarship or grant, including an offer of payment of tuition, fees, room and board, or a stipend, by an out-of-state institution; and
- (3) have been accepted for admission to the out-of-state institution offering the assistance.

~~22.115~~[(22.116)]. Funds for Awards.

(a) Upon receipt of proof that a student is eligible, an eligible institution may use any funds appropriated to the institution or other funds that the institution may use for the awarding of scholarships or grants, to offer the student an award that matches in whole or in part the offer from the out-of-state institution.

(b) In identifying which funds may be used for making matching scholarships through this subchapter, the institution must exclude funds for any program for which the student recipient would be disqualified by federal or state statute, donor specifications, or any funds that are otherwise restricted by law.

AGENDA ITEM IX-H (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.

Recommendation: Approval

Background Information:

Proposed new Chapter 22, Subchapter M, Section 22.265 of Board rules reinstates specific language regarding the authority to transfer funds between the Texas Educational Opportunity Grant and Texas College Work-Study programs. Currently, this language is located in Chapter 22, Subchapter M, Subsection 22.262(g) of Board rules (Allocation and Reallocation of Funds). However, the authority to transfer funds is unrelated to allocation and reallocation of funds. Additionally, as part of proposed rule revisions that will be considered by the Board at the Board's July meeting, the authority to transfer funds language has been proposed for deletion from Section 22.262 of Board rules by the Negotiated Rulemaking Committee on Texas Educational Opportunity Grant Program. New Section 22.265 is being proposed to ensure this language is retained and relocated appropriately.

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

Date approved by the Commissioner for publication in the *Texas Register*: May 7, 2018.

Date published in the *Texas Register*: May 18, 2018

The 30-day comment period with the *Texas Register* ended June 18, 2018.

No comments were received.

Legal Review:

Approval by the Office of General Counsel  Date \_\_\_\_\_

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.



CHAPTER 22 STUDENT FINANCIAL AID PROGRAMS  
SUBCHAPTER M TEXAS EDUCATIONAL OPPORTUNITY GRANT PROGRAM

Rules

- 22.253. Authority and Purpose
- 22.254. Definitions
- 22.255. Institutions
- 22.256. Eligible Students
- 22.257. Hardship Provisions
- 22.258. Priorities in Funding
- 22.259. Priority in Awards to Students
- 22.260. Award Amounts and Adjustments
- 22.261. Late Disbursements
- 22.262. Allocation and Reallocation of Funds
- 22.263. Dissemination of Information and Rules
- 22.265. Authority to Transfer Funds.

22.253 – 22.263. No Changes.

22.265. Authority to Transfer Funds.

Institutions participating in the Texas Educational Opportunity Grant and Texas College Work-Study Programs, in accordance with instructions from Board staff, may transfer in a given fiscal year up to the lesser of 10 percent or \$20,000 between these programs. This threshold is applied to the program from which the funds are being transferred.

### AGENDA ITEM IX-H (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

Recommendation: Approval

#### Background Information:

The Good Neighbor Scholarship Program is a tuition waiver program. Rules for other tuition waiver and exemption programs appear in Chapter 21. This request is an administrative change to move existing Subchapter W, Sections 22.597-22.605 concerning The Good Neighbor Scholarship Program from Chapter 22, Student Financial Aid Programs of Board rules to a newly created Subchapter U of Chapter 21, Student Services.

Currently, Chapter 21 contains 10 separate subchapters relating to exemptions and waivers. Administratively moving the existing Subchapter W, The Good Neighbor Scholarship Program rules to new Subchapter U allows better cataloging for these types of programs. The table below summarizes this administrative change.

Move from Chapter 22 Old Subchapter and Section	Rules	To Chapter 21 New Subchapter /Section
Subchapter W 22.597-22.605	The Good Neighbor Scholarship Program	Subchapter U 21.634 – 21.642

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

## 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

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

RECOMMENDATION: Approval

### Background Information:

The Family Practice Residency Program (FPRP) was established in 1977. Since 1979, the Texas Legislature has appropriated funding to the program to increase the numbers of physicians selecting family practice as their medical specialty and to encourage those physicians to establish their practices in rural and underserved communities in Texas. The Coordinating Board provides trustee funds to nationally accredited family medicine residency programs based on the number of certified family medicine residents in training. Funding recommendations are made to the Board by the statutory 12-member Family Practice Residency Advisory Committee. To date, the FPRP has provided funding support for nearly 10,000 family practice residents.

The FPRP received an appropriation of \$10 million from General Revenue for the 2018 - 2019 biennium. Funding of \$5,039,625 was awarded in Fiscal Year (FY) 2018. The award amount also included funds returned to the Coordinating Board for funds unexpended in previous years. Funding of \$5 million is available for awards in FY 2019. The advisory Committee met on April 11, 2018, and formulated its recommendation for funding allocations in FY 2019. Based on the recommendation, staff estimates that the funding would be awarded as follows:

Total Available Funds/Appropriation:	\$ 5,000,000
<i>Estimated</i> number of certified residents:	768
<i>Estimated</i> per-resident funding:	\$ 6,226
<i>Estimated</i> Operational Grant Total:	\$4,781,500
45 Rural Rotations at \$2,500:	\$ 112,500
3 Public Health Rotations at \$2,000:	\$ 6,000
Faculty Development Center:	\$100,000
Total Allocation of Funds	<b>\$ 5,000,000</b>

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

## Report on Trusteed Funds Distributed in FY 2018:

Funding appropriated to the FPRP for FY 2018 and FY 2019 was 44 percent lower than for the previous biennium. Table 1 presents recent FPRP appropriation history.

**Table 1. Family Practice Residency Program Biennial Funding History by Fiscal Year**

2010 – 2011	\$ 21,214,310
2012 - 2013	\$ 5,600,000
2014 - 2015	\$ 12,780,000
2016 - 2017	\$ 16,780,000
2018 – 2019	\$ 10,000,000

The FPRP provided grants to Texas' 29 nationally accredited family practice residency programs located in every region of the state. The program also provided support for rural and public health rotations and for the Faculty Development Center. Allocation of funding was based on recommendations made by the Family Practice Residency Advisory Committee and approved by the Board.

## (a) Family Practice Residency Operational Programs

Funding levels per resident are based on the number of certified family practice residents in training on September 1st of each year. Table 2 lists the per-resident funding amount and total number of funded residents per year for 2011 through 2018.

**Table 2. Family Practice Residency Program Per-Resident Funding by Fiscal Year**

	Per-resident Funding	FPRP Residents Funded
2011	\$14,396	693
2012	\$3,895	706
2013	\$3,841	716
2014	\$8,504	730
2015	\$8,703	727
2016	\$10,897	746
2017	\$10,728	761
2018	\$6,237	773

(b) Rural and Public Health Rotations

The Texas Legislature established the Rural Rotation program in 1989 and added Public Health in 1997. It is statutorily mandated that all accredited Texas family practice residency programs provide their residents with an opportunity to participate in a one-month rotation in a rural or public health setting. Rural and public health rotations are supported by FPRP funds, as required by a rider in the General Appropriations Act.

For FY 2018, funding of \$112,500 provided support for month-long experiences in a rural rotation for 45 family practice residents. Participating family practice residents received a stipend of \$1,000 upon completion of a rural rotation. In addition, residency programs received funding of \$1,500 for each resident who completed a rural rotation. Funding of \$6,000 supported three family practice residents to complete a month-long public health rotation. Upon completion, the residents receive a stipend of \$500 and the program receives \$1,500. Rural and public health supervisors serve as volunteers and are not compensated for their services.

(c) Faculty Development Center

The Family Medicine Faculty Development Center (Center) was established in 1978 with federal and state funding to provide statewide training for current and future family practice residency and medical school faculty. A full range of opportunities are offered for Texas family medicine residents and faculty to enhance their skills in research, teaching, management, and administration of academic family medicine.

The Center received an average of \$350,000 per year in funding support under the FPRP for fiscal years 2003 through 2011. However, in FY 2012, state appropriations to FPRP received a 75 percent reduction, and prompted the closure of the Center in August 2011. The University of North Texas Health Science Center established a smaller scale Center on its campus in April 2012 and began training faculty the following summer. An increase in FPRP appropriation for fiscal years 2016 – 2017 allowed funding support of \$150,000 each year. This funding made it possible for the Center to expand its certificate program for residents and increase its faculty development and leadership offerings for family medicine residents and faculty. The FPRP state appropriation was reduced by 44 percent for the 2018 – 2019 biennium; for FY 2018, the Center was allocated \$100,000 to support its training activities.

## AGENDA ITEM X-D

### Consideration of adopting the Committee's recommendation to the Board relating to changes in the Lower-Division Academic Course Guide Manual (ACGM)

RECOMMENDATION: Approval

#### Background Information:

The *Lower-Division Academic Course Guide Manual* (ACGM) is the official list of lower-division courses approved for general academic transfer that may be offered by public community and technical colleges in Texas. The ACGM is developed with the input of the ACGM Advisory Committee which is charged to add, delete, and revise courses to facilitate inclusion of new disciplines of study, reflect developments within existing disciplines, provide vertical and horizontal alignment of courses within disciplines, and respond to obsolescence of disciplines of study and courses. The ACGM is available online as a portable document format (pdf) and as an interactive database (<http://www.theccb.state.tx.us/ACGM>).

The ACGM Advisory Committee met December 3, 2017. The committee approved changes in course descriptions and the addition of learning outcomes for selected courses in the disciplines of English (ENGL), History (HIST), and Government (GOVT) that are part of the Field of Study Curriculum for Mexican American Studies. These changes are recommended by faculty workgroups as part of the Learning Outcomes Project and approved by the ACGM Advisory Committee.

#### **COURSES REVISED AS PART OF THE LEARNING OUTCOMES PROJECT**

<b>COURSE</b>	<b>TITLE</b>	<b>REVISIONS EFFECTIVE</b>
ENGL 2351	Mexican American Literature	Fall 2018
GOVT 2311	Mexican American and Latinx Politics	Fall 2018
HIST 2326	Mexican American History I	Fall 2018
HIST 2327	Mexican American History II	Fall 2018

The ACGM Advisory Committee completes a comprehensive review of course enrollments in order to identify under-utilized courses. The committee uses the thresholds in Coordinating Board rules for course inclusion and deletion from the ACGM to identify those courses that are not often offered, have low statewide enrollment at community colleges, and have limited applicability to degree requirements at the baccalaureate level. For a course to be included in the ACGM, five universities must accept and apply the course to a bachelor's degree program. A lower-division course offered at three or fewer community colleges is required to be reviewed for deletion from the ACGM. The advisory committee also schedules courses for



deletion if the discipline-specific faculty workgroups of the Learning Outcomes Project recommend courses for a review period and possible deletion. Courses scheduled for deletion are noted in the ACGM and have had a two-year period for teach-out and comment. That two-year period has concluded, and the following 15 courses are recommended to be removed from the ACGM. The courses will continue to be eligible for funding through the 2017-2018 academic year, with eligibility ending August 31, 2018. Institutions may appeal the deletion during and after the two-year teach-out and comment period. Successful appeals must substantiate the need and viability of the underutilized courses.

**COURSES RECOMMENDED TO BE DELETED FROM THE ACGM  
BY THE ACGM ADVISORY COMMITTEE**

<b>COURSE</b>	<b>TITLE</b>	<b>ACGM ADVISORY COMMITTEE ACTION</b>	<b>Funding Ends</b>
ARCH 1403	Architectural Design I (4 SCH)	November 13, 2015	August 31, 2018
ARCH 1404	Architectural Design II (4 SCH)	November 13, 2015	August 31, 2018
ARCH 1407	Architectural Graphics II (4 SCH)	November 13, 2015	August 31, 2018
ARCH 2201	Architecture Freehand Drawing I (2 SCH)	November 13, 2015	August 31, 2018
BCIS 1301	Microcomputer Applications	November 13, 2015	August 31, 2018
COSC 1309	Logic Design	November 13, 2015	August 31, 2018
COSC 1330	Computer Programming	November 13, 2015	August 31, 2018
COSC 1430	Computer Programming	November 13, 2015	August 31, 2018
COSC 2315	Data Structures	November 13, 2015	August 31, 2018
COSC 2330	Advanced Structured Languages	November 13, 2015	August 31, 2018
HECO 1307	Personal Finance	May 2, 2016	August 31, 2018
MATH 1333	Contemporary Mathematics II	November 13, 2015	August 31, 2018
MATH 1425	Calculus for Business & Social Sciences	May 2, 2016	August 31, 2018
MATH 2342	Elementary Statistical Methods	November 13, 2015	August 31, 2018
MATH 2442	Elementary Statistical Methods	November 13, 2015	August 31, 2018

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

## AGENDA ITEM X-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 Medicine (DO) degree with a major in Osteopathic Medicine

RECOMMENDATION: Denial

Rationale: The proposed DO program would be offered face-to-face on a new campus to be built 30 miles from Huntsville, in Conroe, on 10 acres of donated land in a planned community. The institution proposes to enroll 162 osteopathic medical students beginning in fall 2020, with an estimated 150 students graduating in spring 2024. Enrollment capacity would reach 612 osteopathic medical students in year 4 and total enrollment for the first five years of the proposed program would be 2,160.

The proposed DO program would require students to enroll full-time in a four-year, 231 semester credit hour program. While the number of semester credit hours in the proposed program is comparable to the state's other 12 medical/osteopathic medical schools, the tuition and fee schedule is not.

The average tuition and fees charged to a Texas resident medical/osteopathic medical student is \$20,500 for a total four-year tuition and fees cost of \$82,000. Sam Houston State University (SHSU) proposes to charge its osteopathic medical students almost three times that amount. SHSU osteopathic medical students would pay tuition and fees of \$55,000 in year 1, with an increase to \$57,200 for all students in years 2 and 3, and increase again to \$59,488 in year 4 of the proposed program. The first cohort of students in the proposed program would pay \$228,888 for the four-year program, and students beginning in the fourth cohort would pay \$237,952.

SHSU has stated that it does not intend to seek formula funding for the proposed program, nor does it plan to seek special item funding. However, it is not clear for how long or under what conditions that commitment would or could hold. The institution asserts that the students' tuition and fees would cover all of the costs of the proposed program by year 3 and at that point would have excess revenue that would be used to support other institutional activities. The institution did not provide further detail about how excess revenues would be used.

A review of recently established Texas medical schools indicates that actual first-year costs for the programs exceeded \$70 million. SHSU proposes first-year costs of \$15.5 million.

Pending receipt of national accreditation by the AOA Commission on Osteopathic College Accreditation (COCA), graduates of the proposed program would be eligible to seek entrance to accredited graduate medical education/residency programs. This is a particular concern, as the institution did not provide evidence that it would develop new residency positions in a number equal to its graduates. While the institution estimates that the proposed DO program would produce 150 graduates annually, documentation provided in the proposal and in responses to subsequent requests indicates that only 73 first-year residency positions would be established by year 4 of the program, which is 77 positions short of meeting the requirements of Senate Bill (SB) 1066, 85th Texas Legislature. SB 1066 requires institutions proposing new medical education programs to submit a plan to increase the number of first-year residency positions that, when combined with the total number of existing first-year position in this state, will be sufficient to reasonably accommodate the number of anticipated graduates that are offered in this state, including the new degree program proposed by the institution.

SHSU asserts that the proposed program seeks to distinguish itself from other medical and osteopathic medical education programs by developing graduates who would enter primary care medicine careers and practice in rural East Texas and other underserved Texas communities. However, it is questionable whether the degree program would significantly increase the number of physicians who would enter rural primary care medicine in the East Texas region, as graduates with high levels of debt may find it financially challenging to practice in a specialty and region where expected salaries are generally lower. Additionally, the institution will not provide student support through scholarships or grants. The institution states that its osteopathic medical students could be eligible for student loans. Nationally, graduates of DO programs complete their degrees with \$240,000 in debt, so it is likely that graduates of the proposed program would incur similar student financial liabilities.

SHSU hired four core faculty and one support staff and plans to hire 25 additional full-time core faculty to support the first two years of the proposed program. This is also a concern, as the institution has no existing faculty in place to support the proposed program and raises a concern as to whether the institution could hire high-quality faculty in time to meet the scheduled opening in fall 2020. The institution currently offers no closely related master's or doctoral programs in the health professions areas. The institution asserts that the proposed program would interact with the institution's clinical psychology, educational leadership, and instructional design and technology doctoral programs. Additionally, the DO pre-clinical students could engage in research efforts with faculty and students in the doctoral program in forensic science. Since these programs are offered on the Huntsville campus, regular opportunities for collaboration would be unlikely.

**Sam Houston State University** (*Accountability Peer Group: Doctoral University*)

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	69.9%	77.2%
	Doctoral 10-Year Graduation Rate	65.0%	60.4%
<i>Status of Recently</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A		

<i>Approved Doctoral Programs</i>	<p>Recently Approved Doctoral Programs: PhD in Forensic Science (2017) EdD in Higher Education Leadership (2018)</p> <p>The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A</p>
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**Existing Programs:**

Texas has 12 medical schools that offer programs leading to either the doctor of medicine (MD) or DO; 10 are located in public institutions of higher education and 2 are in private/independent higher education institutions. Of those, 10 award the MD degree, and 2 award the DO degree.

**State Funded Programs:**

Baylor College of Medicine (Houston) (MD)  
Texas A&M University Health Science Center (College Station, Temple, Dallas) (MD)  
Texas Tech University Health Sciences Center (Lubbock) (MD)  
Texas Tech University Health Sciences Center at El Paso, Foster College of Medicine (MD)  
The University of Texas at Austin, Dell Medical School (MD)  
The University of Texas Health Science Center at San Antonio (MD)  
The University of Texas Health Science Center at Houston (MD)  
The University of Texas Medical Branch Galveston (MD)  
The University of Texas Rio Grande Valley (Harlingen) (MD)  
The University of Texas Southwestern Medical School (Dallas) (MD)  
University of North Texas, Texas College of Osteopathic Medicine (Fort Worth) (DO)

**Non-State Funded Programs:**

University of Incarnate Word (San Antonio) (DO)

There are two existing programs within a 60-minute drive of the proposed program Baylor College of Medicine and The University of Texas Health Science Center at Houston, located in the Texas Medical Center, are less than 50 miles from the site of the proposed program.

***Start-Up  
Projections:***

	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	162	312	462	612	612
<i>Graduates</i>	0	0	0	150	150
<i>Avg. Financial Assistance</i>	\$0	\$0	\$0	\$0	\$0
<i>Students Assisted</i>	0	0	0	0	0
<i>Core Faculty FTE</i>	29	29	29	29	29
<i>Total Costs</i>	\$15,565,321	\$20,135,609	\$24,353,819	\$24,933,794	\$25,594,697
<i>Total Funding</i>	\$15,565,321	\$20,135,609	\$24,353,819	\$24,933,794	\$25,594,697
<i>% From Formula Funding</i>	0%	0%	0%	0%	0%

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 32,124,575
Program Administration	\$ 23,838,837
Graduate Assistants	\$
Clerical/Staff	\$
Other (Student Support)	\$
Supplies and Materials	\$ 21,552,834
Library and IT Resources	\$
Equipment	\$
Facilities	\$ 18,643,093
Other (Administrative Overhead)	\$ 14,423,901
<b>Total</b>	<b>\$ 110,583,240</b>

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$
Reallocation of Existing Resources	\$
Tuition and Fees to support the program	\$ 100,292,310
Other-University Support	\$ 10,290,930
<b>Total</b>	<b>\$ 110,583,240</b>

**Final Assessment:**

The institution has a proactive plan to recruit underrepresented students to the program:

**Yes** No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program:

Yes **No**

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46):

Yes **No**

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

# Online Resume for Legislators and Other Policymakers

## SAM HOUSTON STATE UNIVERSITY

Location: Huntsville, Gulf Coast Region

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

Out-Of-State Peers: East Tennessee State University, Georgia Southern University, Illinois State University, Middle Tennessee State University, University Of North Carolina At Greensboro

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2012		Fall 2016		Fall 2017	
	Number	Percent	Number	Percent	Number	Percent
White	10,879	58.9%	10,672	52.1%	10,751	51.3%
Hispanic	3,119	16.9%	4,437	21.7%	4,742	22.6%
African American	3,186	17.3%	3,843	18.8%	3,937	18.8%
Asian	246	1.3%	394	1.9%	416	2.0%
International	337	1.8%	320	1.6%	295	1.4%
Other & Unknown	694	3.8%	811	4.0%	797	3.8%
<b>Total</b>	<b>18,461</b>	<b>100.0%</b>	<b>20,477</b>	<b>100.0%</b>	<b>20,938</b>	<b>100.0%</b>
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	1,323	3.3%	1,601	3.3%	1,606	3.2%
Other Institutions	337	.8%	557	1.2%	599	1.2%

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	\$8,480	.0%	\$9,136	.0%
2014	\$9,036	6.6%	\$9,412	3.0%
2015	\$9,242	2.3%	\$9,520	1.1%
2016	\$9,494	2.7%	\$9,652	1.4%
2017	\$9,707	2.2%	\$9,758	1.1%
2018	\$9,882	1.8%	\$9,987	2.3%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2015	33%	\$6,351	34%	\$6,854	36%	\$6,233
2016	0%	\$0	0%	\$0	0%	\$0
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2015	56%	\$8,947	50%	\$9,086	55%	\$12,245
2016	0%	\$0	0%	\$0	0%	\$0
<b>Federal (Pell) Grants</b>						
2015	22%	\$4,318	23%	\$4,480	21%	\$4,359
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	Peer Group
Cohort	Total	2,005	2,514	2,667	Fall 2008 4-year	21.1%
	Same	87.2%	87.0%	87.5%	Fall 2012 4-year	22.3%
	Other	75.1%	76.3%	76.3%	Fall 2013 4-year	24.9%
	Other	12.2%	10.7%	11.2%	Fall 2007 5-year	38.6%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2011 5-year	39.1%	
		Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Fall 2012 5-year	39.3%
Institution Persistence				Fall 2006 6-year	43.4%	
Cohort	Total	2,208	2,441	2,501	Fall 2010 6-year	43.6%
	Same	79.9%	83.0%	81.3%	Fall 2011 6-year	46.3%
	Other	62.5%	69.4%	67.0%	<b>National Comparison (IPEDS Definition)</b>	
	Other	17.4%	13.6%	14.4%	Cohort	OOS Peers
Peer Group Persistence				Rate	Rate	
Cohort	Total	1,463	1,821	1,593	Fall 2007 4-year	21.3%
	Same	71.0%	73.2%	73.8%	Fall 2011 4-year	28.6%
	Other	54.1%	48.3%	54.7%	Fall 2012 4-year	28.4%
	Other	16.8%	31.8%	19.1%	Fall 2006 5-year	40.7%
<b>Average Number of Fall &amp; Spring Semesters and SCH Attempted for Bachelor's Degree</b>						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2013	8,212	9.31	132.70	7,802	9.20	131.64
FY 2016	9,024	10.09	130.00	8,681	9.78	128.50
FY 2017	10,087	9.20	130.00	9,158	9.10	128.00

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	8,212	9.31	132.70	7,802	9.20	131.64
FY 2016	9,024	10.09	130.00	8,681	9.78	128.50
FY 2017	10,087	9.20	130.00	9,158	9.10	128.00

Six-year Graduation & Persistence Rate, Fall 2011		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	75	57.3%
Peer Group	73	56.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	7,527	90.6%
Peer Group	7,263	90.1%

\*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	\$69,538,969	31.7%	\$92,639,341	32.3%	\$100,964,615	32.9%
Federal Funds	\$32,561,862	14.8%	\$36,051,253	12.6%	\$38,126,995	12.4%
Tuition & Fees	\$90,545,811	41.3%	\$128,251,092	44.8%	\$141,919,163	46.3%
<b>Total Revenue</b>	<b>\$219,482,598</b>	<b>100.0%</b>	<b>\$286,465,452</b>	<b>100.0%</b>	<b>\$306,582,251</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## SAM HOUSTON STATE UNIVERSITY

Location: Huntsville, Gulf Coast Region

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

Out-Of-State Peers: East Tennessee State University, Georgia Southern University, Illinois State University, Middle Tennessee State University, University Of North Carolina At Greensboro

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

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Enrollment		
Race/Ethnicity	Fall 2017 Number	Percent
White	10,751	51.3%
Hispanic	4,742	22.6%
African American	3,937	18.8%
Asian	416	2.0%
International	295	1.4%
Other & Unknown	797	3.8%
<b>Total</b>	<b>20,938</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	1,882	10.2%
Other Institutions	393	2.1%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Entering			
Measure	Fall	Rate	
4-year Rate Total	2013	34.9%	
Same Institution		32.4%	
Other Institutions		2.4%	
5-year Rate Total	2012	51.5%	
Same Institution		46.8%	
Other Institutions		4.8%	
6-year Rate Total	2011	58.3%	
Same Institution		51.3%	
Other Institutions		7.0%	
<a href="#">Grad Rates by Ethnicity</a>			

1-Year Persistence, Fall 2016	
Total	87.5%
Same	76.3%
Other	11.2%
2-Year Persistence, Fall 2015	
Total	81.3%
Same	67.0%
Other	14.4%

Avg Number SCH for Bachelor's Degree		
FY 2017 Average		
Sem	SCH	
All	10.40	138.00

Degrees Awarded	
Type	FY 2017
Bachelor's	3,747
Master's	895
Doctoral	56
Professional	0
<b>Total</b>	<b>4,698</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2017 Rate
Education*	93.90%
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	<a href="http://www.CollegePortraits.org">http://www.CollegePortraits.org</a>	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2017			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	3,946	88.5%	38.8%
African American	2,864	58.8%	34.2%
Hispanic	4,770	71.8%	24.2%
Asian	287	83.6%	18.3%
International	429	73.9%	5.7%
Other	159	89.9%	30.1%
<b>Total</b>	<b>12,455</b>	<b>74.7%</b>	<b>30.8%</b>

