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FOR
ACADEMIC AFFAIRS COMMITTEE

Committee Meeting: 2/26/2020

Board Meeting: 2/27/2020
Austin, Texas

Rad Weaver, Chairman
Christina Melton Crain
R. Steven Hicks
Janiece Longoria
Nolan Perez
Kelcy L. Warren

1. **U. T. System Board of Regents: Discussion and appropriate action regarding Consent Agenda items, if any, assigned for Committee consideration**

RECOMMENDATION

The proposed Consent Agenda items assigned to this Committee are Items 23 - 41.

2a. **U. T. Arlington: Approval to establish a Master of Science in Learning Analytics degree program**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that authorization, pursuant to the Regents' *Rules and Regulations*, Rule 40307, related to academic program approval standards, be granted to

a. establish a Master of Science in Learning Analytics degree program at U. T. Arlington; and

b. submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

BACKGROUND INFORMATION

Program Description

The application of data science principles to learning and educational data is called learning analytics. The proposed M.S. in Learning Analytics degree program (MSLA) which will be offered primarily online, will be designed to prepare graduates to serve in leadership roles in higher education (institutional research, information technology, and enrollment management), K-12 education (data divisions in district and state departments of education), educational technology companies and startups, educational think tanks, and other settings. The MSLA program will aim to equip graduates to work in teams, generate practical and applied solutions to complex problems, and support leadership in utilizing learning data in making decisions regarding students and employees. The focus will be less on developing algorithms and more on helping students succeed in school, university, and corporate learning environments where data is increasingly abundant, but often not analyzed. The curriculum and pedagogy will provide a rich, interactive learning environment that exposes students to a variety of large-scale data sets, research tools and techniques, and practical applications in a multitude of disciplines and careers. Skills taught in this degree program can be applied in any occupation that uses data on learning. The MSLA differs from other data science programs in that the curriculum integrates learning sciences, educational theory, and data skills to support applied and practical implementation in various learning environments.

Need and Student Demand

Over the past decade, data science has developed rapidly as a field of both research and practice. Educators, government officials, and school and university leaders require effective data and analysis to make decisions that impact teaching and student success. No public or private universities in Texas, or in the U.S., offer an online- or blended-delivery M.S. in Learning Analytics. Columbia University produces a small number of graduates each year from its on-campus M.S. in Learning Analytics. No other comparable program exists in the U.S. The only other credentialing in learning analytics is from professional or education degree-granting programs or certificate programs. Given the national scope of this degree, our models estimate an average enrollment by Year Five of 200 students.

The U.S. Bureau of Labor Statistics forecasts 280,400 estimated job openings from 2014 to 2024 due to replacement of anticipated retirements with an additional 170,000 new jobs created by 2024 in occupations related to learning analytics. Additionally, many industry sectors need data science specialists, and these positions offer competitive starting salaries. These salaries are in keeping with what data-centric learning organizations and learning analytics positions within corporate learning environments command, reflecting the practical and applied benefits of the MSLA. Two industry examples include:

- Operations Research Analysts: Employment of operations research analysts is projected to grow 30% from 2014 to 2024 ($76,660); and

- Statisticians: Employment of statisticians is projected to grow 34% from 2014 to 2024. Growth is expected to result from more widespread use of statistical data to make informed business and health care decisions (salary not indicated).

Despite the field's enormous potential, there is a significant shortage of professionals with sufficient expertise, as the current generation of educators is not equipped to meet the demands or take advantage of the benefits in learning analytics. A recent report (Rayome, 2017) stated that 59% of today's data scientists were self-taught or trained through Massive Open Online Courses (MOOCs). In corporate learning, a survey of Chief Learning Officer's (CLOs) and other attendees at the 2017 Corporate Learning Conference found that 65% of respondents were concerned about the talent gap in learning analytics. Additionally, 77% of organizations prioritized short-term investment in learning analytics.

Initial enrollment for the program is expected to be comparable to the enrollment at similar programs from universities that have introduced M.S. degrees in learning analytics. The university anticipates 45 students in Year 1 growing to 157 by Year 3. With increasing visibility and marketing, enrollment could double annually until enrollment approaches 260 in Year 4 and up to 369 in Year 5. These estimates are based in part on other programs at U. T. Arlington.

Program Quality

The MSLA will provide students exposure to the leading international researchers in the burgeoning field of learning analytics. A core group of program faculty are actively involved in research on a learner success model (LSM) that guides course design for all program courses. In addition to improving course quality and student engagement, the LSM contributes to the lifelong learning of the student in three ways: 1) increased depth and quality of evaluation of learner performance; 2) provides feedback to educators on teaching practices and learners in need of support; and 3) provides feedback to learners to improve self-regulation and guidance on next steps related to learning strategies and content.

The core and support faculty will be comprised of tenured and Distinguished Teaching Professors in the Department of Psychology, leading national and international scholars in the learning analytics discipline with knowledge of the specialized tools of learning analytics, experts in quantitative analysis and research design, and preeminent researchers in online learning and human-computer interaction. Several of the core and support course faculty are founding members of Society of Learning Analytics Research (SoLAR) or actively involved in the organization. Moving into the rapidly growing field of learning analytics is part of a strategic initiative to strengthen the broader fields of learning sciences and industrial/organizational

psychology within the psychology department. As part of this strategic initiative, a new faculty member is planned for hiring in Year Three of the program, as it expands, in a specialty suitable for a strong contribution to this program.

Revenue and Expenses

Cost Category	Cost Sub-Category	TOTALS
Faculty Salaries	New	$978,770
	Reallocated	
Program Administration	New	
	Reallocated	
Graduate Assistants	New	
	Reallocated	
Clerical/Staff	New	$354,086
	Reallocated	$ 34,243
Student Support (Scholarships)		
Supplies and Materials		$97,000
Library & Instructional Technology Resources		
Equipment		
Facilities		
Other (Overhead)		$985,183
TOTALS		$2,449,282

Funding Category	TOTALS
I. Formula Funding	$637,232
II. Other State Funding	
III. Reallocation of Existing Resources	
IV. Federal Funding (In-hand only)	
V. Tuition and Fees	$3,360,830
VI. Other Funding	
TOTALS	$3,998,062

<u>Coordinating Board Criteria</u>

The proposed program meets all applicable Coordinating Board criteria for new master's degree programs.

2b. **U. T. Arlington: Approval to establish a Master of Education degree program in Special Education**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that authorization, pursuant to the Regents' *Rules and Regulations*, Rule 40307, related to academic program approval standards, be granted to

a.   establish a Master of Education degree program in Special Education at U. T. Arlington; and

b.   submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

BACKGROUND INFORMATION

Program Description

The proposed Master of Education (M.Ed.) in Special Education at U. T. Arlington will be a 30 semester credit hour degree program offering three pathways: a) a master's degree with initial teacher certification; b) a master's degree-only, with nine credit hours focused on preparation for serving students with high or low incidence disabilities; and c) a master's degree with supplemental certification. The coursework and key assessments will align with all state and national standards for educator preparation in special education. The certification options will engage students in P-12 schools with teacher education foundational course activities. Students who successfully complete the certificate coursework and required exams will be eligible to apply for TExES Special Education EC-12 (early childhood through 12th grade) or supplemental Special Education certification.

The educational objective of the special education master's program will be to provide teachers with the knowledge and skill necessary to be master teachers and/or advanced scholars in special education. Graduate students pursuing the master's degree will have the opportunity to prepare for advanced practice as teachers and for engaging in scholarships related to special education. The program will aim to equip students with the instructional practices and knowledge necessary to improve outcomes for students with disabilities.

Differing from other institutions in the region, this graduate program will include a heavy emphasis on teaching and learning with assistive technology, evidence-based behavioral strategies, positive behavior interventions and supports, low incidence disabilities, and applied research.

Need and Student Demand

Students completing the M.Ed. program will serve as special education teachers and leaders across Texas and nationally. As a critical shortage area, jobs exist in Texas and nationally and thus, students who successfully complete the program, with or without, certification, will be eligible for employment in special education and other disciplines in which individuals with

disabilities are served. Graduation rates for M.Ed. degrees indicate an 18.6% decline in special education degrees awarded nationally in 2017 and 2018, with ongoing critical shortages reported in every state (more than 17%). In Texas, 10.9% of elementary, 34.86% of middle school, and 51.33% of high school teachers are working "out of field" in special education. In 2018, a total of 26,599 degrees were conferred in special education nationally (including B.A./B.S. and M.Ed. degrees) and 2,518 were conferred in Texas.

The U.S. Department of Education Office of Postsecondary Education's May 2017 *Teacher Shortage Areas Nationwide Listing* reported that special education continues to be listed as a teacher shortage area in Texas and has been for 28 years (i.e., every year since 1990-1991). Further, the U.S. Bureau of Labor Statistics projects that special education student populations will continue to grow through 2020, resulting in the need for special education teachers to grow by 21% nationally.