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	\$8,120	.0%	\$6,951	.0%	Total Academic Cost
2014	\$8,594	5.5%	\$7,113	2.3%	On-campus Room & Board
2015	\$8,932	3.8%	\$7,340	3.1%	Books & Supplies
2016	\$9,336	4.3%	\$8,046	8.8%	Off-Campus Transportation & Personal Expenses
2017	\$9,514	1.9%	\$8,570	6.1%	Total Cost
2018	\$9,890	3.8%	\$7,332	-16.9%	

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

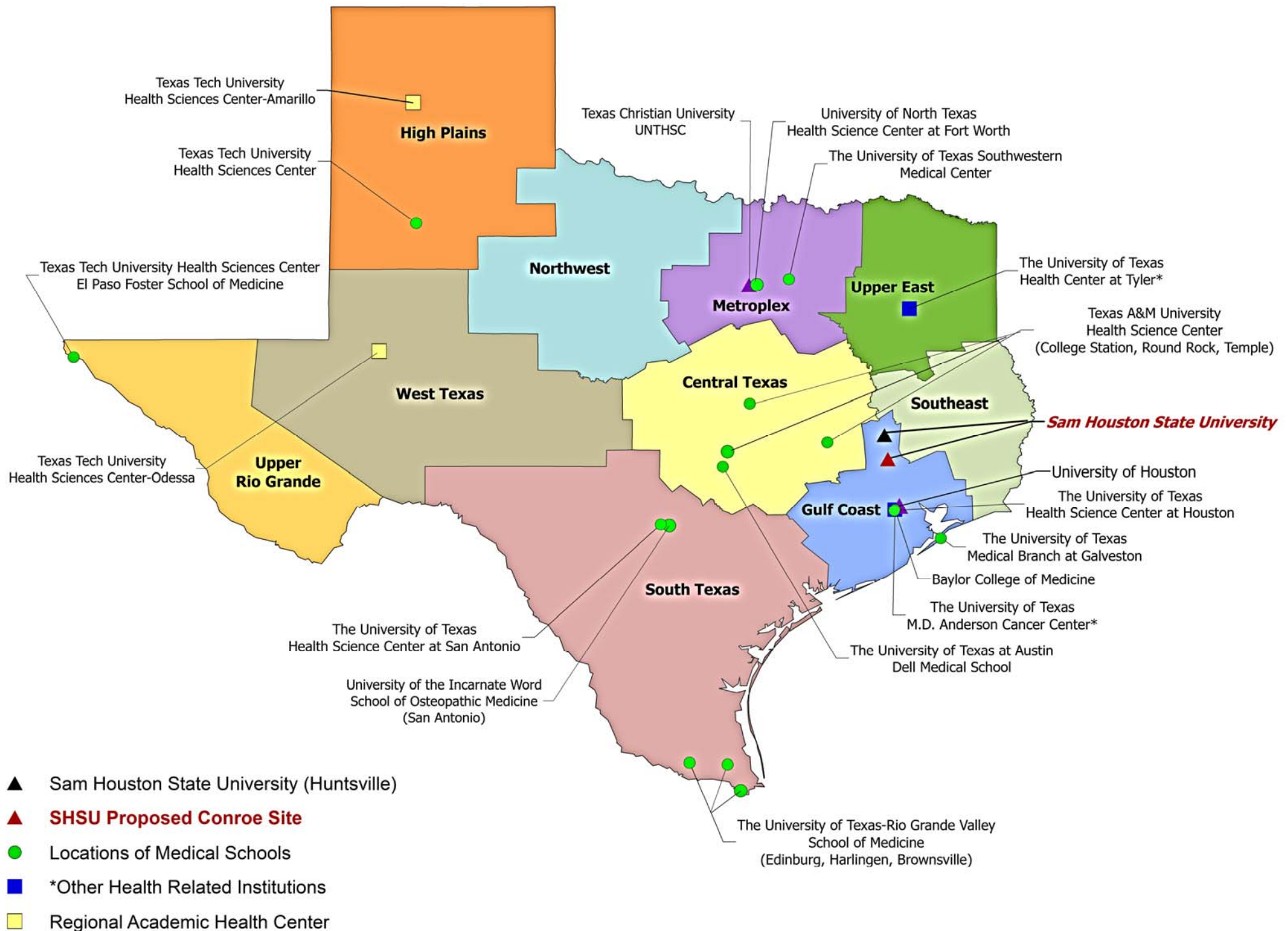
Instruction		
Measure of Excellence	Fall 2017	
Undergraduate Classes with < 20 Students	27.2%	
Undergraduate Classes with > 50 Students	9.4%	
% of Teaching Faculty Tenured/Tenure-track *	58.2%	
Student/Faculty Ratio *	24:1	

\* 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	\$100,964,615	32.9%
Federal Funds	\$38,126,995	12.4%
Tuition & Fees	\$141,919,163	46.3%
<b>Total Revenue</b>	<b>\$306,582,251</b>	<b>100.0%</b>

## Proposal for a Doctor of Osteopathic (DO) degree with a major in Osteopathic Medicine





## AGENDA ITEM X-F (1)

Consideration of adopting the Committee's recommendation to the Board relating to the request from Texas State University for a Doctor of Philosophy (PhD) degree with a major in Applied Anthropology

RECOMMENDATION: Approval

Rationale: The proposed PhD program would be offered face-to-face on Texas State University's (TXST) main campus in San Marcos and prepare students for professional and academic careers in applied anthropology. The proposed program would require 54 semester credit hours post-master's and would begin enrolling students in fall 2018. Students would design and conduct research, develop laboratory skills, and complete a dissertation. The proposed program would distinguish itself from other anthropology programs by developing the focus areas of cultural resource management and forensic anthropology.

The proposed program would build on TXST's master's program in Anthropology. TXST also has related research centers and projects that would support the proposed program: the Forensic Anthropology Center at Texas State (FACTS), the Center for Archaeological Studies (CAS), the Archaeological Curation Facility, the Ancient Southwest Texas Project, the Center for the Study of Arts and Symbolism of Ancient America (CASAA), the Center for Middle American Research (CMAR), and the Prehistory Research Project.

Graduates of the proposed program would address a workforce need for college or university faculty; social science analysts; behavioral scientists; and state, military, law enforcement, and government contractors. The Bureau of Labor Statistics (BLS) projects a 9.3 percent increase for faculty positions and a 3.8 percent increase for non-faculty positions nationally from 2014 to 2024. BLS projections are higher for Texas, with a 19.2 percent increase for faculty positions and a 15.6 percent increase for non-faculty positions. These projections show a growing need in Texas.

TXST's core faculty has a headcount of 11 and a full-time equivalent (FTE) of 5.5.

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

**Texas State University** (*Accountability Peer Group: Emerging Research University*)

<b>Completion Measures</b>		<b>Institution</b>	<b>State</b>
<i>Graduate</i>	Master's 5-Year Graduation Rate	78.5%	77.2%
	Doctoral 10-Year Graduation Rate	75.7%	60.4%
<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: <u>Yes</u> No N/A		
	Recently Approved Doctoral Programs: PhD in Computer Science (2017)		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A		

**Proposed Program:**

The proposed program would be offered face-to-face on the main campus in San Marcos. The proposed program would require 54 semester credit hours post-master's of instruction that would be available beginning in fall 2018. Students would design and conduct research, develop laboratory skills, and complete a dissertation. The proposed program would distinguish itself from other anthropology programs by developing the focus areas of cultural resource management and forensic anthropology. The proposed program would build on TXST's master's program in Anthropology.

The institution estimates that five-year costs would total \$4,489,168, and has identified funding resources of \$4,489,168 over the same period.

**Existing Programs:**

There are currently five doctoral programs in anthropology in Texas.

**Public Universities:**

Texas A&M University  
The University of Texas at Austin  
The University of Texas at San Antonio

**Private Universities:**

Rice University  
Southern Methodist University

There are two existing programs within a 60-minute drive of the proposed program, The University of Texas at Austin and The University of Texas at San Antonio. TXST's proposed program would provide unique specialization areas and would not duplicate the efforts of other programs in the state.

In 2017, 28 doctoral degrees in anthropology were awarded by Texas public universities and in fall 2017, 151 doctoral students were enrolled in these doctoral programs.

<b>Start-Up Projections:</b>	<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>	<b>Yr. 4</b>	<b>Yr. 5</b>
<i>Students Enrolled</i>	6	11	18	25	34
<i>Graduates</i>	0	0	0	0	5
<i>Avg. Financial Assistance</i>	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
<i>Students Assisted</i>	6	11	18	25	34
<i>Core Faculty FTE</i>	5.5	5.5	5.5	5.5	5.5
<i>Total Costs</i>	\$517,561	\$579,548	\$769,926	\$1,081,150	\$1,513,983
<i>Total Funding</i>	\$517,561	\$579,548	\$769,926	\$1,081,150	\$1,513,983
<i>% From Formula Funding</i>	0	0	7%	15%	11%

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty	\$ 203,968
Program Administration	\$ 200,940
Graduate Assistants	\$ 2,820,000
Clerical/Staff	\$ 874,060
Other (Student Support)	\$ 0
Supplies and Materials	\$ 100,000
Library and IT Resources	\$ 90,000
Equipment	\$ 200,200
Facilities	\$ 0
Other	\$ 0
<b>Total</b>	<b>\$ 4,489,168</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 3-5)	\$ 380,399
Reallocation of Existing Resources	\$ 383,288
Tuition and Fees	\$ 582,780
Other-University Support	\$ 3,142,701
<b>Total</b>	<b>\$ 4,489,168</b>

### Major Commitments:

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

### Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program: Yes No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: Yes No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46): Yes No

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

# Online Resume for Legislators and Other Policymakers

## TEXAS STATE UNIVERSITY - SAN MARCOS

Location: San Marcos, Central Region

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

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

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

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Enrollment						
Race/Ethnicity	Fall 2012		Fall 2016		Fall 2017	
	Number	Percent	Number	Percent	Number	Percent
White	19,497	57.0%	18,662	48.1%	18,090	46.8%
Hispanic	9,558	27.9%	13,452	34.7%	13,885	35.9%
African American	2,471	7.2%	4,144	10.7%	4,267	11.0%
Asian	725	2.1%	959	2.5%	957	2.5%
International	353	1.0%	535	1.4%	527	1.4%
Other & Unknown	1,621	4.7%	1,056	2.7%	940	2.4%
<b>Total</b>	<b>34,225</b>	<b>100.0%</b>	<b>38,808</b>	<b>100.0%</b>	<b>38,666</b>	<b>100.0%</b>
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	1,323	3.3%	1,601	3.3%	1,606	3.2%
Other Institutions	337	.8%	557	1.2%	599	1.2%

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	\$8,480	.0%	\$9,136	.0%
2014	\$9,036	6.6%	\$9,412	3.0%
2015	\$9,242	2.3%	\$9,520	1.1%
2016	\$9,494	2.7%	\$9,652	1.4%
2017	\$9,707	2.2%	\$9,758	1.1%
2018	\$9,882	1.8%	\$9,987	2.3%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2015	33%	\$6,351	34%	\$6,854	36%	\$6,233
2016	0%	\$0	0%	\$0	0%	\$0
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2015	56%	\$8,947	50%	\$9,086	55%	\$12,245
2016	0%	\$0	0%	\$0	0%	\$0
<b>Federal (Pell) Grants</b>						
2015	22%	\$4,318	23%	\$4,480	21%	\$4,359
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	Peer Group
Cohort		4,519	5,536	5,573	Fall 2008 4-year	26.3%
Total		87.9%	88.4%	89.1%	Fall 2012 4-year	31.4%
Same		76.1%	77.1%	77.7%	Fall 2013 4-year	34.4%
Other		11.8%	11.4%	11.4%	Fall 2007 5-year	47.9%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2011 5-year	52.1%	
		Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Fall 2012 5-year	54.6%
Institution Persistence				Fall 2006 6-year	56.5%	
Cohort				Fall 2010 6-year	59.4%	
Total				Fall 2011 6-year	60.8%	
Same				National Comparison (IPEDS Definition)		
Other				Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2007 4-year	27.0%	20.0%
Cohort				Fall 2011 4-year	26.0%	29.2%
Total				Fall 2012 4-year	27.0%	30.4%
Same				Fall 2006 5-year	48.0%	41.7%
Other				Fall 2010 5-year	47.0%	51.0%
				Fall 2011 5-year	48.0%	50.8%
				Fall 2005 6-year	56.0%	49.0%
				Fall 2009 6-year	53.0%	57.2%
				Fall 2010 6-year	54.0%	57.0%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2013	8,212	9.31	132.70	7,802	9.20	131.64
FY 2016	9,024	10.09	130.00	8,681	9.78	128.50
FY 2017	10,087	9.20	130.00	9,158	9.10	128.00

Six-year Graduation & Persistence Rate, Fall 2011		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	75	57.3%
Peer Group	73	56.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	7,527	90.6%
Peer Group	7,263	90.1%

\*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	\$150,654,448	36.6%	\$191,690,377	35.7%	\$202,892,939	36.3%
Federal Funds	\$66,341,846	16.1%	\$80,317,215	14.9%	\$87,663,369	15.7%
Tuition & Fees	\$164,748,661	40.0%	\$221,661,427	41.2%	\$233,494,375	41.8%
<b>Total Revenue</b>	<b>\$411,633,820</b>	<b>100.0%</b>	<b>\$537,580,659</b>	<b>100.0%</b>	<b>\$559,100,054</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## TEXAS STATE UNIVERSITY - SAN MARCOS

Location: San Marcos, Central Region

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

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

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

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Enrollment		
Race/Ethnicity	Fall 2017 Number	Percent
White	18,090	46.8%
Hispanic	13,885	35.9%
African American	4,267	11.0%
Asian	957	2.5%
International	527	1.4%
Other & Unknown	940	2.4%
<b>Total</b>	<b>38,666</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	2,524	7.4%
Other Institutions	716	2.1%

Baccalaureate Success					
Graduation Rate of First-time, Full-time Degree-seeking Students Entering			1-Year Persistence, Fall 2016		
Measure	Fall	Rate	Total	89.1%	
4-year Rate Total	2013	32.3%	Same	77.7%	
Same Institution		29.4%	Other	11.4%	
Other Institutions		2.9%	2-Year Persistence, Fall 2015		
5-year Rate Total	2012	56.1%	Total	82.5%	
Same Institution		49.5%	Same	67.6%	
Other Institutions		6.6%	Other	14.9%	
6-year Rate Total	2011	62.8%	Avg Number SCH for Bachelor's Degree		
Same Institution		53.9%	FY 2017 Average		
Other Institutions		8.9%	Sem SCH		
<a href="#">Grad Rates by Ethnicity</a>			All	10.20	135.00

Degrees Awarded	
Type	FY 2017
Bachelor's	7,061
Master's	1,382
Doctoral	50
Professional	38
<b>Total</b>	<b>8,531</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2017 Rate
Education*	95.00%
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	<a href="http://www.CollegePortraits.org">http://www.CollegePortraits.org</a>	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2017			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	9,100	78.8%	35.1%
African American	3,307	60.9%	38.1%
Hispanic	10,760	71.3%	31.1%
Asian	804	78.4%	20.6%
International	130	69.2%	16.7%
Other	544	78.7%	29.0%
<b>Total</b>	<b>24,645</b>	<b>73.0%</b>	<b>33.0%</b>

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	\$8,770	.0%	\$9,202	.0%	Total Academic Cost
2014	\$9,150	4.2%	\$9,373	1.8%	On-campus Room & Board
2015	\$9,500	3.7%	\$9,612	2.5%	Books & Supplies
2016	\$9,940	4.4%	\$9,753	1.4%	Off-Campus Transportation & Personal Expenses
2017	\$10,200	2.5%	\$10,201	4.4%	Total Cost
2018	\$10,620	4.0%	\$10,417	2.1%	

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

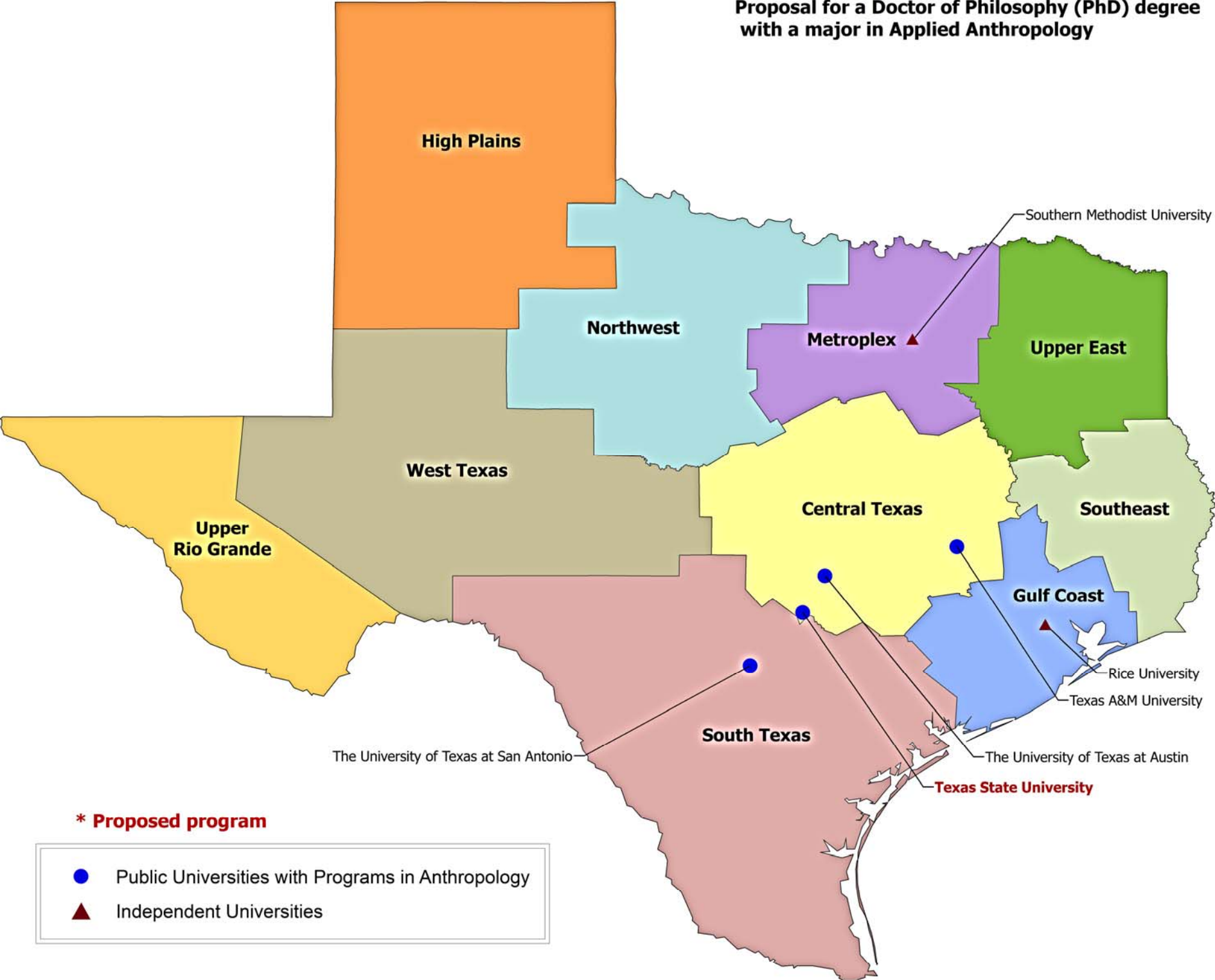
Instruction		
Measure of Excellence	Fall 2017	
Undergraduate Classes with < 20 Students	30.8%	
Undergraduate Classes with > 50 Students	13.5%	
% of Teaching Faculty Tenured/Tenure-track *	43.1%	
Student/Faculty Ratio *	28:1	

\* 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	\$202,892,939	36.3%
Federal Funds	\$87,663,369	15.7%
Tuition & Fees	\$233,494,375	41.8%
<b>Total Revenue</b>	<b>\$559,100,054</b>	<b>100.0%</b>

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



**\* Proposed program**

- Public Universities with Programs in Anthropology
- ▲ Independent Universities

## AGENDA ITEM X-F (2)

Consideration of adopting the Committee's recommendation to the Board relating to the request from Texas Tech University (TTU) for a Doctor of Philosophy (PhD) degree with a major in Addictive Disorders and Recovery Studies

RECOMMENDATION: Approval, with contingencies

Rationale: The proposed research-focused Addictive Disorders and Recovery Studies (ADRS) PhD program would be the first doctoral program in the nation to focus on addictive disorder recovery dedicated to the neuroscience of addiction and recovery. The proposed full-time, face-to-face program on the main campus in Lubbock would require 72 semester credit hours (SCH) post-master's degree and would begin enrolling students in fall 2019. The proposed program would emphasize research, utilizing neuroscience methodology for the study of familial/systemic factors of recovery and grounded in Family Systems Theory. Admission to the proposed program would require a master's degree, and students could transfer into the program up to 30 SCH on a case-by-case basis.

The proposed program would address an important job market need with strong student demand. Data from the Bureau of Labor Statistics indicate that national jobs resulting from growth and replacement in the combined fields of Mental Health and Substance Abuse Social Worker, Rehabilitation Counselor, Mental Health Counselor, and Marriage and Family Therapist (MFT) are projected to be 55,900 annually during 2016-2026. Similar data from the Texas Workforce Commission indicate stronger than normal state growth in these fields in the next decade. Strong related existing programs, including TTU's bachelor's in ADRS and bachelor's, master's, and doctoral programs in MFT, would support the proposed program.

The proposed program is designed to develop research specialists and leaders to teach, conduct research, and hold administrative positions in private, educational, and governmental contexts. The proposed program also seeks to develop researchers capable of continuing and expanding the replication of Centers for Collegiate Recovery Communities (CCRC) in the United States. TTU's CCRC is a nationally recognized and the first of its kind recovery community that has been in operation since 1986. It has been replicated in more than 70 colleges and universities throughout the nation. The CCRC provides support for students in drug, alcohol, and eating disorder recovery. The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

Contingencies: In accordance with the institution's proposed hiring schedule, TTU will have two full-time faculty, with one starting by fall 2019 and the second

starting in the third year of the program. By June 1, 2019, TTU will provide documentation of the first hire through submission of a letter of intent, curriculum vitae, and a list of courses to be taught. By June 1, 2021, TTU will provide documentation of the second hire through submission of a letter of intent, curriculum vitae, and a list of courses to be taught.

The two additional faculty members that will be hired in years one and three of the program should contribute to the diverse background and research expertise of existing faculty, such as expertise in the field of addiction.

**Texas Tech University** (*Accountability Peer Group: Emerging Research University*)

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	85.3%	77.2%
	Doctoral 10-Year Graduation Rate	57.0%	60.4%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes	<u>No</u> N/A
	Recently Approved Doctoral Programs: Educational Leadership (PhD, 2014) enrollment is 22 below projected (projected 29, enrolled 7; recruitment of second cohort was delayed to January 2018)		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	<u>Yes</u>	No N/A

**Proposed Program:**

The proposed program would be offered face-to-face on the main campus in Lubbock. The proposed program would require 72 SCH of instruction beyond the master's degree. Students would focus on addictive disorder recovery using the neuroscience of recovery and addiction. The proposed program would have a special emphasis on research utilizing neuroscience methodology for the study of familial/systemic factors of recovery, grounded in Family Systems Theory.

The institution estimates that five-year costs would total \$4,335,053, and has identified funding resources of \$4,933,480 over the same period.

**Existing Programs:**

The field of addiction recovery encompasses a wide array of professionals who work in tandem to facilitate the decrease in the number of current and new adults self-reporting or identified as substance abusers. While there are no existing doctoral programs in addictive disorders and recovery studies in Texas, the proposed program would focus on addiction recovery to complement the wide array of professionals who act collaboratively to treat patients with addictive disorders.



<b>Start-Up Projections:</b>	<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>	<b>Yr. 4</b>	<b>Yr. 5</b>
<i>Student Headcount</i>	6	12	19	20	22
<i>Graduates</i>	0	0	5	5	6
<i>Avg. Financial Assistance</i>	\$28,888.67	\$28,888.67	\$28,894.53	\$28,899.80	\$28,893.73
<i>Students Assisted</i>	6	12	19	20	22
<i>Core Faculty FTE</i>	4.10	4.10	4.60	4.60	4.60
<i>Total Costs</i>	\$520,395	\$739,669	\$951,739	\$987,199	\$1,136,051
<i>Total Funding</i>	\$799,154	\$906,587	\$991,818	\$986,551	\$1,249,370
<i>% From Formula Funding</i>	0	0	6%	7%	19%

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty	\$ 1,919,513
Program Administration	\$ 2,250
Graduate Assistants	\$ 2,282,650
Clerical/Staff (New)	\$ 111,940
Other (Student Support)	\$ 0
Supplies and Materials	\$ 10,000
Library and IT Resources	\$ 4,200
Equipment	\$ 4,500
Facilities	\$ 0
Other	\$ 0
<b>Total</b>	<b>\$ 4,335,053</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 3-5)	\$ 371,578
Reallocation of Existing Resources	\$ 2,544,688
Tuition and Fees	\$ 841,749
Other	
TRIP	\$ 180,000
Scholarships	\$ 315,000
Research start-up funds	\$ 546,465
Online Distance Education Fees	\$ 134,000
<b>Total</b>	<b>\$ 4,933,480</b>

### Major Commitments:

The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation. Scholarships and graduate assistantships will be guaranteed to its doctoral students for three years, while also guaranteeing extended funding to four years if a full-time student is making sufficient progress toward their degree with a reasonable plan for completing the program. In accordance with the institution's proposed hiring schedule, TTU will have two full-time faculty, with one starting by fall 2019 and the second starting in the third year of the program. By June 1, 2019, TTU will provide documentation of the first hire through submission of a letter of intent, curriculum vitae, and a list of courses to be taught. By June 1, 2021, TTU will provide documentation of the second hire through submission of a letter of intent, curriculum vitae, and a list of courses to be taught.

**Final Assessment:**

The institution has a proactive plan to recruit underrepresented students to the program: Yes No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: Yes No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46): Yes No

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

# Online Resume for Legislators and Other Policymakers

## TEXAS TECH UNIVERSITY

Location: Lubbock, High Plains Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2012		Fall 2016		Fall 2017	
	Number	Percent	Number	Percent	Number	Percent
White	19,813	61.2%	20,773	57.3%	20,156	55.0%
Hispanic	5,586	17.2%	8,375	23.1%	9,630	26.3%
African American	1,893	5.8%	2,571	7.1%	2,535	6.9%
Asian	937	2.9%	1,090	3.0%	1,070	2.9%
International	1,511	4.7%	2,277	6.3%	2,223	6.1%
Other & Unknown	2,658	8.2%	1,139	3.1%	1,020	2.8%
<b>Total</b>	<b>32,398</b>	<b>100.0%</b>	<b>36,225</b>	<b>100.0%</b>	<b>36,634</b>	<b>100.0%</b>
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	1,323	3.3%	1,601	3.3%	1,606	3.2%
Other Institutions	337	.8%	557	1.2%	599	1.2%

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	\$8,480	.0%	\$9,136	.0%
2014	\$9,036	6.6%	\$9,412	3.0%
2015	\$9,242	2.3%	\$9,520	1.1%
2016	\$9,494	2.7%	\$9,652	1.4%
2017	\$9,707	2.2%	\$9,758	1.1%
2018	\$9,882	1.8%	\$9,987	2.3%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2015	33%	\$6,351	34%	\$6,854	36%	\$6,233
2016	0%	\$0	0%	\$0	0%	\$0
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2015	56%	\$8,947	50%	\$9,086	55%	\$12,245
2016	0%	\$0	0%	\$0	0%	\$0
<b>Federal (Pell) Grants</b>						
2015	22%	\$4,318	23%	\$4,480	21%	\$4,359
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	Peer Group
Cohort	Total	4,403	5,084	4,687	Fall 2008 4-year	26.3%
	Same	88.6%	92.2%	92.4%	Fall 2012 4-year	31.4%
	Other	78.6%	83.6%	84.0%	Fall 2013 4-year	34.4%
	Other	9.9%	8.7%	8.3%	Fall 2007 5-year	47.9%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2011 5-year	52.1%	
		Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Fall 2012 5-year	54.6%
Institution Persistence				Fall 2006 6-year	56.5%	
Cohort	Total	4,727	5,515	5,081	Fall 2010 6-year	59.4%
	Same	85.4%	87.9%	87.0%	Fall 2011 6-year	60.8%
	Other	70.1%	73.6%	72.0%	<b>National Comparison (IPEDS Definition)</b>	
	Other	15.4%	14.3%	15.1%	Cohort	OOS Peers
Peer Group Persistence				Fall 2007 4-year	31.5%	
Cohort	Total	3,355	3,964	4,012	Fall 2011 4-year	34.4%
	Same	81.0%	82.3%	82.5%	Fall 2012 4-year	36.0%
	Other	62.7%	67.3%	67.8%	Fall 2006 5-year	51.0%
	Other	18.3%	15.0%	14.7%	Fall 2010 5-year	54.8%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2013	8,212	9.31	132.70	7,802	9.20	131.64
FY 2016	9,024	10.09	130.00	8,681	9.78	128.50
FY 2017	10,087	9.20	130.00	9,158	9.10	128.00

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2013	8,212	9.31	132.70	7,802	9.20	131.64
FY 2016	9,024	10.09	130.00	8,681	9.78	128.50
FY 2017	10,087	9.20	130.00	9,158	9.10	128.00

Six-year Graduation & Persistence Rate, Fall 2011		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	75	57.3%
Peer Group	73	56.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	7,527	90.6%
Peer Group	7,263	90.1%

\*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	\$200,243,869	34.2%	\$274,589,211	39.1%	\$267,607,286	37.2%
Federal Funds	\$70,601,725	12.1%	\$74,247,737	10.6%	\$78,128,414	10.9%
Tuition & Fees	\$240,229,071	41.1%	\$295,899,496	42.1%	\$299,280,815	41.6%
<b>Total Revenue</b>	<b>\$584,937,975</b>	<b>100.0%</b>	<b>\$703,024,573</b>	<b>100.0%</b>	<b>\$719,431,074</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## TEXAS TECH UNIVERSITY

Location: Lubbock, High Plains Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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Enrollment		
Race/Ethnicity	Fall 2017	
	Number	Percent
White	20,156	55.0%
Hispanic	9,630	26.3%
African American	2,535	6.9%
Asian	1,070	2.9%
International	2,223	6.1%
Other & Unknown	1,020	2.8%
<b>Total</b>	<b>36,634</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	1,752	5.7%
Other Institutions	414	1.4%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		Rate
	Fall		
4-year Rate Total	2013		41.9%
Same Institution			36.0%
Other Institutions			5.9%
5-year Rate Total	2012		64.2%
Same Institution			54.4%
Other Institutions			9.8%
6-year Rate Total	2011		69.5%
Same Institution			58.9%
Other Institutions			10.6%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2016	
Total	92.4%
Same	84.0%
Other	8.3%

2-Year Persistence, Fall 2015	
Total	87.0%
Same	72.0%
Other	15.1%

Avg Number SCH for Bachelor's Degree	
FY 2017 Average	
Sem	SCH
All	9.60 140.00

Degrees Awarded	
Type	FY 2017
Bachelor's	5,664
Master's	1,590
Doctoral	346
Professional	197
<b>Total</b>	<b>7,797</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
FY 2017	
Field	Rate
Education*	97.70%
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		<a href="http://www.CollegePortraits.org">http://www.CollegePortraits.org</a>
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2017			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	7,216	85.0%	47.7%
African American	1,266	67.9%	36.1%
Hispanic	8,809	80.3%	32.6%
Asian	766	77.3%	25.5%
International	781	76.1%	18.0%
Other	218	85.8%	44.9%
<b>Total</b>	<b>19,056</b>	<b>81.0%</b>	<b>38.1%</b>

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	\$9,242	.0%	\$9,135	.0%	Total Academic Cost
2014	\$9,242	.0%	\$9,359	2.4%	On-campus Room & Board
2015	\$9,608	3.8%	\$9,596	2.5%	Books & Supplies
2016	\$9,866	2.6%	\$9,764	1.7%	Off-Campus Transportation & Personal Expenses
2017	\$10,622	7.1%	\$10,140	3.7%	Total Cost
2018	\$10,772	1.4%	\$10,396	2.5%	

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

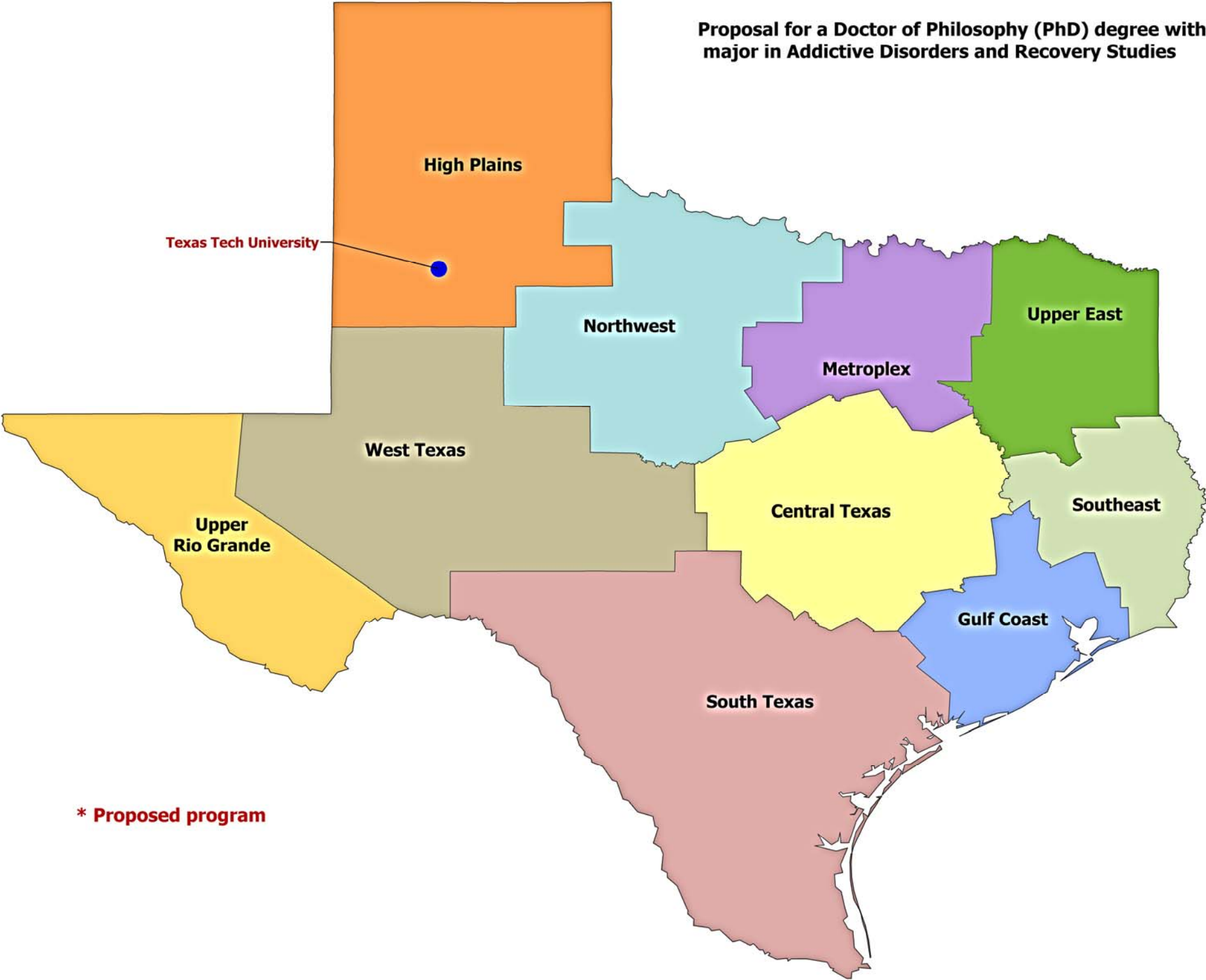
Instruction		
Measure of Excellence	Fall 2017	
Undergraduate Classes with < 20 Students	28.4%	
Undergraduate Classes with > 50 Students	14.9%	
% of Teaching Faculty Tenured/Tenure-track *	71.0%	
Student/Faculty Ratio *	23:1	

\* 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	\$267,607,286	37.2%
Federal Funds	\$78,128,414	10.9%
Tuition & Fees	\$299,280,815	41.6%
<b>Total Revenue</b>	<b>\$719,431,074</b>	<b>100.0%</b>

**Proposal for a Doctor of Philosophy (PhD) degree with a major in Addictive Disorders and Recovery Studies**



**\* Proposed program**

### AGENDA ITEM X-F (3)

Consideration of adopting the Committee's recommendation to the Board relating to the request from The University of Texas Health Science Center at Houston for a Doctorate of Health Informatics (DHI) degree with a major in Health Informatics

RECOMMENDATION: Approval

Rationale: The proposed program would be the first advanced practice degree in health informatics in the nation. With the goal of improved patient care, The University of Texas Health Science Center at Houston (UTHSC-Houston) envisions health informatics as the next health profession to be elevated to the doctoral level.

UTHSC-Houston offers the only Master of Science in Biomedical Informatics in Texas. The DHI would build upon the master's degree, requiring an additional 63 semester credit hours and would begin enrolling students fall 2019. The proposed program would be offered in a hybrid format with more than 50 percent of coursework delivered online.

To be considered for acceptance into the proposed program, applicants would be required to have documented executive or management level health care experience. The institution anticipates that students would continue working while enrolled in the program and would receive tuition assistance from employers.

UTHSC-Houston also offers a Doctor of Philosophy (PhD) in Biomedical Informatics. Unlike the DHI, the PhD program emphasizes research in the health informatics field and is designed primarily for individuals interested in postsecondary faculty positions.

The Bureau of Labor Statistics anticipates medical and health services managers will experience a 36.7 percent increase in available jobs during the decade 2016-2026. This increase would create approximately 36,700 job openings per year due to growth and replacement.

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

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

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	71.1%	74.1%
	Doctoral 10-Year Graduation Rate	59.0%	59.8%
<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: Doctor of Nursing Practice, 2006		
	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:**

The proposed program would train working professionals who have already obtained a bachelor's or master's degree and have documented management-level health care experience. Students who are admitted with a bachelor's degree would complete the required 33 SCH of didactic coursework from the master's program prior to enrolling in the DHI. The DHI would be offered in a hybrid format with more than 50 percent of coursework online. Students would be required to meet on the UTHSC-Houston campus for three consecutive days twice each semester. The proposed program would require 63 semester credit hours of instruction after the master's degree and include a final project. Students would enroll in fall 2019.

The institution estimates that five-year costs would total \$2,385,905, and has identified funding resources of \$2,980,577 over the same period. More than half of the proposed program funding, \$1,724,537 would come from student tuition and fees.

**Existing Programs:**

The DHI is an advanced practice degree in health informatics. There are currently no other practice doctorates in health informatics in the nation.

<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>	10	20	30	40	50
<i>Graduates</i>	0	0	4	8	12
<i>Avg. Financial Assistance</i>	\$1,000	\$1,000	\$1,392	\$1,392	\$1,392
<i>Students Assisted</i>	2	3	9	10	10
<i>Core Faculty</i>	2	2	2	2	2
<i>Total Costs</i>	\$408,601	\$415,191	\$430,781	\$562,371	\$568,961
<i>Total Funding</i>	\$115,119	\$229,638	\$658,167	\$877,357	\$1,100,296
<i>% From Formula Funding</i>	0	0	48%	48%	48%

FIVE-YEAR COSTS		FIVE-YEAR FUNDING	
Personnel		Formula Funding (Years 3-5)	\$ 1,256,040
Faculty	\$ 1,972,400	Reallocation of Existing Resources	\$ 0
Program Administration	\$ 80,035	Tuition and Fees	\$ 1,724,537
Graduate Assistants	\$ 21,408		
Clerical/Staff	\$ 234,620		
Other (Student Support)	\$ 0		
Supplies and Materials	\$ 0		
Library and IT Resources	\$ 89,850		
Equipment	\$ 0		
Facilities	\$ 0		
Other	\$ 9,000		
<b>Total</b>	<b>\$ 2,407,313</b>	<b>Total</b>	<b>\$ 2,980,577</b>

**Major Commitments:**

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

**Final Assessment:**

The institution has a proactive plan to recruit underrepresented students to the program: Yes No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: Yes No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46): Yes No

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



# Online Resume for Legislators and Other Policymakers

## THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON

Location: Houston, Gulf Coast Region

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

Out-Of-State Peers:

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

[Institutional Resumes](#)

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Enrollment			
Category	Fall 2012	Fall 2016	Fall 2017
Medical School Students	966	968	967
Total Enrollment	4,489	5,051	5,242
Physicians Certified in Residency	864	978	1,014

Costs				
Average Annual Total Academic Costs for Resident Full-time Student				
Undergraduate Student			Graduate Student	
Year	Institution	Peer Group	Institution	Peer Group
FY 2013	\$6,985	\$5,785	\$5,209	\$4,819
FY 2017	\$9,498	\$5,723	\$6,862	\$6,377
FY 2018	\$9,791	\$4,925	\$7,062	\$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	384	281	420	306	438	329			
Master's	184	133	202	148	206	144			
Doctoral	17	6	29	11	51	12			
Professional	0	28	0	31	0	33			

Research Expenditures	
Year	Amount
FY 2012	\$226,708,175
FY 2016	\$222,991,213
FY 2017	\$232,468,158

Percent of Medical School Students Practicing Primary Care in Texas after Graduation		
Year	Institution	Peer Group
FY 2012	22.00%	24.97%
FY 2016	20.00%	27.57%
FY 2017	22.00%	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	98.00%	97.10%
FY 2016	98.00%	96.00%
FY 2017	98.00%	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	\$178,848,079	FY 2013	\$816,309,061
FY 2016	\$222,753,211	FY 2016	\$1,114,044,489
FY 2017	\$233,223,463	FY 2017	\$1,153,279,551

# Online Resume for Prospective Students, Parents and the Public

## THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON

Location: Houston, Gulf Coast Region

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

Out-Of-State Peers:

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

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Enrollment						
Fall 2017						
Race/Ethnicity	Total Students		Medical Students		Physicians Certified in Residency*	
	Number	% of Total	Number	% of Total	Number	% of Total
White	1,952	37.2%	452	46.7%	0	.0%
Hispanic	920	17.6%	159	16.4%	0	.0%
African American	594	11.3%	69	7.1%	0	.0%
Asian/Pacific Isl.	977	18.6%	223	23.1%	0	.0%
International	484	9.2%	1	.1%	0	.0%
Other & Unknown	315	6.0%	63	6.5%	0	.0%
<b>Total</b>	<b>5,242</b>	<b>100.0%</b>	<b>967</b>	<b>100.0%</b>	<b>1,014</b>	<b>100.0%</b>

\* Data for FY 2018

Costs	
Annual Academic Costs for Full-time Resident Student, FY 2018	
Type of Cost	Average Amount
Undergraduate	\$9,791
Graduate	\$7,062
<b>First-time Medical Student</b>	<b>\$21,654</b>

[Rates of Tuition per SCH](#)

[Mandatory Fees as Defined by CB](#)

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

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

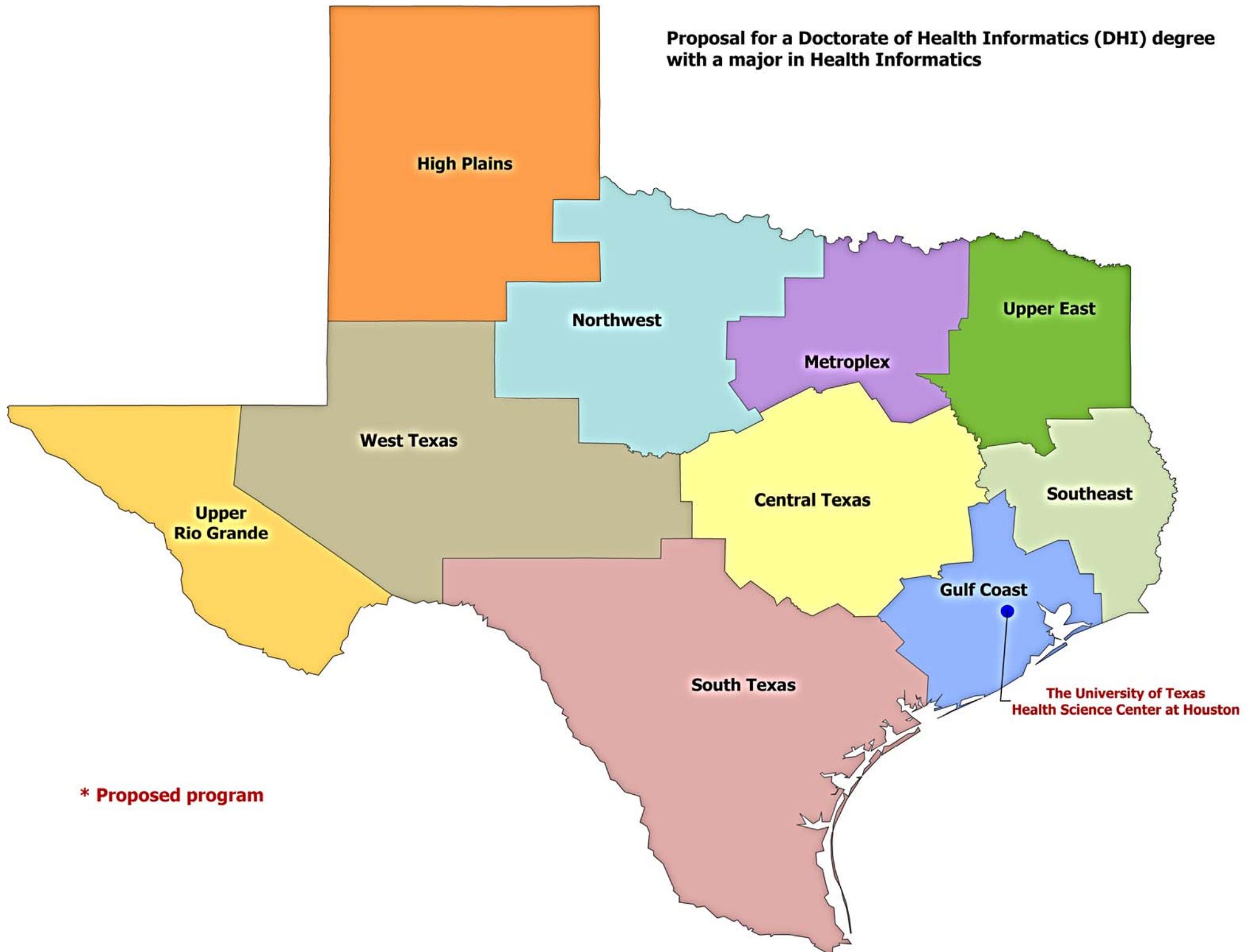
Financial Aid		
Need-based Aid for Graduate Students (GS)		
Fall 2016		
Type of Aid	% of GSs Receiving	Average Amount
Grants or Scholarships	25.9%	\$5,576
Loans	6.2%	\$4,971
Work Study		.
Grants, Scholarships, Loans or Workstudy	27.0%	\$6,478

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	438	329
FY 2017	98.00%	96.00%	FY 2017	22.00%	25.85%	Master's	206	144
						Doctoral	51	12
						Professional	0	33

First-time Licensure or Certification Examination Pass Rate		
FY 2017		
Field	Institution	Peer Group
Dental	98.0%	94.0%
Allied Health	100.0%	95.0%
Nursing	98.0%	97.2%
Pharmacy	N/A	93.5%
Medical	98.0%	96.0%

Research Expenditures	
Year	Amount
FY 2017	\$232,468,158

**Proposal for a Doctorate of Health Informatics (DHI) degree  
with a major in Health Informatics**



#### AGENDA ITEM X-F (4)

Consideration of adopting the Committee's recommendation to the Board relating to the request from West Texas A&M University for a Doctor of Education (EdD) degree with a major in Educational Leadership

RECOMMENDATION: Approval

Rationale: The proposed EdD program would be offered fully online by West Texas A&M University (WTAMU) and prepare students for professional and academic careers in education. The proposed program would require 60 semester credit hours post-master's and would begin enrolling students in spring 2019. Students would design and conduct research, develop teacher supervision skills, and complete a scholarly delivery. Students would meet as a cohort each long semester at the WTAMU campus or the Amarillo Center. The proposed program would distinguish itself from other EdD in Educational Leadership programs by developing the focus area of rural educational leadership.

WTAMU plans to offer the proposed program online to increase the convenience for students in the region, who would not have access to other programs due to geographic limitations. The closest institution with a similar doctoral program is 95 miles away from WTAMU, and all other programs are more than 250 miles away. Three similar doctoral programs are offered 100 percent online. Two similar doctoral programs are offered hybrid/blended, however, only one of these programs is in close proximity to WTAMU.

Graduates of the proposed program would address a workforce need for elementary and secondary school administrators. The Bureau of Labor Statistics (BLS) projects a 5.8 percent increase for elementary and secondary school administrators and a 4.0 percent increase for other education administrators nationally from 2014 to 2024. BLS projections are higher for Texas, with a 24.4 percent increase for elementary and secondary school administrators and a 14.2 percent increase for other education administrators. An estimated 1,320 annual openings are projected for education administrators in Texas over this period. These projections show a growing need in Texas.

WTAMU's core faculty has a headcount of 11 and a full-time equivalent (FTE) of 1.6 in year one and would increase to 8.5 by year three. The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

**West Texas A&M University** (*Accountability Peer Group: Comprehensive*)

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	65.7%	77.2%
	Doctoral 10-Year Graduation Rate	100%	60.4%
<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: The institution's only doctoral program is a PhD in Agriculture (2003).		
	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:**

The proposed EdD program would be offered online by West Texas A&M University (WTAMU) and prepare students for professional and academic careers in education. The proposed program would require 60 semester credit hours post-master's and would begin enrolling students in spring 2019. Students would design and conduct research, develop teacher supervision skills, and complete a scholarly delivery. Students would meet as a cohort each long semester at the WTAMU campus or the Amarillo Center. During the summer of year two, cohorts would participate in a research opportunity in a rural area with high percentages of low socioeconomic students and/or English language learners. The proposed program would distinguish itself from other EdD in Educational Leadership programs by developing the focus area of rural educational leadership.

The institution estimates that five-year costs would total \$2,046,485 and has identified funding resources of \$2,504,507 over the same period.

**Existing Programs:**

There are currently 27 doctoral programs in educational leadership and administration (CIP 13.0401) in Texas: 21 doctoral programs at public universities and 6 at private universities.

**Public Universities**

Lamar University  
 Prairie View A&M University  
 Sam Houston State University  
 Stephen F. Austin State University  
 Tarleton State University  
 Texas A&M University  
 Texas A&M University-Commerce  
 Texas A&M University-Corpus Christi  
 Texas A&M University-Kingsville  
 Texas A&M University-Texarkana  
 Texas Southern University

Texas State University  
 Texas Tech University  
 The University of Texas at Arlington  
 The University of Texas at Austin  
 The University of Texas at El Paso  
 The University of Texas at San Antonio  
 The University of Texas Rio Grande Valley  
 University of Houston  
 University of Houston-Clear Lake  
 University of North Texas

**Private Universities:**

Abilene Christian University  
 Baylor University  
 Dallas Baptist University  
 Houston Baptist University  
 Texas Christian University  
 Texas Wesleyan University

The closest institution with a similar doctoral program is 95 miles away from WTAMU, and all other programs are over 250 miles away. Three similar doctoral programs are offered 100 percent online. Two similar doctoral programs are offered hybrid/blended, however, only one of these programs is in close proximity to WTAMU.