The authors of *Using Workforce Information for Degree Program Planning in Texas* (2015) highlighted the need for primary, secondary, and special education teachers, classifying the fields as "high-demand, low-supply". In November 2018, a top online job site listed job openings for 1,639 full-time special teachers in Texas. Of those openings, 382 special education positions were within 100 miles of U. T. Arlington. A three-year survey of PK-12 campus and district leaders attending U. T. Arlington's College of Education Teacher Job Fair indicated all school districts needed special education teachers. Likewise, community college representatives of U. T. Arlington's Education Professions Advisory Council also requested special education teachers.

The addition of the M.Ed. in Special Education will allow U. T. Arlington to assist in meeting the critical shortages and market demand for well-trained special educators in the DFW Metroplex and across Texas.

The student demand for a special education M.Ed. program within U. T. Arlington's College of Education continues to grow. According to survey results conducted by an external vendor, 163 prospective students requested a special education program in 2017. From January to May of 2018, 56 prospective students made the same request.

U. T. Arlington will recruit students throughout Texas for the initial teacher certification and supplemental certification options and throughout the U.S. for the master's degree only in high or low incidence disabilities. Contributing to the support of students in this program, the U. T. Arlington special education program was recently awarded $1.1 million in federal funding to support 23 special education M.Ed. students over the next four years and to collaboratively prepare 23 additional master's degree students in social work to work with students with disabilities and their families.

Initial enrollment for the program is expected to be comparable to the enrollment at similar programs from universities that have introduced M.Ed. degrees in special education. The university anticipates 60 students in Year 1 growing to 138 by Year 3. With increasing visibility and marketing, enrollment could approach 154 in Year 4 and up to 164 in Year 5. These estimates are based in part on other programs at U. T. Arlington.

Program Quality

A total of eight faculty are currently available to contribute to the proposed M.Ed. program in special education. Four tenured/tenure track (T/TT) core faculty members in special education (one search underway) would contribute to the M.Ed. program in addition to three T/TT faculty in related fields, and a research methodologist. These faculty bring expertise in special education (high and low incidence disabilities), instructional pedagogy, research methodology, and assessment for preparing education professionals to serve children with disabilities. The current special education faculty have a combined 89 professional publications in high impact professional journals, book chapters, and books along with more than $3.7 million in previous external research funding. All are experienced K-12 special educators, teacher trainers, and scholars. The fourth T/TT special education faculty member (to begin in Fall 2020) will have similar expertise to directly contribute to the preparation of students in an M.Ed. program in special education. Contributing T/TT faculty who will teach in the program include three experts in educational psychology, language development and neurolinguistics, and measurement and assessment. It is anticipated that two additional faculty will be hired in the next two years with expertise to support the M.Ed. program (one additional T/TT faculty member and one non-tenure track).

Revenue and Expenses

Expenses	5-Year Total
Faculty	
Salaries	$1,758,500
Benefits	$ 210,500
Graduate Students	
TA Salaries	
TA Benefits	
GRA Salaries	
GRA Benefits	
Staff & Administration	
Graduate Coordinator Salary	
Administrative Staff Salaries	$ 433,600
Staff Benefits	
Other Expenses	
Marketing, Other	$ 356,200
Total Expenses	**$2,758,800**

Revenue	5-Year Total
From Student Enrollment	
Formula Funding	$ 367,300
Tuition and Fees	$4,070,400
From Institutional Funds	
n/a	
From Grant Funds	
n/a	
From Other Revenue Sources	
Reallocation of Existing Resources	$1,315,200
Total Revenue	**$5,752,900**

Coordinating Board Criteria

The proposed program meets all applicable Coordinating Board criteria for new master's degree programs.

2c. **U. T. Arlington: Approval to establish a Bachelor of Arts in Philanthropy degree program**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that authorization, pursuant to the Regent's *Rules and Regulations*, Rule 40307, related to academic program approval standards, be granted to

　　a.　　establish a Bachelor of Arts in Philanthropy degree program at U. T. Arlington; and

　　b.　　submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

BACKGROUND INFORMATION

Program Description

The Department of Communication, in the College of Liberal Arts, in collaboration with the College of Business, proposes a Bachelor of Arts (B.A.) in Philanthropy. The proposed program is intended to serve students seeking entry-level positions in philanthropy and nonprofit organizations, as well as roles in the business and government sector. The B.A. in Philanthropy will provide a theoretical framework and practical knowledge about voluntary action and organizations that support giving in society. In addition, a degree in Philanthropy is well-suited for students who want to integrate a commitment to working with others into a job or career.

The Department of Communication and the College of Business are uniquely positioned to offer this multidisciplinary degree. The Department of Communication has a strong program in communication studies, which provides students with the opportunity to investigate communication processes as they occur within and among individuals, groups, organizations, and societies. Students in the proposed program will engage in becoming more effective creators and communicators of information in a variety of contexts. A key element to philanthropic studies is the use of communication skills to engage with people in the nonprofit and private sector.

The College of Business is in the top 100 of all business schools and in the top 50 public business schools nationally, recognized for its programs and faculty research contributions. As a part of the degree plan, students will complete a certificate (12 hours) or minor (18 hours) in Business Philanthropy in the College of Business. The minor/certificate in Business Philanthropy provides a theoretical framework and practical knowledge about voluntary action and nonprofit organizations. Specifically, the minor/certificate will address a variety of business perspectives through varied course options in marketing, management, accounting, and finance.

Need and Student Demand

According to the U.S. Bureau of Labor Statistics (BLS), "employment of public relations and fundraising managers is projected to grow nationally by 10.3% from 2016 to 2026, faster than the average for all occupations. Fundraising managers are expected to become increasingly important for organizations (such as colleges and universities) that depend heavily on donations. More nonprofit organizations are focusing on cultivating an online presence and are increasingly using social media for fundraising activities." Likewise, employment of jobs in fundraising is projected to grow nationally by 14.3% from 2016-2026. In addition, the BLS notes that job candidates with internship or volunteer experience in nonprofit and grantmaking organizations may have better job opportunities. The proposed degree program requires an internship as a capstone project.

In Texas, jobs for public relations and fundraising managers are expected to grow 18.6% between 2016 and 2026. Jobs in fundraising are expected to grow 20.6% in Texas between 2016 and 2026.

Dallas ranks third among Texas cities where employers exhibit the greatest demand for bachelor's-level nonprofit and philanthropic management professionals with nearly 16% of all statewide postings. Overall, from September 2016 to December 2018 employer demand grew by 11% in state and 21% nationally, thus, growth is strong in this field and we expect graduates will be employable and competitive in the job market.

A survey was conducted during an eight-day period in January 2019 to gauge student demand at U. T. Arlington. The survey was distributed to two groups of students at the University: 1) students in the Division of Student Success, comprised of first-year students who have not declared a major and 2) students in the Department of Communication. In sum, 252 students responded to the five-question survey.

Of students surveyed, 39% of the students indicated they are or might be interested in majoring in Philanthropy, and 55% of the students responded that they are or might be interested in taking courses in philanthropy, indicating there is not only demand for the major but also considerable demand for the proposed philanthropy courses. The introductory courses in philanthropy could also contribute to additional students in other degree programs.

Initial enrollment for the program is expected to be comparable to the enrollment at similar programs from universities that have introduced B.S. degrees in philanthropy. The University anticipates 40 students in Year 1 growing to 123 by Year 3. With increasing visibility and marketing, enrollment could approach 170 in Year 4 and up to 200 in Year 5. These estimates are based in part on other programs at U. T. Arlington.

Program Quality

The program will begin with six core faculty from the Department of Communication and two additional faculty will be hired in the next few years. The program will also have 16 support faculty teaching in the program from the Department of Communication and the College of Business. The salary indicated under expenses is not intended to show the entire faculty salary for all faculty teaching in the program, since many will be teaching for other programs and not necessarily dedicated to this program.

Revenue and Expenses

Expenses	5-Year Total
Faculty	
Salaries	$ 867,750.00
Benefits	$ 260,325.00
Graduate Students	
TA Salaries	n/a
TA Benefits	n/a
GRA Salaries	$ 87,500.00
GRA Benefits	n/a
Staff & Administration	
Administrative Support	$ 7,950.16
Student Success	$ 99,451.99
Marketing, Director (CoB 20%)	$ 85,665.71
Marketing, Web Developer (CoB 20%)	$ 58,001.16
Recruitment (New, CoB 20%, CoLA 20%)	$ 295,005.90
Staff Benefits	$ 163,822.48
Other Expenses	
Scholarship	$ 60,000.00
Library, Supplies, and Materials	$ 51,075.00
Professional Org Membership, Travel, Conferences	$ 28,425.00
Recruiter Travel (Mileage)	$ 60,000.00
Marketing	$ 4,000.00
Startup	$ 115,924.00
Total Expenses	**$2,244,896.40**
Revenue	**5-Year Total**
From Student Enrollment	
Formula Funding	$ 121,494.00
Tuition and Fees	$3,774,410.00
From Institutional Funds	
Reallocation of Existing Resources	$ 234,619.00
Total Revenue	**$4,130,523.00**

Coordinating Board Criteria

The proposed program meets all applicable Coordinating Board criteria for new bachelor's degree programs.