In spring 2016, 387 doctoral degrees in educational leadership and administration were awarded by Texas public universities. In fall 2016, 5,433 doctoral students were enrolled in these doctoral programs.

<b>Start-Up Projections:</b>	<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>	<b>Yr. 4</b>	<b>Yr. 5</b>
<i>Students Enrolled</i>	15	29	41	41	41
<i>Graduates</i>	0	0	12	12	12
<i>Avg. Financial Assistance</i>	\$2,192	\$2,563	\$2,842	\$2,842	\$2,842
<i>Students Assisted</i>	13	16	19	19	19
<i>Core Faculty - FTE</i>	1.6	3.0	8.5	8.5	8.5
<i>Total Costs</i>	\$261,106	\$382,969	\$455,660	\$472,200	\$474,550
<i>Total Funding</i>	\$192,614	\$320,239	\$533,844	\$736,405	\$736,405
<i>% From Formula Funding</i>	0	0	17%	41%	41%

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty	\$ 1,284,948
Program Administration	\$ 468,364
Graduate Assistants	\$ 231,500
Clerical/Staff	\$ 61,673
Other (Student Support)	\$ 0
Supplies and Materials	\$ 0
Library and IT Resources	\$ 0
Equipment	\$ 0
Facilities	\$ 0
Other	\$ 0
<b>Total</b>	<b>\$ 2,046,485</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 3-5)	\$ 695,185
Reallocation of Existing Resources	\$ 572,236
Tuition and Fees	\$ 1,197,086
Other-HEAF	\$ 40,000
<b>Total</b>	<b>\$ 2,504,507</b>

**Major Commitments:**

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

**Final Assessment:**

The institution has a proactive plan to recruit underrepresented students to the program: Yes No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: Yes No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46): Yes No

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

# Online Resume for Legislators and Other Policymakers

## WEST TEXAS A&M UNIVERSITY

Location: Canyon, High Plains Region

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

Out-Of-State Peers: Appalachian State University, Arkansas State University-Main Campus, Murray State University, Tennessee Technological University, University Of Central Missouri

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

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Enrollment						
Race/Ethnicity	Fall 2012		Fall 2016		Fall 2017	
	Number	Percent	Number	Percent	Number	Percent
White	5,269	66.6%	6,006	60.7%	5,976	59.4%
Hispanic	1,676	21.2%	2,395	24.2%	2,543	25.3%
African American	424	5.4%	630	6.4%	643	6.4%
Asian	97	1.2%	268	2.7%	308	3.1%
International	181	2.3%	251	2.5%	226	2.2%
Other & Unknown	262	3.3%	351	3.5%	364	3.6%
<b>Total</b>	<b>7,909</b>	<b>100.0%</b>	<b>9,901</b>	<b>100.0%</b>	<b>10,060</b>	<b>100.0%</b>
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	1,323	3.3%	1,601	3.3%	1,606	3.2%
Other Institutions	337	.8%	557	1.2%	599	1.2%

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	\$8,480	.0%	\$9,136	.0%
2014	\$9,036	6.6%	\$9,412	3.0%
2015	\$9,242	2.3%	\$9,520	1.1%
2016	\$9,494	2.7%	\$9,652	1.4%
2017	\$9,707	2.2%	\$9,758	1.1%
2018	\$9,882	1.8%	\$9,987	2.3%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2015	33%	\$6,351	34%	\$6,854	36%	\$6,233
2016	0%	\$0	0%	\$0	0%	\$0
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2015	56%	\$8,947	50%	\$9,086	55%	\$12,245
2016	0%	\$0	0%	\$0	0%	\$0
<b>Federal (Pell) Grants</b>						
2015	22%	\$4,318	23%	\$4,480	21%	\$4,359
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	Peer Group
Cohort	Total	1,203	1,382	1,304	Fall 2008 4-year	20.3%
	Same	75.7%	78.4%	76.2%	Fall 2012 4-year	24.0%
	Other	61.3%	64.7%	63.7%	Fall 2013 4-year	26.8%
	Other	14.4%	13.7%	12.6%	Fall 2007 5-year	39.0%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2011 5-year	39.6%	
		Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Fall 2012 5-year	41.6%
Institution Persistence				Fall 2006 6-year	46.4%	
Cohort	Total	1,227	1,323	1,381	Fall 2010 6-year	46.2%
	Same	70.9%	69.3%	69.4%	Fall 2011 6-year	47.0%
	Other	52.5%	53.0%	54.5%	<b>National Comparison (IPEDS Definition)</b>	
	Other	18.4%	16.3%	15.0%	Cohort	OOS Peers
Peer Group Persistence				Fall 2007 4-year	29.0%	
Cohort	Total	1,523	1,579	1,587	Fall 2011 4-year	29.4%
	Same	71.4%	73.8%	75.0%	Fall 2012 4-year	31.4%
	Other	52.1%	56.0%	57.8%	Fall 2006 5-year	46.6%
	Other	19.3%	17.8%	17.1%	Fall 2010 5-year	48.2%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2013	8,212	9.31	132.70	7,802	9.20	131.64
FY 2016	9,024	10.09	130.00	8,681	9.78	128.50
FY 2017	10,087	9.20	130.00	9,158	9.10	128.00

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2013	8,212	9.31	132.70	7,802	9.20	131.64
FY 2016	9,024	10.09	130.00	8,681	9.78	128.50
FY 2017	10,087	9.20	130.00	9,158	9.10	128.00

Six-year Graduation & Persistence Rate, Fall 2011		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	75	57.3%
Peer Group	73	56.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	7,527	90.6%
Peer Group	7,263	90.1%

\*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	\$40,897,497	40.4%	\$49,436,089	36.4%	\$55,204,933	36.8%
Federal Funds	\$15,054,274	14.9%	\$14,391,134	10.6%	\$15,489,298	10.3%
Tuition & Fees	\$28,659,933	28.3%	\$45,402,467	33.4%	\$46,700,119	31.1%
<b>Total Revenue</b>	<b>\$101,241,438</b>	<b>100.0%</b>	<b>\$135,779,086</b>	<b>100.0%</b>	<b>\$150,112,975</b>	<b>100.0%</b>



# Online Resume for Prospective Students, Parents and the Public

## WEST TEXAS A&M UNIVERSITY

Location: Canyon, High Plains Region

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

Out-Of-State Peers: Appalachian State University, Arkansas State University-Main Campus, Murray State University, Tennessee Technological University, University Of Central Missouri

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

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Enrollment		
Race/Ethnicity	Fall 2017 Number	Percent
White	5,976	59.4%
Hispanic	2,543	25.3%
African American	643	6.4%
Asian	308	3.1%
International	226	2.2%
Other & Unknown	364	3.6%
<b>Total</b>	<b>10,060</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	693	9.4%
Other Institutions	109	1.5%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2013	29.6%
Same Institution		27.9%
Other Institutions		1.7%
5-year Rate Total	2012	45.0%
Same Institution		39.8%
Other Institutions		5.3%
6-year Rate Total	2011	46.1%
Same Institution		40.6%
Other Institutions		5.6%
<a href="#">Grad Rates by Ethnicity</a>		

1-Year Persistence, Fall 2016	
Total	76.2%
Same	63.7%
Other	12.6%
2-Year Persistence, Fall 2015	
Total	69.4%
Same	54.5%
Other	15.0%

Avg Number SCH for Bachelor's Degree		
FY 2017 Average		
Sem	SCH	
All	9.60	129.00

Degrees Awarded	
Type	FY 2017
Bachelor's	1,558
Master's	707
Doctoral	4
Professional	0
<b>Total</b>	<b>2,269</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2017 Rate
Education*	98.90%
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	<a href="http://www.CollegePortraits.org">http://www.CollegePortraits.org</a>	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2017			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	986	99.1%	70.8%
African American	107	94.4%	66.3%
Hispanic	515	98.6%	73.6%
Asian	37	100.0%	48.6%
International	24	100.0%	87.5%
Other	3,098	78.6%	2.4%
<b>Total</b>	<b>4,767</b>	<b>85.6%</b>	<b>30.1%</b>

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2013	\$6,709	.0%	\$7,291	.0%
2014	\$6,969	3.7%	\$7,629	4.4%
2015	\$7,361	5.3%	\$8,483	10.1%
2016	\$7,514	2.0%	\$8,971	5.4%
2017	\$7,666	2.0%	\$9,193	2.4%
2018	\$8,128	5.7%	\$9,269	.8%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2018	
Type of Cost	Average Amount
Total Academic Cost	\$8,128
On-campus Room & Board	\$7,196
Books & Supplies	\$1,000
Off-Campus Transportation & Personal Expenses	\$4,542
<b>Total Cost</b>	<b>\$20,866</b>

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

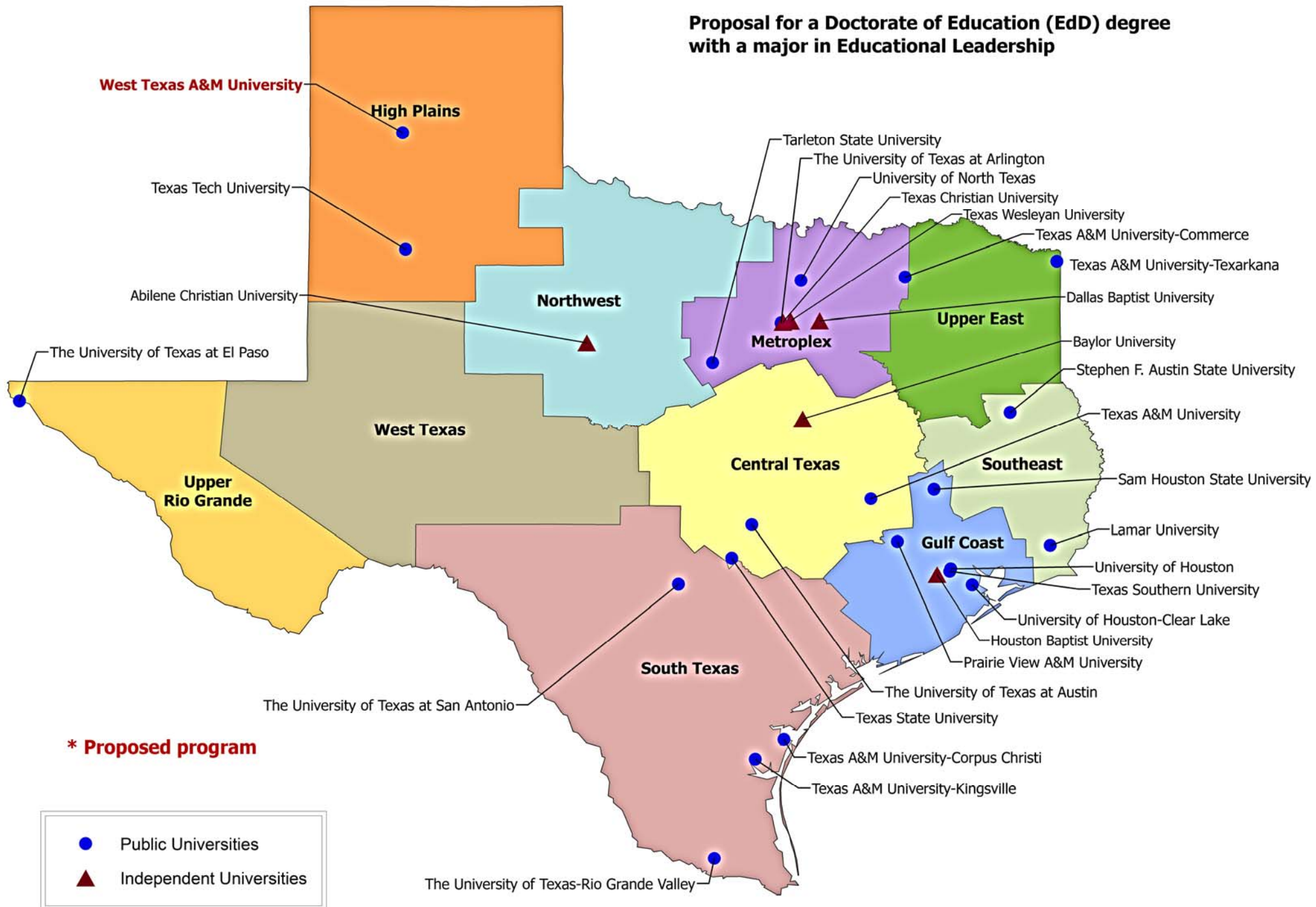
Instruction	
Measure of Excellence	Fall 2017
Undergraduate Classes with < 20 Students	35.7%
Undergraduate Classes with > 50 Students	7.9%
% of Teaching Faculty Tenured/Tenure-track *	42.7%
Student/Faculty Ratio *	20:1

\* 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	\$55,204,933	36.8%
Federal Funds	\$15,489,298	10.3%
Tuition & Fees	\$46,700,119	31.1%
<b>Total Revenue</b>	<b>\$150,112,975</b>	<b>100.0%</b>

## Proposal for a Doctorate of Education (EdD) degree with a major in Educational Leadership



## AGENDA ITEM X-G

Consideration of adopting the Committee's recommendation to the Board relating to the Open Educational Resources Report (*Senate Bill 810, 85th Texas Legislature, Regular Session*)

RECOMMENDATION: Approval

### Background Information:

Senate Bill 810 directs the Texas Higher Education Coordinating Board to conduct a study to determine the feasibility of creating a state repository of open education resources. The study must consider:

- (1) methods for facilitating public access to open educational resources;
- (2) the resources needed to create the repository; and
- (3) any potential challenges in creating the repository.

In conducting the study, Coordinating Board staff has collaborated with relevant state agencies, textbook publishers, representatives of the open educational resource community, and other stakeholders, including the Texas Education Agency and representatives of public and private institutions of higher education and school districts.

Not later than September 1, 2018, 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 must include information on:

- (1) methods by which open educational resources would be gathered and curated;
- (2) measures to ensure public access to the repository;
- (3) methods of encouraging the use of the repository;
- (4) management of intellectual property rights; and
- (5) any other measures necessary to ensure the repository's success.

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 Autism Grant Program

Recommendation: Approval

#### Background Information:

In 2015, the 84th Texas Legislature, Regular Session, passed the General Appropriations Act, House Bill 1, Article III, Rider 68, which directs the Coordinating Board to award grants to existing autism research centers at Texas public institutions of higher education for projects in three award categories: 1) Parent-directed Treatment; 2) Board-certified Behavior Analyst Training for teachers/paraprofessionals; and 3) Research, Development, and Evaluation of innovative autism treatment models.

In 2017, the 85th Texas Legislature continued support for the program, and expanded eligibility by authorizing the participation of Texas independent universities and health-related institutions. Senate Bill 1, Article III, Rider 50, directed the Coordinating Board to continue to offer the three award categories of funding to eligible institutions.

The rider also requires that the Coordinating Board gather data on the grant programs and submit an annual report on the effectiveness of each program, including the number of children served, the number of parents and/or teachers/paraprofessionals trained, and the results of the research on innovative treatment models. The report shall be submitted no later than September 1 of each year to the Legislative Budget Board, Office of the Governor, the Chair of the House Appropriations Committee, Chair of the Senate Finance Committee, Speaker of the House, and Lieutenant Governor.

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-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")

RECOMMENDATION: Approval

### Background Information:

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

Institutions with names beginning with "A" through "O" were required to submit their reports by January 15, 2018. Institutions with names beginning with "P" through "Z" are required to submit their reports by July 15, 2018. An institution receiving its first Certificate of Authorization less than six months prior to the report due date was not asked to submit an annual report because the information was deemed up-to-date. Following is a summary of the status of all institutions that were required to report in the January 2018 reporting cycle.

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

**January 2018 Report to Texas Higher Education Coordinating Board  
Status of Institutions (A-O) under a Certificate of Authorization**

Background:

Starting in January 2014, institutions operating under a Certificate of Authorization were required to submit an annual compliance report. Institutions with names beginning with "A" through "O" are required to submit their reports by January 15 each year. An institution receiving its first Certificate of Authorization less than six months prior to the report due date was not asked to submit an annual report because the information was deemed up-to-date. Following are the statuses of all institutions under the January 15, 2018 reporting deadline:

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

Institutions with a physical campus in Texas:

- |   |  |
|---|--|
| • American Coll. of Acupuncture & Oriental Medicine - Houston | • Dallas Christian College                                     |
| • AOMA Graduate School of Integrative Medicine                | • Dallas Institute of Funeral Service                          |
| • Asher College - Dallas                                      | • Embry-Riddle Aeronautical University - Fort Worth (Alliance) |
| • Auguste Escoffier School of Culinary Arts                   | • Embry-Riddle Aeronautical University - Houston               |
| • B. H. Carroll Theological Institute                         | • Ferris State University                                      |
| • Baptist University of The Americas                          | • Galen College of Nursing - San Antonio                       |
| • Baptist University of The Americas - Fort Worth             | • Graduate Institute of Applied Linguistics                    |
| • Belhaven University - Houston (Bethel Church)               | • Houston Graduate School of Theology                          |
| • Belhaven University - Houston (Park Row)                    | • Houston International College Cardiotech Ultrasound School   |
| • Carrington College - Mesquite                               | • Interactive College of Technology - Gessner                  |

- Case Western Reserve University - Houston
- Center for Advanced Legal Studies - Houston
- Chamberlain University - Houston
- Chamberlain University - Irving
- Chamberlain University - Pearland
- Columbia College, Eastfield College - Mesquite, TX
- Commonwealth Institute of Funeral Service - Houston
- Concorde Career College - Dallas
- Concorde Career College - Grand Prairie
- Concorde Career College - San Antonio
- Cornell University - Dallas
- Cornell University - Houston
- Culinary Institute LeNotre - Houston
- Culinary Institute of America - San Antonio
- Interactive College of Technology - North Houston
- Interactive College of Technology - Pasadena
- International Business College - El Paso (East)
- International Business College - El Paso (West)
- Johns Hopkins University - Arlington Uplift Summit International Prep
- Johns Hopkins University - Dallas Uplift Heights Prep
- Johns Hopkins University - Dallas Urban Teachers/Uplift Heights Prep
- Johns Hopkins University - Grand Prairie Uplift Grand Prep
- Lincoln College of Technology - Grand Prairie
- MIAT College of Technology - Houston
- North American University
- Northwood University - Arlington
- Northwood University - Cedar Hill
- Northwood University - Dallas

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

- Brandman University
- California Southern University
- California State University - Northridge
- Lesley University
- MCPHS University
- National University

- Chamberlain University - Addison, IL
- New Mexico State University - Dona Ana Community College

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

Institutions with a physical campus in Texas:

- Career Institute of Technology - Round Rock
- Criswell College - Dallas
- Dallas Nursing Institute
- Johns Hopkins University - Irving University of Dallas
- KD Conservatory College of Film And Dramatic Arts
- Mediatech Institute - Dallas
- Mediatech Institute - Houston
- National American University - Austin
- National American University - Austin (Career Point teach-out)
- National American University - Austin Roueche Graduate Center
- National American University - Georgetown
- National American University - Houston
- National American University - Houston Lone Star College - Univ Park
- National American University - Killeen
- National American University - Lewisville
- National American University - McAllen
- National American University - Mesquite
- National American University - Richardson
- National American University - San Antonio (Career Point teach-out)

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

- Allegany College of Maryland
- Boston University
- New Mexico State University - Carlsbad



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

Institutions with a physical campus in Texas:

- Altierus Career College - Austin                      No degree-seeking students
- Altierus Career College - Houston Bissonnet      No degree-seeking students
- Altierus Career College - Houston Hobby          No degree-seeking students
- Altierus Career College - San Antonio              No degree-seeking students
- Arizona College - Dallas                              No degree-seeking students
- Brown Mackie College - San Antonio              Closed
- Johns Hopkins University - Dallas Edison  
Learning Center                                      No degree-seeking students
- National American University - Allen              Closed
- National American University - Austin South      Closed
- National Graduate School of Quality  
Management - Alamo Colleges San Antonio      Closed
- National Graduate School of Quality  
Management - AMEDD Center & School,  
San Antonio                                      Closed
- National Graduate School of Quality  
Management - Northeast Baptist Hospital,  
San Antonio                                      Closed

Out-of-state institutions which were authorized to provide field-based learning in Texas but no longer have clinicals or internships in Texas:

- California Lutheran University
- Los Angeles Film School
- Florida A&M University

**Institutions with Certificates of Authorization cancelled due to membership in the State Authorization Reciprocity Agreement (SARA)**

- Galen College Of Nursing - Louisville, KY
- King's College
- Independence University
- Orion College
- International College Of Health Sciences

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

Institutions with a physical campus in Texas:

<u>Institution</u>	<u>Reason</u>
• Altierus Career College - Arlington	Teach-out status with pending closure of campus.
• Altierus Career College - Fort Worth	Teach-out status with pending closure of campus.
• American Intercontinental University - Houston	Heightened Cash Monitoring (HCM) 1 status as a result of U.S. Department of Education concerns with administrative capability.
• Argosy University - Dallas	HCM 1 status as a result of U.S. Department of Education concerns with financial responsibility.
• Argosy University - Dallas Kindred Healthcare	HCM 1 status as a result of U.S. Department of Education concerns with financial responsibility.

- Arlington Baptist University Financial Responsibility Composite Score less than 1.5.
- Bakke Graduate University Financial Responsibility Composite Score less than 1.5.
- Baptist Health System School of Health Professions - San Antonio U.S. Department of Education Letter of Credit requirement.
- Brightwood College - Dallas HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - Arlington HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - Beaumont HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - Brownsville HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - Corpus Christi HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - El Paso HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - Fort Worth HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - Friendswood HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - Houston North HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - Laredo HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.

- Brightwood College - McAllen HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - San Antonio (Ingram) HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - San Antonio (San Pedro) HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- DeVry University - Austin HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- DeVry University - Irving HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- DeVry University - Mesquite Center HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- DeVry University - San Antonio HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Florida Career College - Houston Accreditor student-achievement Show-Cause Directive status.
- Fortis College - Grand Prairie HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Fortis College - Houston South HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Fortis Institute - Houston HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Golf Academy of America - Dallas HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.

- Hallmark University - San Antonio HCM 1 status as a result of U.S. Department of Education concerns with financial responsibility and ACCSC additional reporting requirements.
- Hallmark University, College of Aeronautics - San Antonio HCM 1 status as a result of U.S. Department of Education concerns with financial responsibility and ACCSC additional reporting requirements.
- Messenger College HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.

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

<u>Institution</u>	<u>Comment</u>
• Northcentral University	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility

## AGENDA ITEM X-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

RECOMMENDATION: Approval

### Background Information:

United States American College of Business and Healthcare (USACBH), Austin, Texas, seeks approval for its first Certificate of Authority to award four degrees: Bachelor of Business Administration (BBA); Bachelor of Science in Traditional Chinese Medicine (BSTCM); Master of Business Administration (MBA); and Master of Business Administration in Healthcare Management (MBA-Healthcare). Certificates of Authority are granted for two-year periods. Institutions may be granted successive Certificates of Authority for a total of eight years. After eight years, the institution must have obtained accreditation from an accrediting agency recognized by the Coordinating Board.

The applicant institution, USACBH, has been created by dividing existing degree programs of Texas Health and Science University (THSU), Austin, Texas, between the new applicant institution and THSU, which operates under a Certificate of Authorization. This division was done as a response to the loss of US Department of Education (ED) recognition of THSU's current institutional accreditor, The Accrediting Council for Independent Colleges and Schools (ACICS) and ED's requirements for ACICS-accredited institutions to seek new recognized accreditation. ACICS has since had its recognition restored by United States Secretary of Education Betsy DeVos while she conducts a further review of documents submitted by ACICS during its renewal of recognition process. However, USACBH decided to continue the Certificate of Authority process as the final decision on ACICS' recognition has not been made.

USACBH will offer four of six degrees currently approved for Texas Health and Science University (THSU), Austin, Texas, as listed above. THSU will seek institutional accreditation from The Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) for its Master and Doctorate of Acupuncture and Oriental Medicine programs.

USACBH was incorporated January 29, 2018. The mission of USACBH is to prepare students to become successful professionals in a diverse and vibrant global economy. Emphasis is placed on helping students improve their leadership potential by developing an entrepreneurial mindset and creating a value proposition to each of the stakeholders they serve.

USACBH has applied for its first Certificate of Authority as the institution works toward accreditation by an accrediting agency recognized by the Texas Higher Education Coordinating Board. USACBH has not yet identified the recognized accreditor to which it will apply. The first Certificate of Authority would be valid from July 2018 to July 2020.

An on-site evaluation was conducted at USACBH on February 15-16, 2018. The Coordinating Board's Certification Advisory Council (CAC) reviewed the evaluation team's report and United States American College of Business and Healthcare's response to the evaluation report at its April 24, 2018 meeting. The CAC members voted 4 to 1 to recommend approval of USACBH's application for its first Certificate of Authority. The Commissioner of Higher Education concurs with the Council's recommendation.

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

## AGENDA ITEM X-K

### Consideration of adopting the Committee's recommendation to the Board relating to courses required for the General Drafting Program of Study

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 General 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 degree 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 General Drafting POS Curriculum.

### **Recommendations of the Architecture and Construction Program of Study Advisory Committee**

#### **General Drafting Program of Study**

1. The Architecture and Construction POS Advisory Committee recommends adoption of the General Drafting POS curriculum. The POS Curriculum of General Drafting shall consist of 24 to 32 General Drafting 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.
2. General Drafting POS description: A program that prepares individuals to apply technical skills to create working drawings and computer simulations for a variety of applications. Includes instruction in specification interpretation, dimensioning techniques, drafting calculations, material estimation, technical communications, computer applications, and interpersonal communications.



Table 1. shows the curriculum the Architecture and Construction POS Advisory Committee proposes for Coordinating Board approval.

**Table 1. Proposed General Drafting Program of Study Curriculum**

<b>General Drafting</b>			
<b>Discipline Courses</b>			
<u>Course Title</u>		<u>Course Number</u>	<u>SCH*</u>
Introduction to Technical Drawing		DFTG 1305/1405	3-4
Intermediate Computer-Aided Drafting		DFTG 2319/2419	3-4
Parametric Modeling and Design		DFTG 1345/1445	3-4
Advanced Computer-Aided Drafting		DFTG 2332/2432	3-4
Final Project - Advanced Drafting		DFTG 2338/2438	3-4
Mechanical Drafting		DFTG 1333/1433	3-4
Architectural Drafting - Residential		DFTG 1317/1417	3-4
Civil Drafting		DFTG 1330/1430	3-4
<b>SUBTOTAL: Discipline Courses</b>	<b>SCH Subtotal:</b>	<b>24-32</b>	
<b>Technical Elective Courses*</b>	<b>SCH Subtotal:</b>	<b>13-21</b>	
<b>TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)</b>			<b>45</b>
*Colleges may select additional technical elective courses and/or higher credit hour options for some courses to complete a maximum of 45 SCH			

3. No specific General Education courses were recommended with the General Drafting POS curriculum.

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

## AGENDA ITEM X-L

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

RECOMMENDATION: Approval

#### Background Information:

The Biology 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 Biology degree program into which a student transfers. Students completing a Biology FOS receive full academic credit toward the degree program for the block of courses transferred.

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

#### **Recommendations of the 2018 Biology FOS Advisory Committee**

1. The committee recommends adoption of the 2018 FOS curriculum. The FOS for Biology shall consist of 18 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 Biology Field of Study Curriculum**

<b>Course Title</b>	<b>Course Number</b>	<b>Semester Credit Hours</b>
Biology for Science Majors with Lab I	BIOL 1406 or BIOL 1306 and BIOL 1106	4
Biology for Science Majors with Lab II	BIOL 1407 or BIOL 1307 and BIOL 1107	4
General Chemistry with Lab I	CHEM 1411 or CHEM 1311 and CHEM 1111	4
General Chemistry with Lab II	CHEM 1412 or CHEM 1312 and 1112	4
Organic Chemistry with Lab I	CHEM 2423 or CHEM 2323 and CHEM 2123	4
College Physics with Lab I	PHYS 1401 or PHYS 1301 and PHYS 1101	4
<b>TOTAL</b>		<b>24</b>

2. Each of the courses in the FOS are offered in two different formats: a single four semester credit hour (SCH) course including a lab, or a three SCH lecture section with a separate one SCH lab. The two format options are equivalent for the purposes of the FOS.

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on January 25, 2018. The 30-day comment period ended on February 24, 2018. The following comments were received and reviewed by the committee.

### **Institutional representatives recommended adding Biology courses.**

**COMMENT:** Texas State University commented that its Wildlife majors take Fundamentals of Organic Chemistry with Lab (BIOL 2330, BIOL 2130) in place of Organic Chemistry I (CHEM 2423, or CHEM 2323 and CHEM 2123) and Organic Chemistry II. Lone Star College commented the curricula of BIOL 1414 and BIOL 1415 emphasize the cellular and molecular aspects of biology that have undergone advancements in the twenty-first century. Del Mar College recommended that the FOS include two full years of courses that will allow the students to transfer with a completed junior class standing. South Texas College recommended that the proposed FOS include more Biology courses and fewer Chemistry courses.

**COMMITTEE RESPONSE:** The committee considered all of the Biology courses in the *Academic Course Guide Manual* (ACGM), but it decided that the FOS would only include the two standard introductory Biology courses. Students may take additional Biology courses outside of the FOS that may be eligible for transfer upon review by their respective four-year transfer institutions. **The committee made no changes to the proposed FOS.**

### **Institutional representatives recommended adding Physics and Mathematics courses.**

**COMMENT:** Houston Community College recommended that Physics II (PHYS 1402), Precalculus, and Calculus I be included in the FOS.

**COMMITTEE RESPONSE:** The committee considered these courses during deliberations and decided that the course content was specific and not necessarily applicable to all Biology majors. **The committee made no changes to the proposed FOS.**

### **Institutional representatives recommended adding a Chemistry course.**

**COMMENT:** Central Texas College and Lone Star College recommended adding Organic Chemistry with Lab II (CHEM 2424).

**COMMITTEE RESPONSE:** The committee considered these courses during deliberations and decided that the course content was specific and not necessarily applicable to all Biology majors. **The committee made no changes to the proposed FOS.**

**Institutional representatives recommended changes to the course offerings and alignments.**

**COMMENT:** Temple College recommended that recent reductions of Biology offerings in the *Academic Course Guide Manual* have reduced colleges' ability to provide diverse course offerings. The FOS would disrupt course alignment currently in the Tuning Compact for Biology.

**COMMITTEE RESPONSE:** The proposed FOS is intended to supersede the Tuning Compact because the courses must transfer and apply to the degree program. The committee decided that local articulation agreements are best positioned to address course alignments. **The committee made no changes to the proposed FOS.**

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

## AGENDA ITEM X-M

### Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Business Administration and Management Field of Study

RECOMMENDATION: Approval

#### Background Information:

The Business Administration and Management 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 Business degree program into which a student transfers. Students completing a Business Administration and Management FOS receive full academic credit toward the degree program for the block of courses transferred.

The Business Administration and Management FOS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Business Administration and Management FOS Curriculum.

#### **Recommendations of the 2018 Business Administration and Management FOS Advisory Committee**

1. The committee recommends adoption of the 2018 FOS curriculum. The FOS for Business Administration and Management shall consist of 24 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 Business Administration and Management Field of Study Curriculum**

<b>Course Title</b>	<b>Course Number</b>	<b>Semester Credit Hours</b>
Mathematics for Business & Social Sciences	MATH 1324	3
Principles of Macroeconomics	ECON 2301	3
Principles of Microeconomics	ECON 2302	3
Business Computer Applications	BCIS 1305	3
Principles of Financial Accounting	ACCT 2301	3
Principles of Managerial Accounting	ACCT 2302	3
Business Principles	BUSI 1301	3
Business Statistics	BUSI 23XX	3
<b>TOTAL</b>		<b>24</b>

2. The Field of Study Curriculum (FOSC) for Business Administration and Management is the set of lower division courses that must be applied to any undergraduate Business-related major within the 52 two-digit CIP code, other than Economics. This includes Accounting, Finance, Marketing, Business/Commerce, and Management Information Systems programs.
3. One approved by the Board, this FOSC replaces the existing Business Administration and Management FOSC which has been in effect since 2001.
4. The Business Administration and Management Field of Study Advisory Committee recommends the following course changes and additions:
  - BCIS 1305, Business Computer Applications: The Committee recommends that the learning objectives as stated in the *Academic Course Guide Manual* (ACGM) be adjusted to include more Excel programming and web-based skills.
  - BUSI 23XX, Business Statistics: This would be a new lower-division course to be included in the ACGM.

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on January 26, 2018. The 30-day comment period ended on February 25, 2018. The following comments were received and reviewed by the committee.

#### **Institutional representatives commented on the scope of the FOS.**

**COMMENT:** University of Houston, Houston Community College, Texas A&M University, The University of Texas Austin, Alvin Community College, South Texas College, The University of Texas at El Paso, Kilgore Community College, and Austin Community College made supportive comments about the purpose and application of the FOS.

**COMMITTEE RESPONSE:** No committee response required.

**COMMENT:** The University of Texas Permian Basin opposed adoption of the FOS as proposed and recommended reducing the 24 SCH of the FOS.

**COMMITTEE RESPONSE:** The committee considered this alternative during deliberations. The committee decided that 24 SCH represents the appropriate amount of lower-division coursework needed for success at the upper division. Courses in the FOS can count toward requirements for the major, core curriculum selections, or free electives. **The committee made no changes to the proposed FOS.**

**COMMENT:** Alvin Community College recommended that the Business Administration and Management FOS not apply to Marketing, Business/Commerce, Finance, or Management Information Systems majors.

**COMMITTEE RESPONSE:** The committee considered these alternatives during deliberations. The committee determined that the FOS represents foundational courses that apply to all Business majors, with the exception of Economics. **The committee made no changes to the proposed FOS.**

**COMMENT:** Texas A&M University and The University of Texas at Austin recommended including exception notes in the FOS that disclose to prospective transfers the courses they need to facilitate transfer at those institutions.

**COMMITTEE RESPONSE:** Institutions are in the best position to communicate their specific degree requirements to students at their transfer partner institutions. Institutions can include additional courses beyond the FOS at the upper-division level. **The committee made no changes to the proposed FOS.**

#### **Institutional representatives recommended adding courses to the FOS.**

**COMMENT:** The University of Texas of the Permian Basin recommended adding Business Law (BUSI 2301), The University of Texas at El Paso recommended adding Business Ethics & Accountability, The University of Texas at El Paso and Tarrant County College recommended adding a Speech course, South Texas College recommended adding a lab option for Accounting courses, and University of North Texas recommended adding a course on the human aspects of Enterprise Management and Success.

**COMMITTEE RESPONSE:** The committee considered these courses during deliberations and decided that the course content was specific and not necessarily applicable to all Business Administration and Management majors. **The committee made no changes to the proposed FOS.**

#### **Institutional representatives commented on the Math requirements.**

**COMMENT:** San Antonio College, The University of Texas Austin, The University of Texas of the Permian Basin, Texas A&M University, Houston Community College, University of Houston Clear Lake, Tyler Junior College, and St. Philip's College made the case to include Calculus (MATH 1325).

- San Antonio College and The University of Texas at Austin recommend replacing Mathematics for Business & Social Sciences (MATH 1324) with Calculus (MATH 1325).
- Houston Community College, The University of Texas El Paso, and Alamo Community College support including Calculus (MATH 1325).
- Tyler Junior College and St. Philip's College expressed concern that eliminating higher-level mathematics like Calculus would inhibit transfer.
- The University of Texas of the Permian Basin expressed the belief that Calculus (MATH 1325/2413) is essential for financial analysis, and its absence would cause problems with accreditation.
- Texas A&M University recommended both MATH 1324 and MATH 1325 as a unit.
- University of Houston-Clear Lake recommends substituting Algebra (BUSI 1314) for MATH 1324.

**COMMITTEE RESPONSE:** The committee considered these alternatives during deliberations. It was determined that MATH 1324 was the most appropriate course at the lower division level. **The committee made no changes to the proposed FOS.**

**COMMENT:** The University of Texas Austin, University of Houston-Clear Lake, Alamo Community College, Houston Community College, Alvin College, St. Philip's College, Texas A&M University-Commerce, Tarrant County College, Tyler Junior College, and Kilgore College recommended alternative treatment of instruction in statistics at the lower division level.

- University of Houston-Clear Lake and Alamo Community College recommended Business Statistics as an upper-division course.
- Tarrant County College and Tyler Junior College recommended substituting MATH 1342 for BUSI 23XX.
- The University of Texas at Austin recommended removing Business Statistics (BUSI 23XX).
- Texas A&M University-Commerce recommended including a specialized Mathematics for Business Applications course.
- Houston Community College expressed the belief that Business Statistics would be too great a challenge for their students.
- Alvin College concluded that adding BUSI 23XX is not a viable option for their program.
- St. Philip's College noted BUSI 23XX would not transfer.
- Kilgore College recommended an additional statistics course along with the proposed new BUSI 23XX.

**COMMITTEE RESPONSE:** The committee considered these alternatives during deliberations. It decided that Business majors need to be introduced to statistics instruction at the lower-division level. Additional specialized methods courses are best used as electives or upper-division courses. **The committee made no changes to the proposed FOS.**

**COMMENT:** The University of Texas El Paso recommended separate math requirements for Finance, Accounting, and Marketing.

**COMMITTEE RESPONSE:** The committee considered this alternative during deliberations. Because the FOS should be the minimum number of courses common to all Business Administration and Management majors, the committee decided that MATH 1324 is the appropriate course for all variations of Business programs. **The committee made no changes to the proposed FOS.**

### **Institutional representatives commented on the Data Analytics requirements.**

**COMMENT:** University of Houston, Houston Community College, and The University of Texas El Paso supported the adjustment to Business Computer Applications (BCIS 1305) to include more Excel programming.

**COMMITTEE RESPONSE:** No response required.

**COMMENT:** Texas A&M University-Commerce recommended revising BCIS 1305 to include data analytics.

**COMMITTEE RESPONSE:** The committee agrees with the recommendation to include data analytics when revising the learning outcomes of BCIS 1305.



**COMMENT:** The University of Texas of the Permian Basin recommended dropping Business Computer Applications (BCIS 1305) from the FOS, and Texas A&M University recommended adding a specific new course in data analytics.

**COMMITTEE RESPONSE:** The committee considered these alternatives during deliberations. The committee decided it was important for students to acquire data analytics and quantitative skills through a revised version of BCIS 1305 that includes an emphasis on Excel and data analytics. **The committee added data analytics to the learning outcomes of BCIS 1305.**

**Institutional representatives recommended deletions from the FOS.**

**COMMENT:** Weatherford College, Texas A&M University, Texas A&M University-Commerce, The University of Texas of the Permian Basin, The University of Texas at Austin, Alamo Community College, Houston Community College, St. Philip's College, The University of Texas at El Paso, and Galveston College suggested removing or replacing Business Principles (BUSI 1301).

- Weatherford College, Texas A&M University, and Galveston College recommended removing Business Principles due to redundancy.
- The University of Texas at Austin, Texas A&M University-Commerce, Alamo Community College, Houston Community College, and St. Philip's College stated that Business Principles would not be accepted for transfer credit.
- The University of Texas at El Paso recommended converting Business Principles into a Global Enterprise course.

**COMMITTEE RESPONSE:** The committee considered these alternatives during deliberations. The committee decided that Business Principles is an important foundation which should to be taken as a lower division course. Specific course content should be left to the discretion of individual institutions and faculty. **The committee made no changes to the proposed FOS.**

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

## AGENDA ITEM X-N

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

RECOMMENDATION: Approval

#### Background Information:

The Criminal Justice Field of Study Advisory Committee was charged to review the existing Criminal Justice Field of Study (FOS) approved by the Board in January 2003. The 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 Criminal Justice degree program into which a student transfers. Students completing a Criminal Justice Field of Study receive full academic credit toward the degree program for the block of courses transferred.

The Criminal Justice FOS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Criminal Justice Field of Study Curriculum. The Committee recommends no changes to the existing Field of Study.

#### **Recommendations of the 2018 Criminal Justice FOS Advisory Committee**

Table 1. lists the lower-division courses included in the current Criminal Justice Field of Study Curriculum.

The committee recommends making no changes. The FOS for Criminal Justice shall consist of 15 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 current curriculum the committee proposes for Coordinating Board renewal.

**Table 1. Criminal Justice Field of Study Curriculum**

<b>Course Title</b>	<b>Course Number</b>	<b>Semester Credit Hours</b>
Introduction to Criminal Justice	CRIJ 1301	3
Court Systems & Practices	CRIJ 1306	3
Fundamentals of Criminal Law	CRIJ 1310	3
Correctional Systems & Practices	CRIJ 2313	3
Police Systems & Practices	CRIJ 2328	3
<b>TOTAL</b>		<b>15</b>

The proposed FOS was distributed to all chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on February 15, 2018. The 30-day comment period ended on March 16, 2018.

**COMMENT:** The University of Texas at Dallas, South Texas College, Austin Community College, Kilgore College, Houston Community College, and Tyler Junior College were all satisfied with the Criminal Justice FOS and expressed approval for the committee making no changes.

**COMMITTEE RESPONSE:** No response required.

**COMMENT:** Faculty at Weatherford College recommended that the FOS include Criminal Investigation (CRIJ 2314) instead of Correctional Systems & Practices (CRIJ 2328).

**COMMITTEE RESPONSE:** The committee considered the Criminal Investigation course during deliberations and decided that the course content was specific and would not necessarily apply to all Criminal Justice students. **The committee made no changes to the proposed FOS.**

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

## AGENDA ITEM X-O

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

RECOMMENDATION: Approval

#### Background Information:

The Political Science 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 Political Science degree program into which a student transfers. Students completing a Political Science FOS receive full academic credit toward the degree program for the block of courses transferred.

The Political Science FOS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Political Science FOS Curriculum.

#### **Recommendations of the 2018 Political Science FOS Advisory Committee**

The committee recommends adoption of the 2018 FOS curriculum. The FOS for Political Science 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 Political Science Field of Study Curriculum**

<b>Course Title</b>	<b>Course Number</b>	<b>SCH</b>
Introduction to Political Science	GOVT 2304	3
Federal Government (Federal Constitution & Topics)	GOVT 2305	3
Texas Government (Texas Constitution & Topics)	GOVT 2306	3
Elementary Statistical Methods	MATH 1342	3
<b>TOTAL</b>		<b>12</b>

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on February 15, 2018. The 30-day comment period ended on March 23, 2018. The following comments were received and reviewed by the committee.

**Institutional representatives indicated support for the FOS.**

**COMMENT:** Dallas County Community College District and The University of Texas at Dallas supported the proposed FOS. South Texas College indicated support for Introduction to Political Science (GOVT 2304), Federal Government (GOVT 2305), and Texas Government (GOVT 2306).

**COMMITTEE RESPONSE:** No response required.

**Institutional representatives commented on Elementary Statistical Models (MATH 1342).**

**COMMENT:** Three institutions recommended dropping Elementary Statistical Models (MATH 1342) from the FOS. El Paso Community College stated that Introduction to Political Science (GOVT 2304) could include the appropriate research methods content. Texas State University said that it has a more appropriate discipline-specific course at the upper-division level. Texas Tech University also has no equivalent course they could offer credit for at the lower division.

South Texas College suggested that the 4 SCH version of MATH 1342 or Statistical Methods in Psychology (PSYC 2317) be offered as options.

**COMMITTEE RESPONSE:** The committee felt that it is important for students to have statistical and research methods skills early in their programs. MATH 1342 is an appropriate course in the subject offered frequently at many, but not all, institutions. **The committee made no changes to the proposed FOS.**

**Institutional representatives recommended additions to the FOS.**

**COMMENT:** South Texas College recommended adding Mexican American Politics (GOVT 2311) because the FOS is to be accepted at all institutions. South Texas College also recommended a future course in Holocaust and genocide studies. Texas Tech University suggested their introductory course on Political Science (POLS 1301) because it is a prerequisite for its program's upper-division courses. Houston Community College recommended adding an Academic Cooperative, Microeconomics, and Macroeconomics. El Paso Community College recommended creating a new course in Introduction to Political Analysis.

**COMMITTEE RESPONSE:** The committee considered all of the available Political Science courses in the *Academic Course Guide Manual* and other relevant courses outside of Political Science. The topic of economics was given detailed consideration. The committee determined that the courses in the proposed FOS are the ones most appropriate for all Political Science majors, and other courses are best left to core curriculum selections, upper-division requirements, or free electives. **The committee made no changes to the proposed FOS.**

**Institutional representatives recommended deletions from the FOS.**

**COMMENT:** The University of Texas Rio Grande Valley commented that the state-mandated courses in Federal Government (GOVT 2305) and Texas Government (GOVT 2306) should be the only two courses in the FOS. Texas Tech University, Texas State University, and The University of Texas Rio Grande Valley recommended dropping Introduction to Political Science (GOVT 2304) because they offer no clear lower-division equivalent to it, and it is an outdated course that is not regularly offered by universities.

**COMMITTEE RESPONSE:** The committee discussed Introduction to Political Science at length, and it determined that the course is a sound gateway course to the discipline for new and potential Political Science majors. **The committee made no changes to the proposed FOS.**

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

## AGENDA ITEM X-P

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

RECOMMENDATION: Approval

#### Background Information:

The Psychology 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 Psychology degree program into which a student transfers. Students completing a Psychology FOS receive full academic credit toward the degree program for the block of courses transferred.

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

#### **Recommendations of the 2018 Psychology FOS Advisory Committee**

1. The committee recommends adoption of the 2018 FOS curriculum. The FOS for Psychology shall consist of 18 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 Psychology Field of Study Curriculum**

<b>Course Title</b>	<b>Course Number</b>	<b>Semester Credit Hours</b>
General Psychology	PSYC 2301	3
Lifespan Growth & Development	PSYC 2314	3
Statistical Methods in Psychology	PSYC 2317	3
Social Psychology	PSYC 2319	3
Abnormal Psychology	PSYC 2XXX	3
Biological Psychology	PSYC 2XXX	3
<b>TOTAL</b>		<b>18</b>

2. The Committee recommends that a new course in Abnormal Psychology be added to the *Academic Course Guide Manual* and be included as part of the FOS. The course number will be assigned by Coordinating Board staff after approval.

3. The Committee recommends that a new course in Biological Psychology, covering topics such as brain physiology and the neurological sources of behavior, be added to the *Academic Course Guide Manual* and be included as part of the FOS. The course number will be assigned by Coordinating Board staff after approval.

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on January 26, 2018. The 30-day comment period ended on February 25, 2018. The following comments were received and reviewed by the committee.

### **Institutional representatives recommended adding courses to the FOS.**

**COMMENTS:** San Jacinto Community College, Tarleton State University, St. Philip's College, Houston Community College, and Alvin Community College were in favor of adding Psychology of Adjustment (PSYC 2315 or PSYC 2389) to the FOS. Texas A&M University-San Antonio recommended adding Psychological Research and Statistics (PSYC 2388). San Jacinto Community College recommended adding courses in Cognitive Psychology and Human Sexuality. El Paso Community College recommended adding Industrial/Organizational Psychology. Lone Star Community College and El Paso Community College recommended adding Psychology of Personality (PSYC 2316). South Texas College recommended adding Learning Frameworks (PSYC 1300) to the FOS.

**COMMITTEE RESPONSE:** The committee considered these courses during deliberations and decided that the course content was specific and not necessarily applicable to all Psychology majors. **The committee made no changes to the proposed FOS.**

### **Institutional representatives recommended adding College Algebra (MATH 1314).**

**COMMENT:** Houston Community College recommended adding a course in College Algebra (MATH 1314) to the FOS.

**COMMITTEE RESPONSE:** The committee considered this course, but it decided that MATH 1314 is already likely to be a prerequisite for later Math courses in the core or in the major. **The committee made no changes to the proposed FOS.**

### **Institutional representatives recommended deleting courses from the FOS.**

**COMMENT:** Texas A&M University-San Antonio, Texas State University, Central Texas College, and Tarrant County College recommended dropping Social Psychology (PSYC 2319) from the FOS. Texas A&M University-San Antonio, University of Houston, and Tarrant County College recommended dropping Lifespan Growth and Development (PSYC 2314) from the FOS.

**COMMITTEE RESPONSE:** The committee decided that the proposed FOS represents the appropriate range of courses that every Psychology major needs to promote success at the upper-division level. **The committee made no changes to the proposed FOS.**



**Institutional representatives recommended deleting proposed new courses in Abnormal Psychology and Biological Psychology.**

Texas A&M University-San Antonio, San Jacinto Community College, Texas State University, University of Houston, The University of Texas at Dallas, The University of Texas at Arlington, Tarrant County College, South Texas College, Texas Tech University, West Texas A&M University, Lone Star College, and Tarleton State University recommended dropping the proposed Abnormal Psychology (PSYC 2XXX) from the FOS. San Jacinto Community College recommended dropping the proposed Biological Psychology (PSYC 2XXX) from the FOS.

**COMMITTEE RESPONSE:** The committee considered these courses during deliberations, but it decided that it is important for undergraduates to be exposed to the topics early in their programs. The committee carefully considered the appropriate level for both courses, and it decided these courses are an important foundation for all advanced coursework in Psychology. **The committee made no changes to the proposed FOS.**

**Institutional representatives recommended making course substitutions.**

**COMMENT:** San Jacinto Community College, University of Houston, The University of Texas at Dallas, The University of Texas at Arlington, Lone Star College, Central Texas College, and Texas Tech University recommended substituting Psychological Research and Statistics I (PSYC 2388) for Statistical Methods in Psychology (PSYC 2317), or changing the name of Statistical Methods in Psychology to Statistical Methods in Behavioral Science.

San Jacinto Community College and Central Texas College recommended cross-listing Abnormal Psychology (PSYT 2X31) from the *Workforce Education Course Manual* and the proposed Abnormal Psychology (PSYC 2XXX) from the *Academic Course Guide Manual*.

**COMMITTEE RESPONSE:** The committee considered several options, but it decided that the proposed combination of courses was the simplest and most appropriate for all Psychology majors. The committee felt it was important for students to be introduced to statistics at the introductory level while preserving institutions' flexibility to define and program additional advanced courses or labs. The committee considered Abnormal Psychology (PSYT 2X31), but it decided that it is more of a workforce course, and a new academic course in the topic would be more appropriate. **The committee made no changes to the proposed FOS.**

**Institutional representatives recommended changes to the Growth & Development Courses (PSYC 2314).**

**COMMENT:** Texas A&M University-San Antonio, University of Houston, and Tarrant County College recommended dropping Lifespan Growth and Development (PSYC 2314) from the FOS. Lone Star College recommended adding Childhood Growth and Development (PSYC 2308) to the FOS. Alvin Community College recommended adding an option to take either Child/Adolescent Psychology or Lifespan Growth & Development.

**COMMITTEE RESPONSE:** The committee considered these courses, but it decided that the topics of childhood and adolescent psychology are sufficiently introduced in Lifespan Growth & Development. **The committee made no changes to the proposed FOS.**

**Institutional representatives recommended specifying the Natural Sciences selections for the core.**

**COMMENT:** San Antonio College recommended that the committee specify the courses students should take for the Natural Sciences portion of the core curriculum.

**COMMITTEE RESPONSE:** The committee decided that these choices are best left to students and their advisors. **The committee made no changes to the proposed FOS.**

**Institutional representatives recommended reducing the semester credit hours (SCH) of the FOS.**

**COMMENT:** The University of Texas at Dallas and The University of Texas at Arlington recommend reducing the SCH requirements for the FOS.