2d. **U. T. Arlington: Approval to establish a Bachelor of Science in Data Science degree program**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that authorization, pursuant to the Regents' *Rules and Regulations*, Rule 40307, related to academic program approval standards, be granted to

a.   establish a Bachelor of Science in Data Science degree program at U. T. Arlington; and

b.   submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

BACKGROUND INFORMATION

Program Description

The proposed B.S. in Data Science is a program of study that provides a foundation for advanced mathematics and statistics and a minor field of study in a specific science discipline. The program will provide training in modern principles and techniques of data-driven discovery. The program is designed to ensure that students attain these skills while taking science courses within existing degree programs. The degree requires 120 semester credit hours. The requirements for the proposed undergraduate degree in data science focuses on targeted skills development, including project management and communication, as well as technical skills, while allowing curricular flexibility to enable basic and advanced work in a science discipline. This program is unique in that it requires students enrolled to pursue a minor in one of the disciplines offered in the College of Science (biology, chemistry, biochemistry, earth and environmental sciences, mathematics, physics, and psychology.)

Need and Student Demand

The national economy is undergoing a revolution in how information is processed and data is utilized to support business decisions, as well as in government and nonprofit organizations. In recent years, numerous reports have noted strong demands in the contemporary job market for professionals who can manage, analyze, interpret, and summarize data.

The following are projections from the Texas Workforce Commission from 2016 to 2026 for the State of Texas, and for the three Workforce Development Areas (WDA) closest to Arlington (Tarrant County, Dallas County, and North Central Texas) for several occupations that are closely linked to preparation in data science. The table focuses on three occupations for which a bachelor's degree in Data Science could be an entry qualification (noting that graduates of the proposed program would also be well prepared to enter master's degree programs).

Area	Occupation Title	Estimated Employment 2016	Estimated Employment 2026 (projected)	% Change
3 UTA WDA Regions	Computer & Mathematical Occupations	138,484	171,585	23.9%
	Database Administrators	4,090	4,944	20.9%
	Mathematical Science Occupations	5,478	7,531	37.5%
State of Texas	Computer & Mathematical Occupations	343,092	408,769	19.15%
	Database Administrators	11,806	13,923	17.9%
	Mathematical Science Occupations	13,414	18,279	36.3%

For projecting student demand, due to the small number of programs in Data Science, it is difficult to obtain enrollment data from programs with similar aims to this proposal. An article in *Inside Higher Ed* quoted undergraduate enrollments at only two programs: Denison University, a small, private institution, and Ohio State University, a large, public research university similar to U. T. Arlington. Approximately two years after established, the Ohio State program had about 200 undergraduate students. Within the State of Texas, U. T. San Antonio recently initiated a B.S. degree in Statistics and Data Science, which had enrolled 118 students by the second year. The newer programs at the University of Houston Downtown and U. T. Dallas enrolled about 30 students within the first year of operations. It is reasonable conclusion that student demand for the data science degree program will grow as there is high demand from employers for graduates of these programs.

Initial enrollment for the program is expected to be comparable to the enrollment at similar programs from universities that have introduced B.S. degrees in data science or analytics. The university anticipates 60 students in Year 1 growing to 377 by Year 3. With increasing visibility and marketing, enrollment could double annually until enrollment approaches 710 in Year 4 and up to 1205 in Year 5. These estimates are based in part on other programs at U. T. Arlington.

Program Quality

The core faculty group include seven tenure/tenure track faculty currently employed in the College of Science, two faculty from current searches, plus one additional faculty to be hired in Year 3. The support faculty include eight current faculty, plus one additional faculty to be hired in Year 5. U. T. Arlington's College of Science has 112 tenured and tenure track faculty and 37 nontenure track teaching faculty. The combined expertise covers a large portion of the

research topics in Biology, Chemistry and Biochemistry, Earth and Environmental Sciences, Mathematics, Physics, and Psychology. The research of many of the faculty lends itself to applications and involvement with the data science program. Moreover, some of their research activities will be instrumental in providing data sets for use in the program.

Other indicators of program quality include the curriculum and degree requirements. The degree requirements focus on targeted skills development, including project management and communication as well as technical skills, while allowing curricular flexibility to enable basic and advanced work in a science discipline. The salary indicated under expenses is not intended to show the entire faculty salary for all faculty teaching in the program, since many will be teaching for other programs and not necessarily dedicated to this program.

<u>Revenue and Expenses</u>

Expenses	5-Year Total
Faculty	
Salaries	$818,303
Benefits	245,491
Graduate Students	
TA Salaries	768,375
TA Benefits	76,838
GRA Salaries	
GRA Benefits	
Staff & Administration	
Administrative Staff Salaries	458,690
Staff Benefits	137,607
Other Expenses	
Faculty startup costs	266,363
Marketing	45,000
Program administration	2,665,134
Supplies, Materials, Technology	90,000
Total Expenses	**$5,571,801**

Revenue	5-Year Total
From Student Enrollment	
Formula Funding	$213,542
Tuition and Fees	8,561,354
Total Revenue	**$8,774,896**

<u>Coordinating Board Criteria</u>

The proposed program meets all applicable Coordinating Board criteria for new bachelor's degree programs.

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2e. **U. T. Rio Grande Valley: Approval to establish a Doctor of Philosophy in Mathematics and Statistics with Interdisciplinary Applications degree program**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that authorization, pursuant to the Regents' *Rules and Regulations*, Rule 40307, related to academic program approval standards, be granted to

  a.   establish a Doctor of Philosophy in Mathematics and Statistics with Interdisciplinary Applications degree program at U. T. Rio Grande Valley; and

  b.   submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

BACKGROUND INFORMATION

Program Description

U. T. Rio Grande Valley proposes to develop a Doctor of Philosophy (Ph.D.) in Mathematics and Statistics with Interdisciplinary Applications (MSIA) degree program. For students entering with a bachelor's degree, the doctorate will be a four-year program consisting of 78 semester credit hours (SCH). For students entering with a master's degree, the doctorate will be a three-year program consisting of 60 SCH.

Students in the proposed Ph.D. program will take courses in broad interdisciplinary areas, with mathematics and statistics courses serving as a foundation that will be tightly linked with specialized courses in other disciplines. This unique interdisciplinary approach to training mathematicians and statisticians is designed to help prepare graduates who are able to apply fundamental mathematics and statistics knowledge to solve complex problems at the intersection of mathematics, physics, engineering, biology, medicine, finance, computer science, and other quantitative disciplines.

Need and Student Demand

This program will prepare students to enter academic employment, an area of increasing growth. The U.S. Bureau of Labor Statistics (BLS) projects a 16.4% growth in postsecondary math educators by 2024, averaging 2,170 openings annually across the nation.

In addition, the interdisciplinary design of the doctorate program will position program graduates to meet the increasing demand from nonacademic sectors for doctoral-level mathematicians and statisticians. Research by the American Mathematical Society reflects this increasing

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demand, with the proportion of mathematics Ph.D. graduates in nonacademic fields increasing from 22% of respondents in 2011 to 35% in 2015. From 2014 to 2024, the BLS projects the following increases in doctoral-level professions:

- a 33.8% increase in statisticians

- a 30.2% increase in operations research analysts

- an 18.1% increase in actuaries

- a 21.4% increase in mathematicians

The MSIA program is designed to prepare graduates not only for entry into those fields, but also into other professions with a quantitative basis, as the curriculum allows students to develop specializations in additional disciplines.

Enrollment projections assume 8-10 new students per year for the first five years of the program. These enrollment projections are based on graduate program enrollment patterns at U. T. Rio Grande Valley, proposed funding to support doctoral-level students and similar programs at other institutions.

Program Quality

The program proposal identifies 10 core faculty members based in the School of Mathematical and Statistical Sciences. Over the past five years, the 10 core faculty for the proposed Ph.D. program have published 203 research articles in highly ranked journals, 17 book chapters, and three books and monographs in their research areas. Their research has received funding from external agencies including the National Science Foundation, the U.S. Department of Education, and the Texas Higher Education Coordinating Board.

The 21 support faculty members identified for this program have expertise spanning several disciplines, including financial mathematics, biology, ecology, physics, and engineering, in addition to mathematics and statistics.

Doctoral students will be supported through financial packages that include competitive, multiyear teaching assistantships and scholarships.

The University anticipates 8 students in Year 1 growing to 24 by Year 3 and up to 31 by Year 5.

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Revenue and Expenses

Expenses	5-Year Total
Faculty	
Salaries	$ 542,918
Benefits	$ 162,875
Graduate Students	
TA Salaries	$1,296,000
TA Benefits	$ 64,800
GRA Salaries	N/A
GRA Benefits	N/A
Staff & Administration	
Student Wages (with benefits)	$ 25,855
Administrative Staff Salaries	$ 73,967
Staff Benefits	$ 22,190
Other Operating Expenses	$ 15,100
Library Journals and Resources	$ 10,000
Other Expenses	
Travel	$ 59,250
Computer Lab Setup and Equipment	$ 61,000
Scholarships	$ 576,000
Total Expenses	**$2,909,955**

Revenue	5-Year Total
From Student Enrollment	
Formula Funding	$1,164,411
Tuition and Fees	$ 16,201
From Institutional Funds	
Institutional Enhancement or Designated Tuition	$ 5,730
Reallocation of Existing Funding	$1,386,193
From Grant Funds	
N/A	
From Other Revenue Sources	
N/A	
Total Revenue	**$2,572,535**

Coordinating Board Criteria

The proposed program meets all applicable Coordinating Board criteria for new doctoral degree programs.

2f.   **U. T. Rio Grande Valley: Approval to establish a Doctor of Podiatric Medicine degree program and approval to establish a School of Podiatry**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that authorization, pursuant to the Regents' *Rules and Regulations*, Rule 40307, related to academic program approval standards, be granted to

   a.   establish a Doctor of Podiatric Medicine degree program and approval to establish a School of Podiatry at U. T. Rio Grande Valley; and

   b.   submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

BACKGROUND INFORMATION

Program Description

U. T. Rio Grande Valley proposes to develop a Doctor of Podiatric Medicine (DPM) professional degree program to be housed in a new School of Podiatry within the College of Health Professions. The program will prepare students for licensure and entry into the profession of podiatric medicine. The DPM program will be an accredited, four-year, full-time program consisting of problem-based learning, evidence-based medicine, anatomy, neuroanatomy, pharmacology, physiology, and other subjects. In addition, students will undertake clinical/clerkship rotations for supervised experience.

Only nine colleges of podiatric medicine exist in the United States and there are none in Texas. This program is responsive not only to a nationwide demand for podiatric physicians, but also to a critical local need for this expertise. A DPM program would serve the region's distinctive population, given the high rates of diabetes, obesity, and other diseases manifesting in foot and ankle pathology.

The DPM program will draw on interprofessional collaborations within existing programs at U. T. Rio Grande Valley, including the School of Medicine, the School of Nursing, the South Texas Diabetes and Obesity Institute, the Physician Assistant Studies program, and the Occupational Therapy program.

Need and Student Demand

Multiple measures show that podiatric medicine is a growth-oriented occupation with an increasing potential market for service. The U.S. Bureau of Labor Statistics estimates nationwide employment of podiatrists to increase to more than 10% over a ten-year period by 2026, a faster than average occupational rate of growth. Moreover, the profession is aging: the average age of members of the American Podiatric Medical Association is 53, with an expected retirement age between 61 and 70.

In addition, Texas-specific indices show that Texans have less access to podiatric physicians when compared to national data with a DPM to person ratio of 1:27,000. In the Rio Grande Valley that ratio increases to 1:88,000.

An analysis of student demand shows qualified Texas applicants have had to leave Texas to pursue their goals of becoming a podiatric physician; many never return to practice in Texas. Over the last ten years, the nine colleges of podiatric medicine have received an average of over 100 qualified applicants from Texas annually; of those applicants, 40 to 45 matriculate each year.

Enrollment projections for this prospective DPM program estimate an average class size of 40 students, which is below the common range of class sizes in DPM programs across the nation (69). The U. T. Rio Grande Valley proposed DPM class size was based on the number of Texas students who matriculated in the colleges of podiatric medicine nationally over the last five years.

Program Quality

The start-up of this program is projected to require four core faculty (one current faculty member and three new hires) and 11 support faculty, many of whom will be drawn from the School of Medicine. Year One of the program is projected to increase by 10 core faculty. Year Two of the program will increase core faculty by five, and by Year Three the program will add two additional faculty.

The program will seek accreditation from the Council on Podiatric Medical Education (CPME), a programmatic accreditor recognized by the Department of Education and the Council for Higher Education Accreditation. CPME is recognized as the accrediting body for colleges of podiatric medicine and residency training programs for the profession.

The proposed DPM program entails a significant external learning component. The clinical learning experiences for podiatric medical students must adhere to similar criteria as the experience for medical students. U. T. Rio Grande Valley has developed existing relationships with clinical sites throughout the region; for instance, the Division of Health Affairs currently maintains over 600 affiliation agreements. These existing relationships can serve as a foundation to develop additional rotations in podiatric medicine.

<u>Revenue and Expenses</u>

Expenses represented in the following table include costs associated with the School of Podiatry and costs associated with the Doctor of Podiatric Medicine degree program.

Expenses	5-Year Total
Faculty	
Salaries	$17,910,938
Benefits	$ 5,970,313
Graduate Students	
TA Salaries	N/A
TA Benefits	N/A
GRA Salaries	N/A
GRA Benefits	N/A
Staff & Administration	
Administrative Staff Salaries	$ 2,040,220
Staff Benefits (Estimated at 30%)	$ 874,380
Other Expenses	
Land and Building (Rent/Research Funding)	$ 2,082,000
Professional Associations/Accreditation	$ 1,140,000
Materials, Supplies, Marketing	$ 422,000
Faculty Recruitment, Relocation Expenses, and Development	$ 787,000
Total Expenses	**$31,226,851**

Revenue	5-Year Total
From Student Enrollment	
Formula Funding	$ 6,269,338
Tuition and Fees	$ 6,654,000
From Institutional Funds	
Reallocation of Existing Resources	$ 2,675,000
Institutional Funds	$13,798,513
From Grant Funds	
N/A	
From Other Revenue Sources	
Net Patient Care Collections	$ 2,430,000
Total Revenue	**$31,826,851**

<u>Coordinating Board Criteria</u>

The proposed program meets all applicable Coordinating Board criteria for new doctoral degree programs.

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2g.   U. T. Rio Grande Valley: Approval to establish a Doctor of Nursing Practice degree program in the School of Nursing

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that authorization, pursuant to the Regents' *Rules and Regulations*, Rule 40307, related to academic program approval standards, be granted to

   a.   establish a Doctor of Nursing Practice degree program in the School of Nursing at U. T. Rio Grande Valley; and

   b.   submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

BACKGROUND INFORMATION

Program Description

U. T. Rio Grande Valley proposes to develop a Doctor of Nursing Practice (DNP) professional degree program. The program is designed to prepare students for licensure as an Advance Practice Registered Nurse (APRN) and to take leadership roles in advanced practice areas such as a nurse practitioner. The DNP will be an accredited program with two tracks:

•   4-year post-baccalaureate track, consisting of 75 credit hours; and

•   2.5-year post-master's track, consisting of 45 credit hours.

The proposed doctoral program responds to the increasing educational demands within the nursing profession. The clinical need for nurse practitioners is great and this program is required to meet that need. In addition, successful completion of a DNP program will also allow graduates to work as nursing faculty; another occupation with a high labor shortage.

This program is structured to serve students who currently hold a Bachelor of Science Nursing (BSN) degree and a Registered Nurse license. Coursework will be delivered online, allowing these nurses to continue working in a clinical setting, with end-of-semester workshops delivered face-to-face. This program structure is designed to allow students to complete the number of clinical hours required under accreditation standards, a necessary component to produce graduates ready for APRN licensure and practice.

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Need and Student Demand

The Texas Workforce Commission has identified nurse practitioners as the second-fastest growing occupation in the State of Texas, with a predicted ten-year growth rate of 47.7%, amounting to 11,707 total annual jobs, by 2026. Likewise, qualified nursing faculty are in high demand. The national nurse faculty vacancy rate is 7.9%, with over 90% of those openings requiring or preferring candidates with a doctoral degree.

Student demand for nursing education is strong. The American Association of Colleges of Nursing (AACN) reports that over 75,000 qualified applications were turned away from bachelor's and graduate-level nursing programs in 2018, including 2,909 applicants to doctoral programs. This demand is corroborated by internal surveys of U. T. Rio Grande Valley nursing students in graduate and bachelor's programs, approximately three-quarters of whom expressed interest in pursuing a DNP degree within three years.

Enrollment projections for the proposed DNP program are based on historical data from the existing graduate-level nursing programs offered at U. T. Rio Grande Valley and existing similar programs across the state. For the postmaster's track, the University projects 15 new students annually. For the postbaccalaureate track, the university plans to admit 40 new students annually starting in Year 3.

Program Quality

U. T. Rio Grande Valley will proactively seek and recruit qualified faculty in alignment with the vision and mission of the University, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) guidelines and other applicable accrediting bodies. The preliminary faculty needs for the proposed U. T. Rio Grande Valley DNP degree program are set forth by Commission on Collegiate Nursing Education (CCNE), and the National Organization of Nurse Practitioner Faculty (NONPF) are already in place. The U. T. Rio Grande Valley School of Nursing consists of 43 full-time faculty members. Of those, 18 are designated as graduate program faculty and meet the University as well as CCNE and NONPF requirements to teach in graduate programs.

U. T. Rio Grande Valley has sufficient faculty to support the post-baccalaureate track, while one additional core faculty member will need to be hired for the post-master's track. In addition, the proposal projects hiring two additional faculty members, with the addition of an acute care nurse practitioner specialization to maintain a 1:6 faculty-student ratio in clinical courses, as required by accreditation standards.