**COMMITTEE RESPONSE:** The committee decided that 18 SCH covers the necessary requirements for a Psychology FOS while preserving student options for electives. **The committee made no changes to the proposed FOS.**

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

## AGENDA ITEM X-Q

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

RECOMMENDATION: Approval

#### Background Information:

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

#### **Recommendations of the 2018 Social Work FOS Advisory Committee**

1. The committee recommends adoption of the 2018 FOS curriculum. The FOS for Social Work shall consist of 15 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 Social Work Field of Study Curriculum**

Course Title	Course Number	Semester Credit Hours
Introduction to Social Work	SOCW 2361	3
Social Welfare as a Social Institution	SOCW 2362	3
Social Problems	SOCI 1306	3
Statistics	Either MATH 1342 or PSYC 2317	3
Academic Cooperative	SOCW 2XXX	3
<b>TOTAL</b>		<b>15</b>

2. The Committee recommends that a new Academic Cooperative course be added to the *Academic Course Guide Manual* and be included as part of the FOS. The course number will be assigned by Coordinating Board staff after approval.

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

**Institutional representatives indicated support for the FOS.**

**COMMENT:** Tarrant County College-Northeast Campus, Houston Community College, and South Texas College were supportive of the FOS as proposed. University of Houston-Clear Lake supports the inclusion of Social Problems (SOCI 1306) and Statistics (MATH 1342).

**COMMITTEE RESPONSE:** No response required.

**Institutional representatives recommended changes to course content.**

**COMMENT:** University of Houston-Downtown commented that Introduction to Social Work (SOCW 2361) and Social Welfare as a Social Institution (SOCI 2362) are not always equivalent to the courses taught at four-year institutions. University of Houston-Downtown recommended requiring a minimum of 10 direct contact hours of service learning to Introduction to Social Work (SOCW 2361) so the course would be comparable to their offerings.

**COMMITTEE RESPONSE:** The committee decided that specific course content be left to the discretion of individual institutions and instructors. Colleges and universities are encouraged to create transfer agreements to promote consistency across course content. **The committee made no changes to the proposed FOS.**

**Institutional representatives commented on the application of credit hours.**

**COMMENT:** The University of Houston-Downtown and University of Houston-Clear Lake asked if the courses can apply to the major or the student's entire 120 semester credit hours (SCH) degree plan. The University of Houston-Downtown expressed concern that a four-year institution is obligated to accept a student into a degree program if the student has completed the FOS.

**COMMITTEE RESPONSE:** Courses can apply toward the core curriculum, requirements for the major, or electives. A single course can count toward more than one category according to institutional policies. Any student who completes an FOS must still meet the full admission requirements for acceptance into a degree program. **The committee made no changes to the proposed FOS.**

**Institutional representatives commented on the proposed Academic Cooperative course.**

**COMMENT:** University of Houston-Downtown, Lee College, and The University of Texas at Arlington expressed concern that social service agencies not mistake the proposed Academic Cooperative (SOC1 2XXX) as the equivalent to an upper-division field practicum experience, which has specific accreditation requirements. Lee College asked if the course would provide a new student experience, or if it is a replacement for a practicum course. Texas Tech University recommended dropping the Academic Cooperative, as not all institutions incorporate service projects into lower division coursework, and such projects need to be carefully planned and integrated. The course places an extra burden on social work supervisors. University of Houston-Clear Lake recommended dropping the Academic Cooperative because integration with Introduction to Social Work is the better place to include service learning. Students must have supervision by a licensed social worker and be prepared academically. El Paso Community College stated that the Academic Cooperative should include relationship building, assessment, plans of action, elements of society, and technological innovations. The University of Texas at Arlington added that a clear course description and learning outcomes are needed to ensure consistency across institutions.

**COMMITTEE RESPONSE:** The committee decided that it is important for students to be introduced to direct social work experiences early in the program. It is up to the receiving institution to determine course equivalencies. The wording of the course description and learning outcomes will be determined by a separate Learning Outcomes workgroup, although the committee agreed with the suggestion that the course description needs to be detailed. The committee decided that specific course content be left to the discretion of individual institutions and instructors. Colleges and universities are encouraged to create transfer agreements to promote consistency across course content. **The committee made no changes to the proposed FOS.**

**Institutional representatives recommended changes to the course selection in the FOS.**

**COMMENT:** Lee College recommended adding a course in Ethics. University of Houston-Clear Lake recommended adding a course in Human Biology. Kilgore College recommended adding Introduction to Sociology and Introduction to Psychology. Kilgore College also recommended cutting Social Problems (SOC1 1306), as not all programs require it. Texas Tech University stated that the FOS should focus on general education requirements, allowing institutions to make their own curricula, set their own SCH requirements, and decide the appropriate levels for each course. Texas Tech expressed concern that accreditors expect programs to adapt to changing needs, and a uniform FOS inhibits that and therefore jeopardizes accreditation.

**COMMITTEE RESPONSE:** The committee considered these courses during deliberations. Because the FOS should be the minimum and necessary number of courses common to all Social Work majors, the committee decided that courses in Ethics, Biology, Sociology, and Psychology are best used as electives, core selections, or upper-division courses. Colleges and universities are encouraged to create transfer agreements to promote consistency across

course content and offer students information on ideal core course selections for transfer to specific programs. **The committee made no changes to the proposed FOS.**

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

## AGENDA ITEM X-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

Authority: Texas Education Code, Section 28.008  
Advancement of College Readiness in Curriculum  
83rd Texas Legislature, Regular Session

RECOMMENDATION: Approval

#### Background Information:

Texas Education Code (TEC), Section 28.008, entitled "Advancement of College Readiness in Curriculum," was created by the Third Special Called Session of the 79th Texas Legislature. This section requires that the Texas Education Agency (TEA) and Texas Higher Education Coordinating Board (THECB) establish discipline-based vertical teams (VT) to develop College and Career Readiness Standards (CCRS) that address what students must know and be able to do to succeed in entry-level college courses offered at Texas public community/technical colleges and universities. TEC, Section 28.008 was amended by the 83rd Texas Legislature, Regular Session, to require that vertical teams periodically review the college readiness standards and expectations and recommend any revisions of the standards for approval.

In fall 2017, the THECB contracted with Texas Tech University to facilitate the discipline-based vertical team review and revision process. Based on nominations solicited from all Texas public institutions of higher education, the THECB appointed academic and career/technical content experts to the English Language Arts (ELA) and Mathematics vertical teams. The TEA likewise appointed academic and career/technical content experts to each of the teams. The revised CCRS developed by the teams were shared with business and industry leaders to receive feedback for consideration in any final recommendations proposed by the vertical teams. The proposed revised CCRS were posted to the *Texas Register* on March 16, 2018, providing opportunity for written public comment, as outlined in TEC, Section 28.008. Following a 30-day comment period, eight (8) comments were received. After thorough review of the submitted comments, vertical team members recommended final approval of the proposed revised CCRS **with no changes**. A complete text of the proposed revisions to the CCRS for ELA and Math can be found at: <http://www.thecb.state.tx.us/TxC CRS>.

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

**Summary of Comments Received for English Language Arts (ELA) CCRS****Houston Community College**

**Comment:** Houston Community College offers the following feedback/commentary on the proposed revisions to the Texas College and Career Readiness Standards (CCRS) for English/Language Arts (ELA) and Math: Deans approved of the standards for English Language Arts. There was some concern that there were no standards for English for Speakers of Other Languages. There were no formal comments regarding the proposed math standards.

**ELA VT Response:** Thank you for reviewing the CCRS. The academic standards related to college readiness, which is the purpose of the CCRS, is the same for all entering college students. A second and equal purpose of the CCRS is to communicate to Texas high schools and curriculum developers what a high school graduate should know and be able to do in order to succeed in entry-level college courses. There are not separate standards of college readiness. It should likewise be noted that standards are distinct from curriculum.

**San Jacinto College District**

**Comment:** Avoid strings of verbs in all standards. For example, in "Locate, evaluate, and select information from a variety of sources," the verb "select" will do. It assumes "locate" because you can't select them unless you've located them, and "evaluate" is evident in the list of 3 actions below this item. The same goes for "Read and analyze"—you can't analyze unless you've first read. But this may be nit-picking; multiple verbs are a pet peeve of mine but don't bother most people.

**ELA VT Response:** The Standards were authored and edited by a team of ELA professors. The string of verbs was necessary to summarize ideas without forming additional standards. Adding standards to avoid this would result in an overwhelmingly long document.

**Comment:** Regarding Standard II.D.2, what does "Recognize the potential of diverse texts to create empathy" mean? Empathy for whom? Couldn't this item be combined with the one below it: "Appreciate the aesthetic qualities and value of diverse texts"? Better yet, combine both of these into "Recognize the value of diverse texts."

**ELA VT Response:** The VTs wanted to draw out the importance of empathy with respect to the underlying text and characters. The combination of these standards would eliminate that importance. After analysis of the standard, the VTs did not feel that "empathy for whom" needed to be or should be clarified as this will vary across texts.

**Comment:** Under "Writing," new emphases on rhetorical strategies, genre, media, evidence and audience are all good; good idea to broaden the idea of thesis to include purpose statement.

**ELA VT Response:** No response required.



**Comment:** Under "Reading," it is an excellent idea to emphasize rhetorical and literary devices as ways to create meaning and connect with reader; excellent idea to "read widely" in American, British and World Literatures; excellent idea to emphasize vocabulary building; excellent focus on myth and oral tradition.

**ELA VT Response:** No response required.

**Comment:** Under "Speaking," it is an excellent idea to emphasize reasoned dialogue with people with different perspectives.

**ELA VT Response:** No response required.

**Comment:** Under "Research," good focus on primary vs. secondary sources; good emphasis on integrating sources into research paper; excellent focus on ethics of use and attribution of source material.

**ELA VT Response:** No response required.

### **South Texas College**

**Comment:** In regards to the public comments to the proposed revisions to the Texas College and Career Readiness Standards, South Texas College developmental reading and writing chairs as well as the chair of the English department have reviewed the proposed changes to the college readiness standards for ELA and are impressed with the proposed changes.

They find that the changes adequately reflect the preparation needed for academic work and we appreciate the more active and concise wording of the required skills. They look forward to learning more on how the standards in ELA standards can be implemented in the other subjects such as Social Sciences, and History.

**ELA VT Response:** No response required.

### **Texas State University**

**Comment:** Commentor recommended several changes to the wording in the ELA Standards.

**ELA VT Response:** The VT thanks the respondent for their efforts in editing the document based on his/her preference. However, the substance of the standards remains the same and reflects the intentions and collective editing of the VT, all of whom are ELA college instructors.

### **Victoria College**

**Comment:** Victoria College faculty in Arts, Humanities, and Social Sciences have examined the proposed changes to college readiness standards and agree with the majority of the revisions. Some faculty believe that C.3 is too specific. Classical literature generally refers to literature from Ancient Greece and Rome, and we do not believe that was the intention of the standard.

**ELA VT Response:** II.C.3 is in reference to the Reading Standard. A and B of the Reading standard are designed to cover a broad spectrum of literature, whereas C.3 is focused on

"...myths, oral traditions, and Classical literature." Taking the Reading Standard as a whole rather than looking at this single component, the concern raised here is addressed. No changes were made to the proposed standards for English Language Arts based on any of the comments received.

### **Summary of Comments Received for Mathematics CCRS**

#### **Central Texas College**

**Comment:** Under Algebraic Reasoning, (B) Manipulating expressions, the statement is "Recognize and use algebraic properties... to combine, transform and evaluate expressions." The primary focus should be "simplify" expressions using algebraic properties such as.... Emphasis should be placed on "simplifying" linear, polynomial, and rational expressions.

**Math VT Response:** The Standards are designed to be as concise as possible. This is necessary so as not to create an overwhelming list. "Linear Expressions" are contained within the term "polynomial," as they are a first order polynomial. "Simplification" is captured within the phrases "combine," "transform," and "evaluate." "Combine" and "Transform" include "Simplification" but are more explicit in the definition. "Transforming" moves beyond "Simplification" and is essential in mathematics. Polynomials and rational expressions are explicitly mentioned in the examples.

**Comment:** Under Algebraic Reasoning, (C) Solving equations, inequalities, and systems of equations and inequalities, the statement is "Recognize and use algebraic properties...to solve equations, inequalities, and systems of linear equations and inequalities. Emphasis should be placed on "solving" equations, inequalities, and systems of equations and inequalities using algebraic properties..." It would be helpful if students recognized linear, quadratic, and rational equations, and the method(s) for solving each.

**Math VT Response:** The three standards that comprise Algebraic Reasoning (A), (B), and (C) are designed to convey a build-up of background knowledge that is necessary to achieve (C) or the solution of equations, inequalities and systems of equations and inequalities. Recognition of the various equations is captured in II. Algebraic Reasoning, (A) Identify expressions and equations.

**Comment:** Both of these concepts are very important to success in College Algebra. Ultimately, students need to be able to simplify expressions and solve equations, not merely recognize properties. The properties are the tools, not the end result. That should be clear in the standards.

**Math VT Response:** II. Algebraic Reasoning, (C) "Solving equations, inequalities, and systems of equations and inequalities" is designed to capture the importance of solving equations. Simplification is captured in II. Algebraic Reasoning, (B) Manipulating expressions. Manipulation expressions includes "simplification" but with purpose, either for the purposes of simplification or to solve an equation.

**Comment:** Under Problem Solving and Reasoning, there is a specific section for proportional reasoning. There should be emphasis on linear and quadratic problem solving as well.

**Math VT Response:** This section is designed to capture the general content within problem solving rather than provide specific types of equations. The section is purposely inclusive of the broader set of equations.

**Comment:** In general, there are college students who don't even recognize the difference between linear, quadratic, and rational expressions or equations, much less how to simplify or solve them. This makes it difficult to succeed in a college credit math course.

**Math VT Response:** This is captured across the collection of standards as opposed to individual statements.

### **San Jacinto College District**

**Comment:** Under "Numeric Reasoning," the definition of complex numbers is a logical extension of the development of sets of numbers and should be kept. Include complex numbers in the discussion of irrational numbers instead of omitting it. Complex numbers have become an important part of life with computers and need to be studied in public schools.

**Math VT Response:** The mathematics VT determined that complex numbers are addressed, and usually introduced, at the college level and through college level courses. Knowledge of complex numbers is not necessary for entry-level college mathematics classes.

**Comment:** Under "Geometric and Spatial Reasoning," "Determine indirect measurements of geometric figures using a variety of methods," is too vague and hard to quantify. This needs to be more specific.

**Math VT Response:** It is the intention of the VTs to leave the methods for determining the indirect measurement of geometric figures open. The intention of this Standard is to encourage mathematical exploration in geometry. There are many methods that may be used to satisfy this standard.

**Comment:** Please include the study of right triangles including the Pythagorean theorem and some basic trigonometry to aid the calculations for laying pipe and the angles necessary to make the connections.

**Math VT Response:** This is captured in II.A.3. The Pythagorean theorem is not specifically identified, because it is captured in the reference to right angled relationships. The VT intentionally removed references to specific theorems because listing important mathematical theorems in this document would result in an overwhelming number of Standards. Alternately, listing some theorems as examples could have the unintended effect of suggesting that only certain theorems should be addressed.

**Comment:** "Measurement Reasoning" is an important element in College and Career Readiness. For instance, concepts such as scale drawing and using basic Trigonometry are crucial skills in the classroom and the workplace.

**Math VT Response:** In order to simplify the Standards, the VTs combined this previous set of Standards into III.D. The underlying support of the importance of this concept was not removed; it was moved. Trigonometry is addressed in III.A.3.

**Tarrant County College**

**Comment:** The proposed math changes are ok.

**Math VT Response:** No response required.

**Texas State University**

**Comment:** III.C.1 This should probably read "Make connections between geometry and algebraic equations and inequalities," so that regions (e.g. disks) can be understood as solutions to algebraic inequalities

**Math VT Response:** The Standards are designed to describe, as a collection, the knowledge that is necessary to succeed in entry-level college mathematics courses. Inequalities are covered in II.C.

**Comment:** Complex numbers have now been removed entirely from the list. That is a cause for concern for some.

**Math VT Response:** Complex numbers are often introduced and learned through introductory college level mathematics courses. The standards cover both introductory courses at community colleges and universities. Community colleges and many universities do not assume this information upon entry.

**Comment:** Change the word "computation" to "operations" in I.A.2.

**Math VT Response:** "Operations" is used within the broader category, I.A. This standard is used to describe the "how" for I.A. using computations. Jointly, I.A. considered with I.A.2. captures both operations and computations, as is the intent of the Standard.

**Comment:** In II.C. representation of a solution set should be included.

**Math VT Response:** Solving equations, inequalities, and systems of equations and inequalities requires that students calculate and represent a solution set. Without this competency, II.C. would not be addressed. This does not need to be explicitly stated, as it is a result of implementing the standard.

**Comment:** III.A.1. "Form" seems confusing. The previously used "make, test and use" are preferable.

**Math VT Response:** "Form and validate" captures the previous terms in a more concise manner and uses language that is common to mathematics.

**Comment:** III.C.1. Vague

**Math VT Response:** The Standards are designed to capture a broad set of concepts in a concise, manageable manner. This may result in some phrasing that is purposely broad, as is the case here.

**Comment:** VII.A.2 It is unclear for what one is to “formulate a plan or strategy.”

**Math VT Response:** The standards are designed in subcategories. VII.A.2. falls beneath VII.A. This indicates that it is to “Formulate a plan or strategy” for “Mathematical problem solving.” The use of subcategories is common and were used in the current set of standards.

**Comment:** VII.D. Change “Real-world problem solving” to “mathematical problems”

**Math VT Response:** This change is not the intent of the Standard, which is to bring real world problems to the classroom. The original wording more clearly defines this intent.

**Comment:** VII.D.1., VII.B.1., VIII.B.2. Suggests rewording.

**Math VT Response:** The proposed changes to wording do not affect the clarity or meaning of the Standards. The original wording is preferred by the VT.

**Comment:** VII.D.2. Questions to what the Standard refers.

**Math VT Response:** VII.D.2. is a subcategory of VII.D. When recognized as a subcategory, the reference is clear. It references “Real world problem solving,” the larger category. The method of subcategorization which expands or clarifies an overarching category is consistent with the framework of the original Standards.

**Comment:** VIII.C.1. Questions the use of the term “models.”

**Math VT Response:** There are a variety of mathematical models. This Standard does not define “models” but rather emphasizes the appropriateness of the one selected for clear mathematical communication.

No changes were made to the proposed standards for Mathematics based on any of the comments received.

### **General Comments**

#### **San Jacinto College District**

**Comment:** The elimination of redundant words and ambiguous descriptions is considered a positive addition.

**VT Response:** No response required.

**The University of Texas at El Paso**

**Comment:** The program directors for the Developmental English and Math programs at The University of Texas at El Paso both feel that the revisions are good and make the college readiness standards more clear. We appreciate the opportunity to provide feedback.

**VT Response:** No response required.

No changes were made to the proposed standards for English Language Arts or Math based on any of the comments received.

## Revised College and Career Readiness Standards for English/Language Arts

### I. Writing

- A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.
1. Determine effective approaches, genres, ~~[forms,]~~ rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.
  2. Generate ideas, ~~[and-]~~ gather information, and manage evidence relevant to the topic and purpose, ~~[-keeping careful records of outside sources.]~~
  3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; ~~[-]~~ organize material generated; ~~[-]~~ and formulate a thesis or purpose statement.
  4. Review feedback and revise each draft by organizing it more logically and fluidly, refining key ideas, and using language more precisely and effectively. ~~[Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.]~~
  5. Edit writing for audience, purpose, context, and style, ~~[proper voice, tense and syntax]~~ assuring that it conforms to Standard American ~~[standard]~~ English, when appropriate.

### II. Reading

- A. ~~[Locate explicit textual information, draw complex inferences, and-]~~ Identify, analyze, and evaluate ~~[the]~~ information ~~[and meaning]~~ within and across texts of varying lengths and genres.
1. Use effective reading strategies to determine a written work's purpose and intended audience.
  2. Use text features ~~[and graphics]~~ to form an overview of ~~[informational texts and to determine where]~~ content and to locate information.
  3. Identify explicit and implicit textual information including main ideas and author's purpose.
  4. Make evidence-based inferences about a text's meaning, intent, and values. ~~[Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.]~~
  5. Analyze and evaluate implicit and explicit arguments in a variety of texts for the quality and coherence of evidence and reasoning. ~~[the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentations and the credibility of an argument.]~~
- ~~[6.—Analyze imagery in literary texts.]~~

- ~~6.[7.]—Identify and analyze the author’s use of rhetorical and literary devices to create meaning and affect the reader.[ Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.]~~
- ~~7.[8.] Compare and analyze how [generic] features of genre are used across texts.~~
- ~~8.[9.] Identify, [and] analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.[ the audience, purpose, and message of an informational or persuasive text.]~~
- ~~[10. Identify and analyzed how an author’s use of language appeal to the senses, creates imagery, and suggests mood.]~~
- ~~[11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.]~~
- B. Apply a variety of strategies to determine the meanings of unfamiliar words and phrases.~~[ Understand new vocabulary and concepts and use them accurately in reading speaking, and writing.]~~
  1. Identify new words and concepts acquired through study of their relationships to other words and concepts.
  2. Apply knowledge of roots and affixes to infer the meanings of new words.
  3. Use reference guides to confirm the meanings of new words or concepts.
  4. Make inferences about the denotative and connotative meanings of unfamiliar words using context clues.
- C. Read and analyze literary and other texts from a variety of cultural and historical contexts.~~[ Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.]~~
  1. Read widely, including complete~~a wide variety of~~ texts from American, British, ~~[European]~~ and world literatures.
  2. Analyze the relationships between works of literature and the historical periods and cultural contexts in which they were written.~~[ Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.]~~
  3. Examine the influence of myths, oral traditions, and Classical literature on subsequent works over time.~~Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.~~
  - ~~[4. Analyze and compare the use of language in literary works from a variety of world cultures.]~~
- D. Acquire insights about oneself, others, or the world from reading diverse texts.~~[Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.]~~
  1. Make text-to-self, text-to-text, and text-to-world connections.~~[Describe insights gained about oneself, others, or the world from reading specific texts.]~~



2. Recognize the potential of diverse texts to cultivate empathy. [Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.]
3. Appreciate the aesthetic qualities and values of diverse texts.

### III. Speaking

- A. Understand the elements of both formal and informal communication in group discussions, one-on-one situations, and presentations. [Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).]
1. Participate actively, effectively, and respectfully in one-on-one oral communication as well as in group discussions. [Understand how style and content of spoken language varies in different contexts and influences listener's understanding.]
  2. Engage in reasoned dialogue, including with people who have different perspectives. [Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.]
  3. Understand how style, register, and content of spoken language vary in different contexts and influence the listener's understanding.
  4. Adjust delivery, vocabulary, and length of message for particular audiences, purposes, and contexts.
  5. Plan and deliver focused, coherent presentations that convey clear and distinct perspectives and demonstrate sound reasoning.
- [B.—Develop effective speaking styles for both group and one-on-one situations.
- 1.—Participate actively and effectively in one-on-one oral communication situations.
  - 2.—Participate actively and effectively in group discussions.
  - 3.—Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.]

### IV. Listening

- A. Apply listening skills [as an individual and as a member of a group] in a variety of settings and contexts. [(e.g., lectures, discussions, conversations, team projects, presentations, interviews).]
1. Use a variety of active listening strategies to enhance comprehension. [Analyze and evaluate the effectiveness of a public presentation.]
  2. Listen critically and respond appropriately. [Interpret a speaker's message; identify the position taken and the evidence in support of the position.]
  3. Develop an awareness of rhetorical and stylistic choices used to convey a message. [Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, note cues such as change of pace or particular words that

~~indicate a new point is about to be made, select and organize key information).~~]

4. Comprehend detailed instructions, explanations, and directions in a range of contexts (e.g., specialized contexts such as workplace procedures and operating instructions).
5. Recognize fillers, intentional pauses, and placeholders in speech (e.g., um) and make inferences in context.

~~[B.—Listen effectively in informal and formal settings.~~

- ~~1.—Listen critically and respond appropriately to presentations.~~
- ~~2.—Listen actively and effectively in one-on-one communication situations.~~
- ~~3.—Listen actively and effectively in group discussions.]~~

## **V. Research**

A. Formulate topic and questions.

1. Articulate and investigate research questions.~~[-Formulate research questions.]~~
2. Explore and refine a research topic.
3. Devise~~[-Refine research topic and devise]~~ a plan~~[-timeline]~~ for completing work on time.

B. Locate, evaluate, and select ~~[Select]~~ information from a variety of sources.

1. Explore and collect a range of potential sources.~~[-Gather relevant sources.]~~
2. Distinguish between and among primary and secondary sources.~~[-Evaluate the validity and reliability of sources.]~~
3. Assess the relevance and credibility of sources.~~[-Synthesize and organize information effectively.]~~

C. Design and produce an effective product.~~[-Produce and design a document.]~~

1. Integrate and organize material effectively.~~[-Design and present an effective product.]~~
2. Use and attribute source material ethically.~~[-Use source material ethically.]~~
3. Follow relevant rules governing attribution.

**Revised College and Career Readiness Standards for Mathematics****I. Numeric Reasoning**

- A. Number representations and operations
  - 1. Compare relative magnitudes of rational and irrational numbers, [real numbers] and understand that numbers can be represented in different ways.
  - 2. Perform computations with rational and irrational numbers.[-Define and give examples of complex numbers.]
- B. Number sense and number concepts[-operations]
  - 1. Use estimation to check for errors and reasonableness of solutions.[-Perform computations with real and complex numbers.]
  - 2. Interpret the relationships between the different representations of numbers.
- C. Systems of measurement[-Number sense and number concepts]
  - 1. Select or use the appropriate type of method, unit, and tool for the attribute being measured.[-Use estimation to check for errors and reasonableness of solutions.]
  - 2. Convert units within and between systems of measurement.