The School of Nursing will seek programmatic accreditation through the CCNE.
CCNE accreditation requires adherence to standards promulgated by the AACN. These standards set out foundational competencies for advanced nursing practice roles.

Revenue and Expenses

Expenses	5-Year Total
Faculty	
Salaries	$4,137,099
Benefits	$1,144,276
Graduate Students	
TA Salaries	n/a
TA Benefits	n/a
GRA Salaries	n/a
GRA Benefits	n/a
Scholarships from Set-Asides	$ 275,188
Staff & Administration	
Graduate Coordinator Stipend	n/a
Administrative Staff Salaries	n/a
Staff Benefits	n/a
Technical Support Staff	$ 270,000
Technical Support Benefits	$ 81,000
Other Expenses	
Equipment	$ 50,000
Supplies & Materials	$ 120,000
Travel – Recruitment	$ 75,000
Faculty Development	$ 70,000
Marketing & Recruitment	$ 50,000
Total Expenses	**$6,272,563**

Revenue	5-Year Total
From Student Enrollment	
Formula Funding	$1,351,902
Tuition and Fees	$2,983,768
From Institutional Funds	
Reallocation of Existing Resources	$1,477,099
Institutional Funding	$1,066,473
From Grant Funds	
n/a	n/a
From Other Revenue Sources	
n/a	n/a
Total Revenue	**$6,879,242**

Coordinating Board Criteria

The proposed program meets all applicable Coordinating Board criteria for new doctoral degree programs.

3. **U. T. El Paso: Discussion and appropriate action regarding proposed revisions to Mission Statement**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor of Academic Affairs and the institutional president that the proposed changes to the Mission Statement for U. T. El Paso, as set forth below, be approved by the U. T. System Board of Regents.

Proposed Mission Statement

UTEP is a comprehensive public research university that is increasing access to excellent higher education. We advance discovery of public value and positively impact the health, culture, education, and economy of the community we serve.

Current Mission Statement

The University of Texas at El Paso is dedicated to the advancement of the El Paso region through education, technological advancement, creative and artistic production, and the generation, interpretation, application and dissemination of knowledge. UTEP embraces its transformative role as an intellectual, cultural and socioeconomic asset to the region, offering programs to meet human resource needs and contribute to prosperity and quality of life.

As a public university, UTEP is committed to providing access and opportunity for social mobility to residents of the El Paso region and the State of Texas. UTEP's mission of ensuring access is coupled with a commitment to excellence reflected in rigorous academic programs and enhanced experiences for personal and professional growth that prepare students to make significant contributions to their professions, their communities, and the world.

As a research/doctoral institution, UTEP fosters a climate of scholarly inquiry, with a special focus on applying innovative interdisciplinary approaches to explore and address major issues that confront the binational and multicultural U.S.-Mexico border region.

BACKGROUND INFORMATION

Each public institution of higher education is required to have a mission statement under *Texas Education Code* Section 51.359. Section 51.352 of the *Code*, regarding the Responsibility of Governing Boards, requires each governing board to insist on clarity of focus and mission of each institution under its governance. Regents' *Rules and Regulations*, Rule 10402, states that the Academic Affairs Committee or the Health Affairs Committee, as appropriate, must review proposed changes to institutional mission statements.

In addition, the Southern Association of Colleges and Schools (SACS) accreditation requirements require the periodic review and approval of each institution's mission statement by its governing board.

The U. T. El Paso Mission Statement was last reviewed and approved on November 15, 2018.

4a. **U. T. Dallas: Discussion and appropriate action regarding proposed changes to admission criteria for the doctoral degree programs in the School of Arts and Humanities**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the doctoral degree programs in the School of Arts and Humanities at U. T. Dallas as described below.

BACKGROUND INFORMATION

U. T. Dallas proposes revisions to the admission criteria for the doctoral degree programs for the School of Arts and Humanities to require prospective students applying to the doctoral programs to submit academic writing samples that demonstrate aptitude and readiness for doctoral-level work.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
1. Previous academic degrees (B.A. or M.A.) in arts and humanities fields (e.g. arts, humanities, history, literature, visual and performing arts)	1. No change
2. A grade point average of 3.33 or higher (especially in upper-division undergraduate and graduate work)	2. No change
3. Does not require the Graduate Record of Examination for admission to graduate programs	3. No change
	4. Academic writing sample that demonstrates student's aptitude and readiness for doctoral-level work

4b. **U. T. Permian Basin: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Science in Criminal Justice Administration degree program**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Master of Science in Criminal Justice Administration degree program at U. T. Permian Basin as described below.

BACKGROUND INFORMATION

U. T. Permian Basin criminal justice graduate faculty identified two proposed changes to requirements for regular and conditional admission to the graduate program. Accordingly, elimination of the required submission of Graduate Record Examination (GRE) scores is recommended, and additional documents will be required to demonstrate the readiness of an applicant to be successful in the program.

Current Regular Admission Criteria	Proposed Regular Admission Criteria
1. A baccalaureate degree from an accredited college or university.	1. No change
2. Grade Point Average (GPA) of 3.0 in the last 60 credit hours	2. No change
3. Graduate Record Examination (GRE) scores at average percentile or better	3. ~~Graduate Record Examination (GRE) scores at average percentile or better~~A resume showing professional work experience, including undergraduate internships
4. Three letters of recommendation: two letters from persons who know the applicant's academic preparation and one letter from a professional working in the field of criminal justice	4. ~~Three letters of recommendation: two letters from persons who know the applicant's academic preparation and one letter from a professional working in the field of criminal justice.~~A 3-page essay that explains who you are and how you would bring about positive social change to the country. Describe yourself, your motivations for pursuing the M.S. program, and your expectations of the program. Discuss relevant past experiences, such as your education, jobs, community activities, leadership roles, awards, and honors. Write about how these experiences have shaped you and prepared you for the M.S. program. Describe the positive social change you want to contribute to society with an M.S. degree from U. T. Permian Basin.

Current Conditional Admission Criteria	**Proposed Conditional Admission Criteria**
1. A baccalaureate degree from an accredited college or university.	No change
2. Grade Point Average (GPA) below 3.0-2.75 in the last 60 credit hours	2. Grade Point Average (GPA) ~~below 3.0-2.75~~ between 2.75 and 2.99 in the last 60 credit hours
3. Minimum combined verbal and quantitative Graduate Record Examination (GRE) of 287	~~3. Minimum combined verbal and quantitative Graduate Record Examination (GRE) of 287~~
4. Three letters of recommendation: two letters from persons who know the applicant's academic preparation and one letter from a professional working in the field of criminal justice.	~~4.~~ 3. No change
	4. A resume showing professional work experience
	5. A 3-page essay that explains who you are and how you would bring about positive social change to the country. Describe yourself, your motivations for pursuing the M.S. program, and your expectations of the program. Discuss relevant past experiences, such as your education, jobs, community activities, leadership roles, awards, and honors. Write about how these experiences have shaped you and prepared you for the M.S. program. Describe the positive social change you want to contribute to society with an M.S. degree from U. T. Permian Basin.
	6. Three years or more of employment experience, or other qualifications in the criminal justice field, including government, private, non-governmental, and non-profit organizations.

4c. **U. T. Tyler: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Education in Educational Leadership degree program**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Master of Education in Educational Leadership degree program at U. T. Tyler as described below.

BACKGROUND INFORMATION

Success in the Master of Education in Educational Leadership degree program is linked to students with a strong foundation in matters related to teaching and learning. Currently, students are eligible for admission into the program if they are certified teachers or working on teaching certification. The proposed change would require applicant to have at least two years of teaching experience prior to admission into the program to assure a strong grasp of the issues to be explored and analyzed in the graduate education courses.

Current Admission Criteria	Proposed Admission
To be admitted to the Master of Education Degree in Educational Leadership with Standard Principal certification preparation program, a prospective student must:	No change
1. Hold a bachelor's degree from an accredited institution	1. No change
2. Possess a State Board for Educator Certification (SBEC) Texas Teacher Certification (any field)	2. No change
3. Submit official transcripts from all institutions in which a degree was awarded to Graduate Admissions	3. No change
4. Complete the application for admission to a graduate program online at http://www.uttyler.edu/graduate/ gradadmissions/	4. No change
5. Successfully complete the admission screening instrument;	5. No change

6. If the student has a GPA of less than 3.25 on the last 60 hours of undergraduate coursework, the student must send official scores on the Graduate Record Examination (GRE) directly to Graduate Admissions.	6. No change
7. A reference form, completed by a current school administrator assessing the applicant's administrative potential must be submitted to the School of Education.	7. No change
	<u>8. Be a certified teacher with at least two years of teaching experience.</u>

4d. **U. T. Tyler: Discussion and appropriate action regarding proposed changes to admission criteria for the Doctor of Nursing Practice degree program**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Doctor of Nursing Practice degree program at U. T. Tyler as described below.

BACKGROUND INFORMATION

U. T. Tyler proposes that a video interview be required (in addition to the current essay requirement) to allow assessment of the candidate's ability to present in a professional manner and to convey information clearly.

Current Admission Criteria	Proposed Admission Criteria
1. A master's degree from a college or university approved by a recognized regional accrediting body.	1. No change
2. A current license to practice professional nursing.	2. No change
3. International students must meet the standards for proficiency in English described in the International Graduate Student Admissions section of this catalog.	3. No change
4. A three to five-page paper linking professional goals to an evidence-based approach to healthcare issues emphasized in this program.	4. No change
5. Three academic and/or professional letters of reference.	5. No change
	6. Submit a 5-10 minute video describing why the applicant wants to pursue a DNP degree, how it will be of benefit professionally, and how the applicant envisions impacting nursing.

4e. **U. T. Tyler: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Science in Criminal Justice degree program**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Master of Science in Criminal Justice degree program at U. T. Tyler as described.

BACKGROUND INFORMATION

Based on recommendations from the U. T. Tyler graduate faculty to streamline the admissions process, the institution proposes a waiver of the three-year employment requirement for students who have demonstrated a high level of success in undergraduate studies as reflected by an overall undergraduate Grade Point Average of 3.25 or who have earned a graduate degree from a regionally accredited university. In addition, under the proposed changes, an applicant who does not meet the employment requirement or satisfy the waiver requirement may nevertheless submit scores on the Verbal and Quantitative Sections of the Graduate Record Exam for consideration.

Current Admission Criteria	Proposed Admission Criteria
1. A baccalaureate degree from an accredited college or university.	1. No change
2. A minimum grade point average of 3.0 on a 4-point scale on the last 60 hours of upper division coursework leading to the baccalaureate degree.	2. No change
3. A minimum grade point average of 3.00 on at least 15 hours of undergraduate coursework in the social sciences.	3. No change
4. A minimum grade of "C" in an upper division social science research methods course.	4. No change

5. Three years of full-time employment in the social services or criminal justice sectors. A curriculum vita or resume should be submitted to document employment. A satisfactory score on the Verbal and Quantitative sections of the Graduate Record Examination (GRE) may be submitted for the employment requirement.	5. Three years of full-time employment in the social services or criminal justice sectors. A curriculum vita or resume should be submitted to document employment. A satisfactory score on the Verbal and Quantitative sections of the Graduate Record Examination (GRE) may be submitted for the employment requirement. The employment requirement may be waived if the applicant earned a minimum 3.25 overall undergraduate GPA or has previously earned a graduate degree from a regionally accredited university. An applicant who does not either meet the employment requirement or satisfy the waiver option may submit scores on the Verbal and Quantitative sections of the Graduate Record Examination (GRE) for consideration.
6. Consideration is also given to one or more of the following: the applicant's demonstrated commitment to his or her chosen field of study, socioeconomic background, first generation college graduate, multilingual proficiency, geographic region of residence, and level of responsibility in other matters including extracurricular activities, employment, community service, and family responsibilities.	6. No change

4f. <u>**U. T. Tyler: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Education in Reading degree program**</u>

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Master of Education in Reading degree program at U. T. Tyler as described below.

BACKGROUND INFORMATION

U. T. Tyler faculty supporting the Master of Education in Reading propose to add a required writing sample. The sample will include a written goal statement and an initial philosophy of literacy statement. This proposed addition to the admission criteria will assist the graduate admission committee in determining whether the goals and philosophy of an applicant align with the goals and philosophy of the program.

Current Admission Criteria	Proposed Admission Criteria
To be admitted to the graduate program in reading education, the individual must:	No change
1. Hold a bachelor's degree from an accredited institution.	1. No change
2. Hold a Texas teacher certification (any field).	2. No change
3. Submit Texas teaching service record and any other documents required by Texas governing units.	3. No change
4. Complete the Graduate Admissions Application form and submit it to the Office of Graduate Admissions.	4. No change
5. Submit official transcripts from the undergraduate institutions attended.	5. No change
6. If required, send official scores (obtained within the past five years) on the Graduate Record Examination (GRE) directly to the Office of Graduate Admissions.	6. No change
7. Complete admissions interview with the M.Ed. in Reading program coordinator.	7. No change

8. Have an appropriate GPA in degree plan as set by Texas Administrative Code and other administrative units.	8. No change
9. Admission is determined based on undergraduate GPA and, if necessary, satisfactory scores on the GRE in combination with the undergraduate GPA, successful admissions interview, and the applicant's demonstrated commitment to his or her chosen field of study.	9. No change
10. Pay Admission Fee for Entry into Educator Preparation Program.	10. No change
	11. Submit a written goal statement and initial philosophy of literacy statement.

4g. **U. T. Tyler: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Education in Curriculum and Instruction degree program**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Master of Education in Curriculum and Instruction degree program at U. T. Tyler as described below.

BACKGROUND INFORMATION

The specialization courses in the Master of Education in Curriculum and Instruction require that students have a strong foundation in issues related to teaching and learning. Currently, students are eligible for admission into the program if they are certified teachers or working on a teaching certification. The proposed changes would require applicants seeking a specialization in STEM Education, Instructional Coaching, Educational Technology, or a single content area to have at least two years of teaching experience prior to admission into the program to assure a strong grasp of issues explored and analyzed in the program's specialization graduate education courses. The teaching experience requirement would not apply to applicants for the Master of Education in Curriculum and Instruction with Initial Teacher Certification program as the program does not require students to take any specialization courses.

Current Admission Criteria	Proposed Admission Criteria
To be admitted to the Master of Education Degree in Curriculum and Instruction, the individual must:	No change
1. Hold a bachelor's degree from an accredited institution.	1. No change
2. Complete the online Graduate Admissions Application.	2. No change
3. Submit official transcripts from the undergraduate institutions attended.	3. No change
4. Be a certified teacher or be currently seeking certification.	4. ~~Be a certified teacher or be currently seeking certification.~~ A student seeking a specialization in STEM Education, Instructional Coaching, Educational Technology, or a single content area must be a certified teacher with at least two years of teaching experience.

5. If required, send official scores (obtained within the past five years) on the Graduate Record Examination (GRE) directly to the Office of Graduate Admissions.	5. ~~If required,~~ Students with a GPA below 3.25 are required to send official scores (obtained within the past five years) on the Graduate Record Examination (GRE) directly to the Office of Graduate Admissions.
6. Admission is determined based on undergraduate GPA and, if necessary, satisfactory scores on the GRE in combination with the undergraduate GPA, and the applicant's demonstrated commitment to his or her chosen field of study. See website for additional information.	6. No change

7. Only for applicants also seeking to obtain initial teacher certification, additional admission requirements are required to enter the educator preparation program. These requirements are:
 	
  a. Have an undergraduate cumulative GPA of 3.25 in last 60 hours of coursework. Students may be accepted into the post-baccalaureate initial certification with a GPA of 2.5 with an acceptable Graduate Record Examination (GRE) score.
  b. Provide evidence of satisfactory scores on one of the acceptable basic skills test such as the Texas Success Initiative, GRE, Accuplacer, and others. See the School of Education website for specific information regarding appropriate tests and scores.
  c. Have a minimum number of hours in the content area where applicant is seeking certification.
  d. Pass the content area in the Pre-Admission Content Test (PACT).
  e. Complete the admission screening survey.
	7. Only for applicants also seeking to obtain initial teacher certification, additional admission requirements are required to enter the educator preparation program. These requirements are:
	
	  a. ~~Have an undergraduate cumulative GPA of 3.25 in last 60 hours of coursework.~~ Students may be accepted into the post-baccalaureate initial certification with a GPA of 2.5 ~~with an acceptable~~ and submission of Graduate Record Examination (GRE) score<u>s</u>.
	  b. No change
	  c. No change
	  d. No change
	  e. No change

8. Upon admission, post-baccalaureate initial certification students must sign and submit through a provided survey link an acknowledgement of admission, the Handbook Agreement Form, degree plan, and FERPA Agreement Form within five (5) business days.
 	
  a. Complete background check documents.
 	
  b. Pay admission fee to the School of Education. This fee is separate from The University of Texas at Tyler's Graduate School application.
 	
NOTE: In accordance with Texas Administrative Code, all applicants must be fully admitted prior to taking any coursework in the area in which they are seeking certification. Therefore, no provisional admission is allowed.
	8. No change

5a. <u>**U. T. Austin: Discussion and appropriate action regarding low-producing degree programs recommended for consolidation or elimination by the Texas Higher Education Coordinating Board**</u>

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve the retention of the following low-producing degree programs recommended for consolidation or elimination by the Texas Higher Education Coordinating Board:

B.A. in Italian Studies

B.A. in Jewish Studies

B.M. in Jazz

B.M. in Music Composition

M.A. in Architectural History

M.F.A. in Dance

Ph.D. in Architecture

Ph.D. in Latin American Studies

BACKGROUND INFORMATION

Texas Education Code Section 61.0512(f) permits the Texas Higher Education Coordinating Board (Coordinating Board) to recommend the consolidation or elimination of a degree program based on the number of degrees awarded by the program. *Texas Education Code* Section 61.0512(f) requires that the Coordinating Board recommend such action to an institution's governing board. The governing board may accept or reject the Coordinating Board's recommendation.