**II. Algebraic Reasoning**

- A. Identifying e[E]xpressions and equations
  - 1. Explain [and differentiate] the difference between expressions and equations.[- using words such as "solve," "evaluate," and "simplify."] ]
- B. Manipulating expressions
  - 1. Recognize and use algebraic [(field)] properties, concepts, [procedures,] and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).
- C. Solving equations, inequalities, and systems of equations and inequalities
  - 1. Describe and interpret solution sets of equalities and inequalities.[-Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.]
  - 2. Explain the difference between the solution set of an equation and the solution set of an inequality.
  - 3. Recognize and use algebraic properties, concepts, and algorithms to solve equations, inequalities, and systems of linear equations and inequalities.
- D. Representing relationships[-Representations]
  - 1. Interpret multiple representations of equations, inequalities, and relationships.

2. Convert~~[Translate]~~ among multiple representations of equations,  
inequalities, and relationships.

### III. **Geometric and Spatial Reasoning**

- A. Figures and their properties
  1. Recognize characteristics and dimensional changes of two- and three-dimensional figures.~~[Identify and represent the features of plane and space figures.]~~
  2. Form and validate~~[Make, test, and use]~~ conjectures about one-, two-, and three-dimensional figures and their properties.
  3. Recognize and apply right triangle relationships including basic trigonometry.
- B. Transformations and symmetry
  1. Identify ~~[and apply]~~ transformations and symmetries of ~~[to]~~ figures.
  2. Use transformations to investigate congruence, similarity, and symmetries of figures.~~[Identify the symmetries of a plane figure.]~~
  - ~~[3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.]~~
- C. Connections between geometry and other mathematical content strands
  1. Make connections between geometry and algebraic equations.~~[ algebra.]~~
  2. Make connections between geometry, statistics, and probability.
  - ~~[3. Make connections between geometry and measurement.]~~
- D. Measurements involving geometry and algebra~~[Logic and reasoning in geometry]~~
  1. Find the perimeter and area of two-dimensional figures.~~[Make and validate geometric conjectures.]~~
  2. Determine the surface area and volume of three-dimensional figures.  
~~[Understand that Euclidean geometry is an axiomatic system.]~~
  3. Determine indirect measurements of geometric figures using a variety of methods.

### **[IV. Measurement Reasoning**

- A. ~~Measurement involving physical and natural attributes~~
  - ~~1. Select or use the appropriate type of unit for the attribute being measured.~~
- B. ~~Systems of measurement~~
  - ~~1. Convert from one measurement system to another.~~
  - ~~2. Convert within a single measurement system.~~
- C. ~~Measurement involving geometry and algebra~~
  - ~~1. Find the perimeter and area of two dimensional figures.~~
  - ~~2. Determine the surface area and volume of three dimensional figures.~~

- 3. ~~Determine indirect measurements of figures using scale drawings, similar figures, the Pythagorean Theorem, and basic trigonometry.~~
- D. ~~Measurement involving statistics and probability~~
  - 1. ~~Compute and use measures of center and spread to describe data.~~
  - 2. ~~Apply probabilistic measures to practical situations to make an informed decision.~~

#### **IV. [V.] Probabilistic Reasoning**

- A. Counting principles
  - 1. Determine the nature and the number of elements in a finite sample space.
- B. Computation and interpretation of probabilities
  - 1. Compute and interpret the probability of an event and its complement.
  - 2. Compute and interpret the probability of [conditional and] compound events.
- C. Measurement involving probability
  - 1. Use probability to make informed decisions.

#### **V. [VI.] Statistical Reasoning**

- A. Design a study [~~Data collection~~]
  - 1. Formulate a statistical question, plan an investigation, and collect data. [~~Plan a study.~~]
- B. Describe data
  - 1. Classify [~~Determine~~] types of data.
  - 2. Construct [~~Select and apply~~] appropriate visual representations of data.
  - 3. Compute and describe the study data with measures of center and basic notions of spread. [~~summary statistics of data.~~]
  - 4. Describe patterns and departure from patterns in the study [~~a set of~~] data.
- C. [~~Read,~~] Analyze, interpret, and draw conclusions from data
  - 1. Analyze data sets using graphs and summary statistics. [~~Make predictions and draw inferences using summary statistics.~~]
  - 2. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software. [~~Analyze data sets using graphs and summary statistics.~~]
  - 3. Make predictions using summary statistics. [~~Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.~~]
  - 4. Identify and explain misleading uses of data. [~~Recognize reliability of statistical results.~~]

#### **VI. [VII.] Functions**

- A. Recognition and representation of functions

1. Recognize ~~if~~ [whether] a relation is a function.
2. Recognize and distinguish between different types of functions.
- B. Analysis of functions
  1. Understand and analyze features of a functions.
  2. Algebraically construct and analyze new functions.
- C. Model real-world situations with functions
  1. Apply known functions to model real-world situations. [~~models.~~]
  2. Develop a function to model a situation.

## **VII. ~~[VIII.]~~ Problem Solving and Reasoning**

- A. Mathematical problem solving
  1. Analyze given information.
  2. Formulate a plan or strategy.
  3. Determine a solution.
  4. Justify the solution.
  5. Evaluate the problem-solving process.
- B. Proportional [Logical] reasoning
  1. Use proportional reasoning to solve problems that require fractions, ratios, percentages, decimals, and proportions in a variety of contexts using multiple representations. [~~Develop and evaluate convincing arguments.~~]
  - [2. ~~Use various types of reasoning.~~]
- C. Logical reasoning [~~Real-world problem solving~~]
  1. Develop and evaluate convincing arguments. [~~Formulate a solution to a real world situation based on the solution to a mathematical problem.~~]
  2. Understand attributes and relationships with inductive and deductive reasoning. [~~Use a function to model a real world situation.~~]
  - [3. ~~Evaluate the problem-solving process.~~]
- D. Real-world problem solving
  1. Interpret results of the mathematical problem in terms of the original real-world situation.
  2. Evaluate the problem-solving process.

## **VIII. ~~[IX.]~~ Communication and Representation**

- A. Language, terms, and symbols of mathematics
  1. Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.
  2. Use mathematical language to represent and communicate the mathematical concepts in a problem.

3. Use mathematical [~~mathematics as a~~] language for reasoning, problem solving, making connections, and generalizing.
- B. Interpretation of mathematical work
  1. Model and interpret mathematical ideas and concepts using multiple representations.
  2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.
- C. Presentation and representation of mathematical work
  1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, models, graphs, and words.
  2. Create and use representations to organize, record, and communicate mathematical ideas.
  3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.

**IX. [~~X.~~] Connections**

- A. Connections among the strands of mathematics
  1. Connect and use multiple key concepts [~~strands~~] of mathematics in situations and problems.
  2. Connect mathematics to the study of other disciplines.
- B. Connections of mathematics to nature, real-world situations, and everyday life
  1. Use multiple representations to demonstrate links between mathematical and real-world situations.
  2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.
  3. Know and understand the use of mathematics in a variety of careers and professions.

## AGENDA ITEM X-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 60x30TX

Original Project Cost:	\$300,000
Additional Funding Request:	up to \$300,000
New Total Project Cost:	up to \$600,000
Source of Funds:	A.1.1. Strategy, College Readiness and Success
Authority:	Texas Education Code, Section 61.0762(a)(5) Programs to Enhance Student Success

RECOMMENDATION: Approval

### Background Information:

In October 2016, the Coordinating Board approved funding for Grad TX projects and activities aimed at meeting the goals of 60x30TX. Contracts were awarded to institutions of higher education to reach out and re-admit students who had stopped-out with a significant number of semester credit hours. Institutions of higher education currently participating in Grad TX have liberal transfer policies, work with stopped-out students to identify and overcome obstacles to re-entry, and provide opportunities for accelerated degree completion.

THECB staff requests approval to expend additional funds for the continued expansion and enhancement of the Grad TX program described above. Future efforts of Grad TX would:

- Expand support for focused and intensive regional marketing campaigns to increase outreach efforts to students who have stopped-out without having obtained a certificate/degree;
- Increase the number of grants to institutions of higher education tasked with implementing or expanding innovative approaches to help students who have stopped out complete their certificate/degree, with a focus on regional partnerships;
- Continue to promote, support, and increase certificate/degree completion programs that are accelerated, online, offer generous credit transfer, and/or offer flexible course scheduling;
- Incorporate advising dedicated to the returning student population with tailored admissions guidance and support;
- Provide ongoing tailored advising and/or mentoring and coaching to support re-enrolled students in persisting to completion;



- Expand collaboration with institutions of higher education, other state agencies, and organizations in a statewide certificate/degree completion campaign;
- Increase the availability of and access to resources and services for returning students.

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

## AGENDA ITEM X-T

### Consideration of adopting the Committee's recommendation to the Board relating to an amendment extending the contract for the Texas Success Initiative Assessment

RECOMMENDATION:           Approval

#### Background Information:

House Bill (HB) 1244 and HB 3468, 82nd Texas Legislature, amended the Texas Education Code (TEC), Section 51.3062 relating to the Texas Success Initiative (TSI) to require certain changes to the assessment of non-exempt, undergraduate students. To address the amended requirements, the Board approved in 2012 the issuance of a Request for Proposals (RFP) for the development of a new assessment instrument for the TSI. The new assessment instrument was required to provide both placement and diagnostic results that would classify students as college ready or into developmental education levels in reading, writing, and mathematics. The College Board was selected to develop and implement the new TSI Assessment (TSIA), which was launched in fall 2013 and continues with over one million test administrations to date. The original no-cost contract with the College Board was supplemented with \$100,000 to help facilitate greater faculty participation in the standard setting process.

The current contract with the College Board expires on August 31, 2018. In order to avoid possible delays or interruptions for students, institutions, and school districts in meeting the requirements of the TSI in determining college readiness and for dual credit eligibility purposes, staff is seeking approval to extend the contract for two (2) years. This will provide sufficient time for the solicitation and awarding of a new contract for TSI purposes, with an expected launch of the approved assessment in fall 2020.

Additional factors for consideration include the following:

- Institutions continue to focus intently on ensuring they meet the requirements of HB 2223, 85th Texas Legislature, Regular Session, which requires a percentage of certain non-college-ready students enrolled in developmental education to be placed in corequisite models;
- School districts and institutions continue to improve access to college-level coursework through dual credit programs;
- As part of alignment efforts in K-12 and higher education, public school accountability now includes the TSIA as an indicator of college, career, and military readiness.

Because of the TSIA's role in helping assess students' readiness for postsecondary opportunities, ensuring consistency in the TSI testing process, especially at this time of considerable change in Texas education, is in the best interest of students and the institutions and school districts serving them.

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

## AGENDA ITEM X-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

Authority: Texas Education Code, Chapter 51,  
Subchapter F-1, Texas Success Initiative

RECOMMENDATION: Approval

### Background Information:

House Bill (HB) 1244 and HB 3468, 82nd Texas Legislature, amended the Texas Education Code (TEC), Section 51.3062 relating to the Texas Success Initiative (TSI), requiring certain changes to the assessment of non-exempt, undergraduate students. To address the amended requirements, in 2012 the Board approved the issuance of a Request for Proposals (RFP) for the development of a new assessment instrument for the TSI. The new assessment instrument was required to provide both placement and diagnostic results that would classify students as college ready or into developmental education levels in reading, writing, and mathematics. The College Board was selected to develop and implement the new TSI Assessment (TSIA), which was launched in fall 2013 and continues with over one million test administrations to date. The original no-cost contract with the College Board was supplemented with \$100,000 to help facilitate greater faculty participation in the standard setting process.

The current contract with the College Board expires August 31, 2018. In order to avoid delay or interruptions for students, institutions, and school districts in meeting the requirements of the Texas Success Initiative and for dual credit eligibility purposes, staff is seeking approval under a separate agenda item to extend the contract for two (2) years. This will provide sufficient time for the solicitation and awarding of a new, no-cost contract for TSI purposes, with an expected launch for the approved assessment in fall 2020.

The solicitation for the TSIA proposes to award a no-cost contract that includes the following content alignments in their most current iterations:

- Texas College and Career Readiness Standards in English Language Arts and Mathematics;
- Critical Texas Essential Knowledge and Skills;
- National Reporting Educational Functioning Level Descriptors standards; and
- Adult Education standards.

Additionally, the solicitation for the TSIA proposes to require the following minimum components:

- Psychometric and technical quality;
- Integration of reading and writing;
- Easy portability of test results by students and test administrators;
- Diagnostic profile for underprepared students readily available to students, and appropriate personnel;
- On-demand computer-adaptive testing with immediate results;
- Accommodations for disabilities;
- Training support for test administrators and staff;
- Aligned resources for students to address demonstrated deficiencies; and
- Cost not exceeding \$15 for all assessment components.

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

## AGENDA ITEM X-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

Total Project Cost:	up to \$200,000
Source of Funds:	A.1.1. Strategy, College Readiness and Success
Authority:	Texas Education Code, Section 28.008 Advancement of College Readiness in Curriculum 83rd Texas Legislature, Regular Session

RECOMMENDATION: Approval

### Background Information:

Texas Education Code (TEC), Section 28.008, entitled "Advancement of College Readiness in Curriculum," was created by the Third Special Called Session of the 79th Texas Legislature. This section requires that the Texas Education Agency and Texas Higher Education Coordinating Board establish discipline-based vertical teams to develop College and Career Readiness Standards (CCRS) that address what students must know and be able to do to succeed in entry-level college courses offered at Texas public community/technical colleges and universities. TEC, Section 28.008 was amended by the 83rd Texas Legislature, Regular Session, to require that vertical teams periodically review the college readiness standards and expectations, and recommend for approval any revisions of the standards.

Prime Recommendation #2 from the November 2016 Tri-Agency Report to the Governor focuses on strengthening PK-12 academic instruction for the foundational skills needed for college and career readiness. A review of the Texas CCRS building on those skills, with an emphasis on the interconnection between college and career and the subsequent alignment with the Texas Essential Knowledge and Skills, ensures a prepared workforce and lifelong learners. In the first phase of implementing the recommendation, English/Language Arts and Mathematics Standards were reviewed and revisions were proposed. Adoption of these revisions are being recommended to this Committee as a separate agenda item.

For the second phase of implementation, Board staff recommend issuing a Request for Applications to solicit applicants to facilitate the review and revision of the Science, Social Studies, and Cross-Disciplinary CCRS, to update and foster alignment to current expectations in entry-level college coursework. Facilitation activities would include, but are not limited to, consulting with Board staff for the implementation and review of field validation surveys; organizing and convening various in-person meetings and workshops with discipline-based vertical teams; implementation and review of the public comment processes, with provisions to

include comments from business, workforce, and industry; and production of written reports documenting the review process and the teams' final recommendations to ensure a robust and transparent process.

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

## AGENDA ITEM X-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

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 Health and Wellness 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 Health and Wellness 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 Health and Wellness 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 Health and Wellness 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*: March 29, 2018.

Date Published in the *Texas Register*: April 13, 2018.

The 30-day comment period with the *Texas Register* ended on: May 13, 2018.

No comments were received.



Legal Review:

Approved by the Office of General Counsel \_\_\_\_\_ Date: \_\_\_\_\_

CHAPTER 27. FIELDS OF STUDY  
SUBCHAPTER CC. HEALTH & WELLNESS FIELD OF STUDY ADVISORY COMMITTEE

27.661 Authority and Specific Purposes of the Health & Wellness Field of Study Advisory Committee  
27.662 Definitions  
27.663 Committee Membership and Officers  
27.664 Duration  
27.665 Meetings  
27.666 Tasks Assigned to the Committee  
27.667 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.661 Authority and Specific Purposes of the Health & Wellness 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 Health & Wellness Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Health & Wellness field of study curricula.

27.662 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).

27.663 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.

#### 27.664 Duration.

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

#### 27.665 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.

#### 27.666 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

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

#### 27.667 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-X (1)

### Consideration of adopting the Committee's recommendation to the Board relating to the appointment of members to the Apply Texas Advisory Committee

RECOMMENDATION:           Approval

#### Background Information:

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

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

Members serve three-year staggered terms. In compliance with the rotation schedule, the appointment of up to 12 members is needed. Recommendations for membership positions were selected from institutions' nominations, considering the type of institution, geographic location, as well as gender composition and college admission experience.

Nominees' current position and highest degree awarded:

**Mordecai Brownlee**, Vice President for Student Success, St. Philip's College  
EdD in Educational Leadership, Lamar University

**Rosie Dickinson**, Director of Admissions, Texas A&M International University  
MS in Information Systems, Texas A&M International University

**Dan Garcia**, Associate Vice President for Enrollment Management,  
The University of Texas at Arlington  
MA in Literature, University of Houston-Clear Lake

**Jamie Hansard**, Executive Director, Undergraduate Admissions, Texas Tech University  
MA in Education, Midwestern State University

**Michelle Hill**, Associate Vice President for Enrollment Services, Prairie View A&M University  
MA in Public Administration, Southern University and A&M College

**Rebecca Lothringer**, Associate Vice President for Enrollment and University Admissions,  
University of North Texas  
PhD in Higher Education, University of North Texas

**TaNeal Richardson**, District Registrar, Howard College  
BS in Business-Organizational Management, Lubbock Christian University

**Madelyne Tolliver**, Registrar, Admissions and Records, Victoria College  
MEd in Higher Education, University of Houston-Victoria

**Kristi Urban**, Director, Admissions and Records, Blinn College District  
BA in Speech Communications, Texas State University

**Jennifer Waits**, Assistant Director of Admissions, Tarrant County College  
MS in Management and Leadership, Tarleton State University

**Michelle Walker**, Director of Admissions Operations, Texas A&M University  
BBA in Accounting, Texas A&M University

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

## AGENDA ITEM X-X (2)

### Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Certification Advisory Council

RECOMMENDATION: Approval

#### Background Information:

Coordinating Board staff is requesting member appointments for the Certification Advisory Council. Texas Education Code, Section 61.314 and Coordinating Board Rules, Section 1.135 establish the Certification Advisory Council to advise the Board on standards and procedures related to certification of private, nonexempt postsecondary educational institutions; to assist the Commissioner in the examination of individual applications for Certificates of Authority; and to perform other duties related to certification that the Board finds appropriate.

The council consists of six members with experience in higher education, three of whom are drawn from exempt private postsecondary institutions in Texas. The members are appointed for two-year staggered terms and may serve consecutive terms. The council meets quarterly as required. Three members' terms expire in August 2018. Appointment of one member from a public higher education institution in Texas and two members from private/exempt higher education institutions in Texas will maintain the public and exempt/private composition of the council.

Nominees' current position and highest degree awarded:

**Hua Li**, Associate Professor, Department of Mechanical & Industrial Engineering, Texas A&M University-Kingsville

PhD in Industrial Engineering, Texas Tech University

**Sarah Loghin**, Chief Financial Officer, Concordia University Texas

BBA in Accounting, Schreiner University

**Jacob Tingle**, Director, Office of Experiential Learning, Trinity University

EdD in Educational Leadership, The University of Texas at San Antonio

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

### AGENDA ITEM X-X (3)

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

RECOMMENDATION: Approval

#### Background Information:

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

**Douglas Carr**, Professor, El Paso Community College  
PhD in Journalism, University of Missouri

**R. E. Davis**, Assistant Professor, College of the Mainland  
PhD in Communication, University of Oklahoma

**Erica Edwards**, Faculty, Richland College  
MS in Public Relations, Syracuse University

**Leslie Henderson**, Professor, McLennan Community College  
MA in Communication, University of Oklahoma

**Britney Hibbeler**, Department Head, Blinn College  
MA in Communication, Texas A&M University

**Timothy Molina**, Instructional Faculty, Northwest Vista College  
MA in Communication, The University of Texas at San Antonio

**Victoria Moultry**, Faculty, Central Texas College  
MA in Organizational Communications, Michigan State University

**Linda Spetter**, Professor, Cisco College  
PhD in Folklore, Indiana University

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

**Stacy Aschenbeck**, Instructional Assistant Professor, Tarleton State University  
MA in English, Southwest Texas State University

**Nikkie Hodgson**, Assistant Professor, The University of Texas of the Rio Grande Valley  
PhD in Leadership Studies and Business, Our Lady of the Lake University

**Tom Ingram**, Associate Professor, The University of Texas at Arlington  
PhD in Business Administration and Marketing, North Texas State University

**Maureen Keeley**, Professor, Texas State University  
PhD in Communication Research, University of Iowa

**Gordana Lazic**, Assistant Professor, Texas Tech University  
PhD in Communication Studies, University of Denver

**Creshema Murray**, Assistant Professor, University of Houston-Downtown  
PhD in Organizational Communication, University of Alabama

**Stephanie Rodriguez**, Associate Professor, Texas A&M University-Corpus Christi  
PhD in Communication Studies, University of Iowa

**Paul Stekler**, Professor, The University of Texas at Austin  
PhD in Government, Harvard 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-X (4)

### Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Community and Technical College Leadership Council

RECOMMENDATION: Approval

#### Background Information:

Coordinating Board staff is requesting member appointments for the Community and Technical College Leadership Council (CTCLC). In accordance with Texas Administrative Code, Title 19, Chapter 1, Subchapter Q, Section 1.199, the CTCLC serves to provide the Commissioner and the Board with advice and recommendations on issues relevant to community, technical, and state colleges.

The committee consists of 15 members with experience in the administration or stewardship of community, technical, or state colleges. Members represent the chief executive officers of Texas community colleges (6 members), trustees of public community colleges (7 members), the chancellor of the Texas State Technical College System (1 member), and a president from one of the two-year colleges of the Texas State College System. Members serve staggered three-year terms. The terms of the chair and co-chair (if applicable) are two years dating from their election. The committee meets four times per year or as called by the Chair.

Four CTCLC members' terms expire in July 2018. Nominations were submitted by the Texas Association of Community Colleges and Community College Association of Texas Trustees, with consideration of type of institution, geographic location, and ethnic and gender composition.

Nominees' current position and highest degree awarded:

New appointments:

**Cesar Maldonado**, Chancellor, Houston Community College  
PhD in Systems and Engineering Management, Texas Tech University

**Pam Boehm**, President, Hill College  
EdD Education Leadership, Texas A&M University-Commerce

Reappointments for a second term:

**Armin Cantini, Trustee, Galveston College**  
Bachelor of Business Administration, The University of Texas at Austin

**Dan Mimms**, Trustee, San Jacinto College  
Attended 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-X (5)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Computer Science/Information Technology Field of Study Advisory Committee

RECOMMENDATION:     Approval

### Background Information:

Coordinating Board staff requests appointment of individuals to the Computer Science/Information Technology 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 Computer Science/Information Technology degree program into which the student transfers. Students completing the Computer Science/Information Technology 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 Computer Science/Information Technology 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:

**Ali Berrached**, Program Coordinator, Houston Community College  
PhD in Computer Engineering, Pennsylvania State University

**Robert Castenada**, Program Coordinator, St. Philip's College  
PhD in Computer Science, The University of Texas at San Antonio

**Anila Das**, Associate Professor, Navarro College  
MS, Computer Education and Cognitive Systems, University of North Texas

**Ginger Dennis**, Program Director, Kilgore College  
EdD in Supervision, Curriculum, and Instruction, Texas A&M University

**Stephen Lyford**, Wharton County Junior College  
PhD in Information System Security, North Central University

**Mike McHugh**, Department Head, Blinn College  
MS Computer Science, University of Illinois at Urbana-Champaign

**Javier Nieto**, Instructor, Texas State Technical College  
MS in Computer Science, The University of Texas at Brownsville

**Heather Sanders**, Assistant Professor, Midland College  
MS in Computer Science, University of Illinois

**Christian Servin**, Faculty, El Paso Community College  
PhD in Computational Sciences, The University of Texas at El Paso

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

**Mircea Agapie**, Professor, Tarleton State University  
PhD in Computer Science, University of Missouri-Kansas City

**Linda Barasch**, Senior Lecturer, The University of Texas at Arlington  
PhD in Computer Science, University of Oklahoma

**Marie-Anne Demuynck**, Professor, Texas Woman's University  
PhD in Computer Science, University of North Texas

**Scott King**, Associate Professor, Texas A&M University-Corpus Christi  
PhD in Computer & Information Science, Ohio State University

**Simeon Ntafos**, Professor, The University of Texas at Dallas  
PhD in Computer Science, Northwestern University

**Bruce Porter**, Professor, The University of Texas at Austin  
PhD in Computer Science, University of California-Irvine

**Apan Qasem**, Associate Professor, Texas State University  
PhD in Computer Science, Rice University

**Vassilios Tzouanas**, Associate Professor, University of Houston-Downtown  
PhD in Chemical Engineering/Process Control, Lehigh University

**Duncan Walker**, Professor, Texas A&M University  
PhD in Computer Science, Carnegie Mellon 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-X (6)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Drama/Performing Arts Field of Study Advisory Committee

RECOMMENDATION: Approval

### Background Information:

Coordinating Board staff requests appointment of individuals to the Drama/Performing Arts 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 Drama/Performing Arts degree program into which the student transfers. Students completing the Drama/Performing Arts 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 Drama/Performing Arts 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:

**H. Russ Brown**, Head of Theatre, College of the Mainland  
MFA in Acting, Western Illinois University

**Jenny Corder**, Instructor, Hill College  
MA in Contemporary Theatre Practice, University of Essex

**Yesenia Herrington**, Instructor, Central Texas College  
MFA in Acting, The University of Texas at Austin

**Jami Hughes**, Instructor, Wharton County Junior College  
MFA in Acting, Louisiana State University

**Karen King**, Professor, Panola College  
MA in Theatre Arts, Royal Academy of Dramatic Arts

**Melissa Marlowe**, Discipline Coordinator, Alamo Community College-Northwest Vista College  
MA in Theatre Arts, Texas State University

**Danial Nazworth**, Chair of Fine Arts, South Plains College  
PhD in Theatre, Texas Tech University

**Kevin Patrick**, Faculty, Blinn College  
MFA in Theatre, University of North Carolina at Greensboro

**Deborah Schultz**, Instructor, Houston Community College  
MA in Film/Television, American University

**Matthew Smith**, Assistant Professor, El Paso Community College  
MFA in Acting, University of Idaho

**Shannon Zimbelman**, Professor, Collin College  
MFA in Acting, University of Tennessee at Knoxville

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

**James Ball**, Assistant Professor, Texas A&M University  
PhD in Performance Studies, New York University

**Michael Burnett**, Associate Professor, Angelo State University  
MFA in Theatre, University of Mississippi

**Patrick Bynane**, Program Director, Texas Woman's University  
PhD in Theatre History and Performance Studies, Louisiana State University

**Charlotte Canning**, Professor, The University of Texas at Austin  
PhD in Theatre, University of Washington

**Virginia Davis**, Professor, The University of Texas of the Rio Grande Valley  
PhD in Music Education, University of Arizona

**Allison Frost**, Associate Professor, Texas A&M University-Corpus Christi  
MFA in Directing, Florida State University

**Andrew Gaupp**, Professor, The University of Texas at Arlington  
MFA in Drama, Trinity University

**William Gelber**, Associate Professor, Texas Tech University  
PhD in Theatre History, The University of Texas at Austin

**Richard Jones**, Associate Professor, Stephen F. Austin State University  
PhD in Theatre & Film, University of Kansas

**Tim Klein**, Director, University of Houston-Downtown  
MFA in Acting, University of North Carolina at Chapel Hill

**William Peeler**, Professor, Texas State University  
MFA in Theatre, University of Mississippi

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

## AGENDA ITEM X-X (7)

### 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 requests 1 replacement and 10 new member appointments for the 11 vacancies on the Graduate Education Advisory Committee (GEAC). Nominations for vacancies were selected from institutions' nominees, with consideration given to type of institution, geographic location, administrative representation, and ethnic and gender composition.