The Coordinating Board rules for low-producing programs are in the *Texas Administrative Code*, Title 19, Chapter 4, Subchapter R, Rules 4.285 to 4.290. Based upon the rules, the Coordinating Board staff may recommend to an institution's governing board the consolidation or closure of any nonexempt degree program that has been on the low-producing list for three or more consecutive years. If the governing board chooses not to accept the recommendation of the Coordinating Board, then the university system must identify the programs that were recommended for consolidation or closure on its next Legislative Appropriations Request (LAR). If the minimum standard is not achievable, the institution needs to provide a rationale describing the merits of continuing the degree program.

Minimum Standards

- Bachelor's Degree Program: An average of five degrees awarded per academic year, to total not fewer than 25 degrees awarded for any five-year period.

- Master's Degree Program: An average of three degrees awarded per academic year, to total not fewer than 15 degrees awarded for any five-year period.

- Doctoral and Special Professional Degrees: An average of two degrees awarded per academic year, to total not fewer than 10 degrees awarded for any five-year period.

Data Related to the Programs

		Degrees Awarded by Year				
Degree	**Program Name**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
B.A.	Italian Studies	3	7	2	2	6
B.A.	Jewish Studies	2	1	0	2	1
B.M.	Jazz	3	3	5	3	8
B.M.	Music Composition	3	3	0	1	3
M.A.	Architectural History	0	1	0	2	0
M.F.A.	Dance	0	0	1	0	0
Ph.D.	Architecture	3	0	1	3	2
Ph.D.	Latin American Studies	0	1	0	1	2

		Number of Declared Majors				
Degree	**Program Name**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
B.A.	Italian Studies	6	5	5	6	2
B.A.	Jewish Studies	4	3	7	7	3
B.M.	Jazz	18	22	23	25	21
B.M.	Music Composition	99	108	123	116	110
M.A.	Architectural History	3	3	6	3	1
M.F.A.	Dance	1	1	0	0	2
Ph.D.	Architecture	10	11	11	11	12
Ph.D.	Latin American Studies	8	15	15	12	17

Summary of Institution's Response

Beyond the programs identified by the Coordinating Board, U. T. institutions continuously review academic programs. Over the last four years, U. T. Austin established 15 new degree programs and closed or consolidated 22 degree programs.

For programs identified by the Coordinating Board, the Offices of Academic Affairs and Health Affairs jointly developed a process used when an institution requests to retain a low-producing program. The institution must submit a rationale and an action plan designed to recruit, retain, and graduate more students from the program. Further, the institutional president has decided to close or consolidate the following programs: B.A. in German, Scandinavian, and Dutch Studies, and B.A. in Islamic Studies.

B.A. in Italian Studies

The Coordinating Board data used for low-producing programs only includes a student's first major, and many U. T. Austin students have multiple majors. The B.A. in Italian Studies program reports that, based upon its ability to track double majors, the degree program had 26 graduates between Fall 2014 and Summer 2019. In addition, in Fall 2018 the Department of French and Italian restructured the Italian major into an Italian Studies major to provide students with an interdisciplinary education, an improved language sequence based on pedagogical practices, and a more efficient degree plan. The interdisciplinary major has only been in existence for one year and will need additional years to assess its impact on the number of graduates. No additional costs are required to continue operating the program.

B.A. in Jewish Studies

U. T. Austin is the only institution in Texas to offer this major. The program has implemented several new strategies aimed at recruiting, retaining, and graduating more Jewish Studies majors. One strategy was the creation of a new gateway course for any student at U. T. Austin to explore the breath of the field and meet the program faculty. Another strategy recently implemented in January 2019 was the launch of an Internship Program in Jewish Studies. The first cohort had nine students. The program has also deployed scholarship resources to recruit first-year students as majors, retain existing ones, and bring new majors aboard later in their programs. All of these and the many other strategies implemented by the program are expected to increase the number of declared majors and degrees granted in the coming years. Based upon data available from the program, the current number of Jewish Studies majors is 11. There would not be any cost savings from the elimination of this program.

B.M. in Jazz

The B.M. in Jazz was designed to be selective with limited enrollment to provide a superior student experience. The program's current size provides unique opportunities for student involvement while maintaining quality. The program reports that matriculation of ten new students in Fall 2019 for a total of 32 undergraduates. Based upon increased enrollments, the program projects 24 to 26 graduates per five-year period. There would be little cost savings if the program was discontinued.

B.M. in Music Composition

The B.M. in Music Composition is designed to offer a comprehensive, in-depth approach to composition while the B.A. in Composition is intended for students wanting a broader, more flexible approach. Many students switch from one program to the other in the course of their studies. The undergraduate B.M. program is integrated with the graduate degree programs in composition and was never intended to produce large numbers of graduates. Given that a balance exists between the undergraduate and graduate composition students and the desire to preserve program quality without additional resources, the program indicates it is likely that the number of graduates over five years will not go above 25 graduates in any given five-year period. No cost savings would be realized from discontinuing the program.

M.A. in Architectural History

The M.A. in Architectural History is a small program by design as it functions as a ramp on and off the Ph.D. program. As a ramp on, it serves students who may not yet be prepared for doctoral study. As a ramp off, it allows students to receive a master's degree if they have completed certain milestones of the doctoral program, but were unable to complete the dissertation. Further, the courses that make up the program are courses required in other master's degree programs within the School of Architecture. No additional cost is required to maintain the program.

M.F.A. in Dance

The M.F.A. in Dance is a small program by design, is considered "right-sized" for the field and has maintained its programmatic accreditation since its inception. Further, the program has achieved a 100% retention rate and 100% job placement rate for all students admitted into the program since it started in 2003. Beginning Fall 2019, the program has increased the number of students admitted, with a steady enrollment of approximately eight students expected by 2020.

Ph.D. in Architecture

The Ph.D. in Architecture admits only 2-3 students per year due to the limited availability of doctoral student financial support and consideration of what the job market for graduates can absorb. The program leadership is considering requesting additional teaching assistantships from the administration to allow the program to fully fund students through completion of the program. Given the number of students currently in the program and the prospect of admitting a few more in the coming years, the program is likely to meet the Coordinating Board's threshold for doctoral degrees awarded by 2025. The doctoral program is one of only two doctoral programs in architecture in the State of Texas.

Ph.D. in Latin American Studies

The Ph.D. in Latin American Studies is a small doctoral program. In the early 2000's, program leadership intentionally limited the number of doctoral students admitted in an attempt to raise the academic standards of the program. Following an internal review of the program in 2012 and an external review in 2014, the program has been expanded and revamped. However, the number of degrees awarded has remained low because students have not had sufficient time to complete the program since the implementation of degree changes in 2014. The program anticipates a steady increase in the number of degrees awarded over the next five years.

If approved by the Board of Regents, the Office of Academic Affairs will notify the Coordinating Board of the Board of Regents' action and will report the continued programs on the U. T. System LAR.

5b. **U. T. Dallas: Discussion and appropriate action regarding low-producing degree programs recommended for consolidation or elimination by the Texas Higher Education Coordinating Board**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve retention of the following low-producing degree program recommended for consolidation or elimination by the Texas Higher Education Coordinating Board:

M.S. in Bioinformatics and Computational Biology

BACKGROUND INFORMATION

Texas Education Code Section 61.0512(f) permits the Texas Higher Education Coordinating Board (Coordinating Board) to recommend the consolidation or elimination of a degree program based on the number of degrees awarded by the program. *Texas Education Code* Section 61.0512(f) requires that the Coordinating Board recommend such action to an institution's governing board. The governing board may accept or reject the Coordinating Board's recommendation.

The Coordinating Board rules for low-producing programs are in the *Texas Administrative Code*, Title 19, Chapter 4, Subchapter R, Rules 4.285 to 4.290. Based upon the rules, the Coordinating Board staff may recommend to an institution's governing board the consolidation or closure of any nonexempt degree program that has been on the low-producing list for three or more consecutive years. If the governing board chooses not to accept the recommendation of the Coordinating Board, then the university system must identify the programs that were recommended for consolidation or closure on its next Legislative Appropriations Request (LAR). If the minimum standard is not achievable, the institution needs to provide a rationale describing the merits of continuing the degree program.

Minimum Standards

- Bachelor's Degree Program: An average of five degrees awarded per academic year, to total not fewer than 25 degrees awarded for any five-year period.

- Master's Degree Program: An average of three degrees awarded per academic year, to total not fewer than 15 degrees awarded for any five-year period.

- Doctoral and Special Professional Degrees: An average of two degrees awarded per academic year, to total not fewer than 10 degrees awarded for any five-year period.

Data Related to the Programs

		Degrees Awarded by Year				
Degree	Program Name	FY14	FY15	FY16	FY17	FY18
M.S.	BIOINFORMATICS AND COMPUTATIONAL BIOLOGY	1	1	2	3	1

		Number of Declared Majors				
Degree	Program Name	FY14	FY15	FY16	FY17	FY18
M.S.	BIOINFORMATICS AND COMPUTATIONAL BIOLOGY	7	8	5	7	17

Summary of Institution's Response

Beyond the programs identified by the Coordinating Board, U. T. institutions continuously review academic programs. Over the last four years, U. T. Dallas established nine new degree programs and closed or consolidated eight degree programs.