In accordance with Coordinating Board Rules, Chapter 1, Subchapter N, Rule 1.178, the GEAC provides the Board with advice and recommendations regarding graduate education. The GEAC was established in 2005 as a 24-member committee comprised of faculty and administrators from the state's public and private universities and health-related institutions, plus one non-voting student member. The members are appointed for three-year staggered terms, and the committee meets at least twice a year. GEAC is currently working on a strategic plan which will emphasize the contributions that graduate education can make toward the goals of *60x30TX*.

Nominees' current position and highest degree awarded:

**DoVeanna Fulton**, Dean of the College of Humanities and Social Sciences, University of Houston-Downtown  
PhD in American Studies, University of Minnesota

**Kenneth Hendrickson**, Dean of Graduate Studies, Sam Houston State University  
PhD in History, University of Iowa

**Dave Jackson**, Dean of the Graduate College, The University of Texas Rio Grande Valley  
PhD in Business Administration, Florida Atlantic University

**Raymond Jackson**, Associate Dean of Graduate Studies, The University of Texas at Arlington  
PhD in Experimental Psychology, University of Colorado-Boulder

**Barry Lambert**, Dean of the College of Graduate Studies & Associate Vice President of Research, Tarleton State University  
PhD in Animal Sciences, Kansas State University

**Rajkumar Lakshmanaswamy**, Dean of the Graduate School of Biomedical Science, Texas Tech University Health Sciences Center-El Paso  
PhD in Endocrinology, University of Madras

**Sarah Larson**, Vice Provost and Dean of the Graduate School, University of Houston  
PhD in Physical Chemistry, Harvard University

**Dean Neikirk**, Associate Dean of Graduate Studies, The University of Texas at Austin  
PhD in Applied Physics, California Institute of Technology

**Jennifer Schroeder**, Associate Dean of the Graduate School, Texas A&M University-  
Commerce  
PhD in Educational Psychology, University of Wisconsin-Madison

**Mark Sheridan**, Vice President and Dean of the Graduate School, Texas Tech University  
PhD in Zoology, University of California-Berkeley

**Andrew Zinn**, Dean of the Graduate School of Biomedical Sciences, The University of Texas  
Southwestern Medical Center  
MD/PhD, The University of Texas Southwestern Medical School

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

## AGENDA ITEM X-X (8)

### 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 requests member appointments for the Learning Technology Advisory Committee (LTAC). Board staff will seek confirmation of these appointments at the July 2018 Board meeting.

In accordance with Texas Administrative Code, Title 19, Chapter 1, Subchapter O, Section 1.185, the LTAC provides the Board with advice and recommendations regarding the role that learning technology plays in Texas higher education.

The committee consists of 24 members with experience in distance education in higher education. Members represent Texas public universities (10 members), public community colleges (10 members), health-related institutions (2 members), independent institutions (1 member), and one student representative. Members serve staggered three-year terms. The terms of chairs and co-chairs (if applicable) are two years dating from their election. The committee meets four to six times per year, including teleconferences, to consider distance education doctoral programs and other learning technology matters.

Five of the LTAC members' terms expire in August 2018. Replacement members were selected from institutions' nominations, giving consideration to type of institution, geographic location, and ethnic and gender composition.

Nominees' current position and highest degree awarded:

**Michelle Duran**, Assistant Vice President for Teaching and Learning, Texas A&M University-Kingsville

PhD in Counselor Education, Texas A&M University-Corpus Christi

**Justin Louder**, Associate Vice Provost, Texas Tech University

EdD in Educational Instructional Technology, Texas Tech University

**Patrick Pluscht**, Associate Vice Provost for Learning Enhancement, University of North Texas  
MA in Telecommunication and Film, University of Alabama

**Elizabeth Rodriguez**, eLearning Center Director, Laredo Community College

MA in Educational Technology, University of Texas at Brownsville



**Michelle Giles**, Assistant Professor, University of Houston-Clear Lake  
PhD degree in Educational Computing, 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-X (9)

### Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Lower-Division Academic Course Guide Manual Advisory Committee

RECOMMENDATION: Approval

#### Background Information:

Coordinating Board staff requests member appointments for the Academic Course Guide Manual Advisory Committee. The *Lower-Division Academic Course Guide Manual* (ACGM) is the official list of the general academic courses that may be offered by Texas public community and technical colleges for state funding and are fully transferable to public higher education institutions. In accordance with Coordinating Board Rules, Chapter 1, Subchapter P, Rule 1.192, the ACGM Advisory Committee provides the Board with advice and recommendations regarding new disciplines of study, developments within existing disciplines represented by courses in the manual, vertical and horizontal alignment of courses within disciplines, and obsolesces of disciplines of study and courses.

The ACGM Advisory Committee is composed of public higher education faculty, academic administrators, and enrollment management personnel equally representing community/technical colleges and universities. The committee meets up to three times annually, as needed to make recommendations to the Coordinating Board on the courses to be added, revised, or deleted from the ACGM.

Members serve three-year staggered terms, with six members rotating off the committee each year. In compliance with the rotation schedule, the appointment of four new members from community and technical colleges and two new members from universities are needed. Recommendations for membership positions were selected from institutions' nominations, giving consideration to the type of institution, geographic location, administrative and faculty representation, and ethnic and gender composition.

Nominees' current position and highest degree awarded:

**Needha Boutté-Queen**, Chair of the Department of Social Work and Professor,  
Texas Southern University  
PhD in Social Work, University of Houston

**Samuel Echevarria-Cruz**, Dean of Liberal Arts, Social and Behavioral Sciences,  
Austin Community College  
PhD in Sociology/Demography, The University of Texas at Austin

**Brian Fuller**, Vice President of Academic Affairs, Clarendon College  
MS Animal Science, West Texas A&M University  
MA History, West Texas A&M University

**Jonda Halcomb**, Dean of the Division of Arts and Sciences, Del Mar College  
PhD in Entomology, Texas A&M University

**Lisa Lacher**, Assistant Professor of Information Technology, University of  
Houston-Clear Lake  
PhD in Software Engineering, North Dakota State University

**Joshua Villalobos**, Campus Dean, Instructional Program, Mission Del Paso Campus,  
El Paso Community College District  
MS in Geology, The University of Texas at El Paso

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

## AGENDA ITEM X-X (10)

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 six member appointments for the Undergraduate Education Advisory Committee (UEAC). The UEAC serves as a forum for problem solving and the generation of ideas to improve undergraduate education that reflect the goals of Texas' higher education plan, *60x30TX*. In accordance with Coordinating Board rules Chapter 1, Subchapter R, Rules 1.206 to 1.212, UEAC advises the Board on matters regarding undergraduate education in Texas.

The UEAC consists of 24 members with experience in undergraduate academic affairs of higher education. Members represent Texas public universities (8 to 10 members), public community colleges (8 to 10 members), health-related institutions (1 to 3 members), independent institutions (1 to 3 members), and one non-voting student representative. The members are appointed for three-year staggered terms. The committee meets twice a year or as needed.

There are six vacancies on UEAC. Nominations for vacancy were selected from institutions' nominations, with consideration given to type of institution represented on the committee, geographic location, administrative and faculty representation, and ethnic and gender composition.

Nominees' current position and highest degree awarded:

**Frank Graves**, Dean of Workforce and Public Service, McClennan Community College  
EdD in Higher Education Leadership, University of Mary Hardin-Baylor

**Heather Hicks**, Accreditation Liaison, Cisco College  
MA in English, Texas Tech University

**Kevin Wood**, Chemistry Instructor, North Central Texas College  
MS in Chemistry, Texas Woman's University

**Lawrence Abraham**, Professor and Associate Dean, The University of Texas at Austin  
EdD in Physical Education, Columbia University

**Stefanie Borst**, Associate Academic Dean, Texas Tech University  
PhD in German, The University of Texas at Austin

**Christal Seahorn**, Assistant Professor of Writing and Digital Rhetoric, University of Houston-Clear Lake

PhD in English, Rhetoric and Composition, University of Louisiana-Lafayette

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

## AGENDA ITEM X-X (11)

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

RECOMMENDATION: Approval

### Background Information:

Coordinating Board staff requests appointment of an individual to the Economics 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 Economics degree program into which the student transfers. Students completing the Economics Field of Study 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 Economics FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to three years.

Nominee's current position and highest degree awarded:

**Ruby P. Kishan**, Professor and Interim Chair, Department of Finance & Economics, Texas State University

PhD in Economics, 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-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

RECOMMENDATION: Approval

Rationale: The proposed AAS program would prepare students for professional careers in culinary arts. The proposed program would require 60 semester credit hours and would begin enrolling students in fall 2018. Students would receive instruction and training in sanitation and safety, healthy cuisine, hospitality and food service operations, international cuisine, meat, and other food preparation techniques. The program would provide students the opportunity to take a capstone practicum/field experience course in culinary arts and chef training.

Graduates of the proposed program would address a workforce need for careers in hotel catering, restaurant food service, and corporate food and beverage directors. The Bureau of Labor Statistics (BLS) projects a 12 percent increase in the number of job positions for restaurant cooks from 2016 to 2026. Overall job opportunities are expected to be very good as a result of employment growth and the need to replace workers who leave the occupation. Employment projections show a 41 percent increase in the number of job openings per year statewide for restaurant cook positions from 2014 to 2024, with an average of 5,960 job openings per year, and a 28.4 percent increase in the number of restaurant cook positions in the South Plains area from 2014 to 2024, with an average of 90 job openings per year during that period. A survey of five (5) local restaurants in and around Lubbock conducted in October 2017 showed that 47 restaurant cook positions were immediately available. These projections show a growing need in Texas.

South Plains College currently employs two (2) full-time faculty and would hire four (4) additional full-time faculty for the program.

**South Plains College** (*Accountability Peer Group: Large Community College*)

<b>Completion Measures</b>		<b>Institution</b>	<b>State</b>
<i>Graduate</i>	Associate's 4-Year Graduation Rate	24.0%	18.1%
	Associate's 6-Year Graduation Rate	35.2%	33.5%
<i>Status of Recently Approved Associate Degree Programs</i>	The institution has met its projected enrollments for all new associate degree program(s) approved in the last five years: Yes No <b><u>N/A</u></b>		
	Recently Approved Associate Degree Programs: AAS Physical Therapist Assistant (2011)		
	The institution has met its resource commitments for new associate degree program(s) approved in the last five years: Yes No <b><u>N/A</u></b>		

**Proposed Program:**

The proposed program would be offered face-to-face on the campus in Lubbock. Students would receive instruction and training in food service operations and food preparation techniques.

The institution estimates that five-year costs would total \$2,769,019, and has identified funding resources of \$3,348,152 over the same period.

**Existing Programs:**

There are currently 23 associate degree programs in culinary arts at public colleges in Texas and seven (7) associate degree programs at private schools and colleges.

**Public Colleges:**

Alamo Colleges - St. Philips College  
 Alvin Community College  
 Austin Community College  
 Collin College  
 Del Mar College  
 El Centro College (DCCCD)  
 El Paso Community College  
 Galveston College  
 Grayson College  
 Houston Community College  
 Kilgore College  
 Laredo Community College  
 Lee College  
 Northeast Texas Community College  
 Odessa College  
 San Jacinto College Central Campus  
 San Jacinto College North Campus

**Private Schools:**

Auguste Escoffier School of Culinary Arts – Austin  
 Culinary Institute Lenotre - Houston  
 The Art Institute of Austin  
 The Art Institute of Dallas  
 The Art Institute of Houston  
 The Art Institute of San Antonio  
 Culinary Institute of America - San Antonio



South Texas College  
 Tarrant County College Southeast Campus  
 Texarkana College  
 Texas State Technical College  
 Tyler Junior College  
 Vernon College

There are no existing programs within 50 miles of the proposed program.

In 2017, 285 associate degrees in culinary arts were awarded by Texas public community colleges, and in fall 2017, 2,406 students were enrolled in these programs.

<b><i>Start-Up Projections:</i></b>	<b><i>Yr. 1</i></b>	<b><i>Yr. 2</i></b>	<b><i>Yr. 3</i></b>	<b><i>Yr. 4</i></b>	<b><i>Yr. 5</i></b>
<i>Students Enrolled</i>	64	128	128	128	128
<i>Graduates</i>	0	0	64	64	64
<i>Avg. Financial Assistance</i>	0	0	0	0	0
<i>Students Assisted</i>	0	0	0	0	0
<i>Core Faculty FTE</i>	6	6	6	6	6
<i>Total Costs</i>	\$618,340	\$539,955	\$526,095	\$536,801	\$547,828
<i>Total Funding</i>	\$385,556	\$740,649	\$740,649	\$740,649	\$740,649
<i>% From Formula Funding</i>	0	0	29%	29%	29%

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty	\$ 1,711,021
Program Administration	\$ 0
Graduate Assistants	\$ 0
Clerical/Staff	\$ 0
Other (Student Support)	\$ 0
Supplies and Materials	\$ 668,790
Library and IT Resources	\$ 0
Equipment	\$ 380,208
Facilities	\$ 0
Other	\$ 9,000
<b>Total</b>	<b>\$ 2,769,019</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 3-5)	\$ 642,171
Reallocation of Existing Resources	\$ 383,288
Tuition and Fees	\$ 2,222,577
Other-Institution Support	\$ 100,116
<b>Total</b>	<b>\$ 3,348,152</b>

### **Final Assessment:**

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: **Yes** No

The proposed program satisfactorily meets the Board's criteria for new associate degree programs (Texas Administrative Code, Chapter 19, Section 9.93): **Yes** No

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

## AGENDA ITEM X-Z

### 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 37 new degree and certificate programs; approved 2 institutional requests to phase programs out; issued 8 Certificates of Authorization (new, renewed, revised, or cancelled); and received 4 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**

March 24, 2018 – June 22, 2018

**NEW DEGREE AND CERTIFICATE PROGRAMS**

<b>Institution</b>	<b>Degree</b>	<b>Program</b>	<b>Date Approved</b>
<b>Community &amp; Technical Colleges</b>			
Alvin Community College	Continuing Education Certificate	Dental Assisting	4/11/2018
Austin Community College	BSN	Nursing	4/24/2018
Austin Community College	AAS	Entrepreneurship	5/15/2018
Del Mar College	AAS	Construction Management	3/29/2018
Del Mar College	Level 2 Certificate	Medical Assisting	3/29/2018
Galveston College	BAS	Healthcare Management	6/18/2018
Lamar State College – Orange	Level 1 Certificate	Ordinary Seaman/BST	3/29/2018
Midland College	AS/FOS Certificate	Engineering Field of Study	3/29/2018
Midland College	Level 1 Certificate	Health Science Foundation	3/29/2018
Midland College	FOS Certificate	Nursing Field of Study	3/29/2018
North Central Texas College	AAS	Horticulture	5/15/2018
South Texas College	Level 1 Certificate	Personal Trainer	5/15/2018
South Texas College	Level 1 Certificate	Public Services Assistant	5/15/2018
Southwest Texas Junior College	Level 1 Certificate	Patient Care Technician	3/29/2018
Tarrant County College District – Trinity River Campus	Level 1 Certificate	Medical Assistant	3/29/2018
<b>Universities &amp; Health-Related</b>			
Angelo State University	MSW	Social Work	6/14/2018
Angelo State University	MS	Professional School Counseling	6/13/2018
Lamar University	MS	Nutrition	5/9/2018
Sam Houston State University	MFA	Digital Media Production	5/9/2018
Sam Houston State University	BA	French	5/7/2018
Stephen F. Austin State University	BS	Data Analytics	6/8/2018

<b>Institution</b>	<b>Degree</b>	<b>Program</b>	<b>Date Approved</b>
Stephen F. Austin State University	MED	Teaching and Learning	6/8/2018
Tarleton State University	BAS	Manufacturing Engineering Technology	5/8/2018
Tarleton State University	BAS	Mechanical Engineering Technology	5/8/2018
Tarleton State University	BAS	Construction Science and Management	5/8/2018
Texas A&M University-Central Texas	MA	English	5/8/2018
Texas A&M University-Central Texas	BM	Music	5/8/2018
Texas A&M University	BA	Computing	3/30/2018
Texas A&M University	BS	Anthropology	3/30/2018
Texas A&M University	MIP	International Policy	3/30/2018
University of Houston	BFA	Dance	5/17/2018
University of Houston-Clear Lake	BSOSH	Industrial Hygiene or Safety	6/14/2018
University of North Texas	BAS	Learning Technologies	6/12/2018
University of Texas at Austin	MAAD	Architecture	5/17/2018
University of Texas at Tyler	MS	Chemistry	5/15/2018
University of Texas Medical Branch at Galveston	MS	Pathologists Assistant	5/7/2018
University of Texas at Rio Grande	BFA	Dance	5/7/2018
University of Texas at Rio Grande	MED	Teacher Leadership	6/12/2018

### **PHASE-OUT OF PROGRAMS**

<b>Institution</b>	<b>Degree</b>	<b>Program</b>	<b>Phase out Date</b>
<b>Universities &amp; Health-Related</b>			
Texas A&M University-Commerce	BA/BS	Journalism	8/30/2018
University of North Texas	BSET	Electrical Engineering Technology	8/28/2018

### **PLANNING NOTIFICATIONS**

<b>Institution</b>	<b>Authority Level</b>	<b>Program</b>	<b>Date Notified</b>
<b>Community &amp; Technical Colleges</b>			
Laredo Community College	Bachelor	Nursing	6/8/2018
<b>Universities &amp; Health-Related</b>			
Texas A&M University	Doctorate	Industrial Safety Engineering	6/11/2018
Texas A&M University	Master's	Environmental Engineering	6/12/2018
University of Texas at Tyler	Doctorate	Chemical Engineering	5/9/2018

**CERTIFICATES OF AUTHORIZATION**

<b>Non-Public and Out-of-State Institution</b>	<b>Authorization Type</b>	<b>Certificate of Authorization Issue Date</b>
Arizona College (Dallas, TX)	Grant bachelor degrees, credits toward degrees, and use certain protected academic terms	5/15/2018
Arlington Baptist University (Aledo, TX)	Grant bachelor degrees, credits toward degrees, and use certain protected academic terms	4/18/2018
ECPI University (San Antonio, TX)	Grant bachelor degrees, credits toward degrees, and use certain protected academic terms	4/27/2018
Relay Graduate School – San Antonio	Grant master degrees, credits toward degrees, and use certain protected terms	1/1/2018
Relay Graduate School – Dallas/Fort Worth	Grant master degrees, credits toward degrees, and use certain protected terms	1/1/2018
Relay Graduate School – Houston	Grant master degrees, credits toward degrees, and use certain protected terms	1/1/2018
University of Puerto Rico – Medical Sciences	Place students in clinical, internship and field-based educator training experiences during specified time frame	5/11/2018
University of St. Augustine for Health Services (Irving, TX)	Grant master and doctoral degrees, grant credits towards degrees and use certain protected terms.	4/2/2018

## AGENDA ITEM XI-A

### Welcome and Committee Chair's Opening Remarks

Mr. John Steen, Chair of the Agency Operations Committee, will provide the Committee an overview of the items on the agenda.

AGENDA ITEM XI-B

Public Testimony on agenda items relating to the Agency Operations Committee

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 Committee's recommendation to the Board relating to the agency's Legislative Appropriations Request for Fiscal Years 2020 and 2021

RECOMMENDATION:      Approval

#### Background Information:

On June 22, the Governor's Office and Legislative Budget Board issued a policy letter to all state agencies and institutions of higher education relating to the development of the Legislative Appropriations Request (LAR) for the 2020-2021 biennium. The letter states:

It is imperative that every state agency engage in a thorough review of each program and budget strategy and determine the value of each dollar spent. As a starting point for budget deliberations, an agency's baseline request for General Revenue (GR) and General Revenue-Dedicated (GR-D) funds may not exceed the sum of amounts expended in Fiscal Year 2018 and budgeted in Fiscal Year 2019. While the state's economic landscape is positive and a balance is projected to accrue in the treasury, agencies are directed to be vigilant in their spending and continue to be responsible stewards of state resources. Agencies must also submit a supplemental schedule detailing how they would reduce the baseline request by an additional 10 percent (in 2.5 percent increments) in GR and GR-D funds. Additional funding requests may be submitted as Exceptional Items. Agencies that request Exceptional Items should be prepared to identify lower-priority programs or other cost savings to help offset the increased costs associated with their requests.

LAR materials will be sent under separate cover. Linda Battles, Deputy Commissioner for Agency Operations and Communications/Chief Operating Officer, will be available for questions.



AGENDA ITEM XI-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)

RECOMMENDATION: Approval

Background Information:

Specifically, the amendments to Section 1.83 and 1.84 will correct a section reference and update the name of the official nonprofit partner (ONP) of the Board.

General Counsel William Franz is available for questions.

Date Approved by the Commissioner for Publication in the *Texas Register*: February 23, 2018

Date Published in the *Texas Register*: June 1, 2018

The 30 day comment period with the Texas Register ended on: July 1, 2018

No comments were received regarding the amendments to these rules.

Legal Review:

Approved by the Office of General Counsel  Date 6/27/18

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

Chapter 1. Agency Administration  
Subchapter C. Standards of Conduct

Section

- 1.80. Scope and Purpose.
- 1.81. Definitions.
- 1.82. Donations by Private Donors to the Board.
- 1.83. Donations by a Private Donor to a Private Organization That Exists to Further the Purposes and Duties of the Board.
- 1.84. Organizing a Private Organization That Exists to Further the Duties and Purposes of the Board.
- 1.85. Relationship between a Private Organization and the Board.

1.80. – 1.82. (No change.)

1.83. Donations by a Private Donor to a Private Organization That Exists To Further the Purposes and Duties of the Board.

(a) (No change.)

(b) The private organization shall administer and use the donation in accordance with the provisions in the memorandum of understanding between the private organization and the Board, as described in §1.85(c) [~~§1.65(e)~~] of this title (relating to Relationship between a Private Organization and the Board).

1.84. Organizing a Private Organization That Exists To Further the Duties and Purposes of the Board.

(a) The Texas Higher Education Foundation [~~"College for All Texans Foundation: Closing the Gaps"~~] is designated as the official nonprofit partner (ONP) of the Board.

(b) (No change.)

1.85. (No change.)

## AGENDA ITEM XI-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

RECOMMENDATION:      Approval

### BACKGROUND INFORMATION:

Staff is requesting approval to issue up to \$200 million in aggregate principal amount of new money bonds in Fiscal Year 2019 to fund College Access Loans (CAL) to eligible students under Texas Education Code, Chapter 52, Subchapter C. Coordinating Board staff has determined that it will be necessary to issue these bonds in one or more series to provide adequate funding to maintain the program.

- The Coordinating Board is a state voted issuer of bonds
- These bonds are authorized under the Texas Constitution, Sections 50b-4 through 50b-7
- Total bond debt outstanding is currently \$1,176M
- Total bond funded student loans outstanding is currently \$1,241M
- The THECB has \$959M of bond authority remaining
- 8% of state volume cap is reserved for state voter issuers. (Tx Gov. Code, Sec. 1372)
- Agency sells tax exempt private activity bonds
- Agency 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 will be submitted for a portion of the state's allocation of private activity volume cap
- The office of Attorney General is required to approve the final sale
- Historical bond sales are provided on the following page

<b>Year</b>	<b>Principal</b>	<b>Yield</b>
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

	<b>Total</b>	
	<b># of Students</b>	<b>Gross Disbursed</b>
<b>PY 04</b>	5,994	\$38,044,856.45
<b>PY 05</b>	6,243	\$41,442,307.08
<b>PY 06</b>	7,040	\$49,470,079.89
<b>PY 07</b>	11,944	\$102,756,666.88
<b>PY 08</b>	7,999	\$74,181,871.12
<b>PY 09</b>	8,702	\$79,778,517.38
<b>PY 10</b>	8,911	\$86,157,023.17
<b>PY 11</b>	8,378	\$87,521,197.15
<b>PY 12</b>	8,655	\$97,407,152.08
<b>PY 13</b>	8,102	\$100,585,758.18
<b>PY 14</b>	7,533	\$98,925,759.26
<b>PY 15</b>	9,080	\$118,877,752.87
<b>PY 16</b>	10,615	\$148,242,100.06
<b>PY 17</b>	11,921	\$172,867,455.17

A representative 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 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.