For programs identified by the Coordinating Board, the Offices of Academic Affairs and Health Affairs jointly developed a process when an institution requests to retain a low-producing program. The institution must submit a rationale and an action plan designed to recruit, retain, and graduate more students from the program.

The Departments of Mathematical Sciences and Biological Sciences which administers the program jointly, made changes to the curriculum to allow students from diverse academic backgrounds to be able to join the program through the development of two tracks: one for students with a background in mathematics/engineering and the other for students with a background in the biological sciences. In addition, two specialized bridge courses were developed for students who lack sufficient background in mathematics or statistics. Further, the majority of courses in the program are also required by other degree programs, making the program costs minimal. In 2019, the program awarded six degrees and had 22 declared majors. The program is projected to award 10 degrees by the end of the current academic year.

If approved by the Board of Regents, the Office of Academic Affairs will notify the Coordinating Board of the Board of Regents' action and will report the continued programs on the U. T. System LAR.

5c. <u>**U. T. El Paso: Discussion and appropriate action regarding low-producing degree programs recommended for consolidation or elimination by the Texas Higher Education Coordinating Board**</u>

<u>RECOMMENDATION</u>

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve the retention of the following low-producing degree programs recommended for consolidation or elimination by the Texas Higher Education Coordinating Board:

B.A. in Chicano Studies

M.A. in Education

<u>BACKGROUND INFORMATION</u>

Texas Education Code Section 61.0512(f) permits the Texas Higher Education Coordinating Board (Coordinating Board) to recommend the consolidation or elimination of a degree program based on the number of degrees awarded by the program. *Texas Education Code* Section 61.0512(f) requires that the Coordinating Board recommend such action to an institution's governing board. The governing board may accept or reject the Coordinating Board's recommendation.

The Coordinating Board rules for low-producing programs are in the *Texas Administrative Code*, Title 19, Chapter 4, Subchapter R, Rules 4.285 to 4.290. Based upon the rules, the Coordinating Board staff may recommend to an institution's governing board the consolidation or closure of any nonexempt degree program that has been on the low-producing list for three or more consecutive years. If the governing board chooses not to accept the recommendation of the Coordinating Board, then the university system must identify the programs that were recommended for consolidation or closure on its next Legislative Appropriations Request (LAR). If the minimum standard is not achievable, the institution needs to provide a rationale describing the merits of continuing the degree program.

Minimum Standards

- Bachelor's Degree Program: An average of five degrees awarded per academic year, to total not fewer than 25 degrees awarded for any five-year period.

- Master's Degree Program: An average of three degrees awarded per academic year, to total not fewer than 15 degrees awarded for any five-year period.

- Doctoral and Special Professional Degrees: An average of two degrees awarded per academic year, to total not fewer than 10 degrees awarded for any five-year period.

Data Related to the Programs

		Degrees Awarded by Year				
Degree	Program Name	FY14	FY15	FY16	FY17	FY18
B.A.	Chicano Studies	3	5	2	0	4
M.A.	Education	2	2	1	2	0

		Number of Declared Majors				
Degree	Program Name	FY14	FY15	FY16	FY17	FY18
B.A.	Chicano Studies	15	12	9	14	21
M.A.	Education	117	70	50	45	31

Summary of Institution's Response

Beyond the programs identified by the Coordinating Board, U. T. institutions continuously review academic programs. Over the last four years, U. T. El Paso established ten new degree programs. During the same time frame, U. T. El Paso closed or consolidated ten other degree programs.

For programs identified by the Coordinating Board, the Offices of Academic Affairs and Health Affairs jointly developed a process for when an institution requests to retain a low-producing program. The institution must submit a rationale and an action plan designed to recruit, retain, and graduate more students from the program.

The B.A. in Chicano Studies is an efficient, low-cost program. The program is made up of courses required in other degree programs across the University. Further, the enrollment in Chicano Studies courses is consistently high every semester, and the courses are used to satisfy requirements in both the core curriculum and in other majors within the College of Liberal Arts. In addition, in FY 2019 the program awarded nine degrees, which is a significant increase in the number of degrees awarded.

The M.A. in Education is being repurposed to create a master's-level pathway to teacher certification. The repurposed program of study is estimated to double the number of students enrolled in the program. In addition, the courses that will make up the program are all courses that are required in other master's-level programs in the College of Education, making the M.A. in Education a low-cost program.

If approved by the Board of Regents, the Office of Academic Affairs will notify the Coordinating Board of the Board of Regents' action and will report the continued programs on the U. T. System LAR.

5d.   <u>**U. T. Permian Basin: Discussion and appropriate action regarding low-producing degree programs recommended for consolidation or elimination by the Texas Higher Education Coordinating Board**</u>

<u>RECOMMENDATION</u>

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve the retention of the following low-producing degree programs recommended for consolidation or elimination by the Texas Higher Education Coordinating Board:

B.S. in Information Systems

M.S. in Biology

<u>BACKGROUND INFORMATION</u>

Texas Education Code Section 61.0512(f) permits the Texas Higher Education Coordinating Board (Coordinating Board) to recommend the consolidation or elimination of a degree program based on the number of degrees awarded by the program. *Texas Education Code* Section 61.0512(f) requires that the Coordinating Board recommend such action to an institution's governing board. The governing board may accept or reject the Coordinating Board's recommendation.

The Coordinating Board rules for low-producing programs are in the *Texas Administrative Code*, Title 19, Chapter 4, Subchapter R, Rules 4.285 to 4.290. Based upon the rules, the Coordinating Board staff may recommend to an institution's governing board the consolidation or closure of any nonexempt degree program that has been on the low-producing list for three or more consecutive years. If the governing board chooses not to accept the recommendation of the Coordinating Board, then the university system must identify the programs that were recommended for consolidation or closure on its next Legislative Appropriations Request (LAR). If the minimum standard is not achievable, the institution needs to provide a rationale describing the merits of continuing the degree program.

Minimum Standards

- Bachelor's Degree Program: An average of five degrees awarded per academic year, to total not fewer than 25 degrees awarded for any five-year period.

- Master's Degree Program: An average of three degrees awarded per academic year, to total not fewer than 15 degrees awarded for any five-year period.

- Doctoral and Special Professional Degrees: An average of two degrees awarded per academic year, to total not fewer than 10 degrees awarded for any five-year period.

Data Related to the Programs

		Degrees Awarded by Year				
Degree	Program Name	FY14	FY15	FY16	FY17	FY18
B.S.	INFORMATION SYSTEMS	6	4	3	7	2
M.S.	BIOLOGY	4	1	2	0	1

		Number of Declared Majors				
Degree	Program Name	FY14	FY15	FY16	FY17	FY18
B.S.	INFORMATION SYSTEMS	19	20	18	23	22
M.S.	BIOLOGY	3	2	1	3	7

Summary of Institution's Response

Beyond the programs identified by the Coordinating Board, U. T. institutions continuously review academic programs. Over the last four years, U. T. Permian Basin established two new degree programs. One degree program was closed or consolidated.

For programs identified by the Coordinating Board, the Offices of Academic Affairs and Health Affairs jointly developed a process when an institution requests to retain a low-producing program. The institution must submit a rationale and an action plan designed to recruit, retain, and graduate more students from the program. Further, the institutional president has decided to close the following program: B.A. in Leadership Studies.

The Information Systems program curriculum is currently being revised to incorporate content in broader computing fields including cybersecurity and information assurance. These fields align better with student demand and workforce needs. Other efforts include enhanced recruitment efforts, agreements with regional two-year institutions, and streamlined curricular pathways. In Fall 2019, seven degrees in information systems were awarded, moving the program closer to meeting the Coordinating Board standard.

In the last year, U. T. Permian Basin received STARS awards to hire two faculty specializing in biology. In addition, faculty have recently been awarded a $1 million National Institutes of Health grant for biomedical research. Part of these grant funds will be used to provide stipends to graduate students in the biology program. Further, the undergraduate biology program continues to grow, providing a larger pool of potential students for the master's program in Biology.

If approved by the Board of Regents, the Office of Academic Affairs will notify the Coordinating Board of the Board of Regents' action and will report the continued programs on the U. T. System LAR.

5e. **U. T. San Antonio: Discussion and appropriate action regarding low-producing degree programs recommended for consolidation or elimination by the Texas Higher Education Coordinating Board**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve the retention of the following low-producing degree programs recommended for consolidation or elimination by the Texas Higher Education Coordinating Board.

Ph.D. in Neurobiology

Ph.D. in Anthropology

BACKGROUND INFORMATION

Texas Education Code Section 61.0512(f) permits the Texas Higher Education Coordinating Board (Coordinating Board) to recommend the consolidation or elimination of a degree program based on the number of degrees awarded by the program. *Texas Education Code* Section 61.0512(f) requires that the Coordinating Board recommend such action to an institution's governing board. The governing board may accept or reject the Coordinating Board's recommendation.

The Coordinating Board rules for low-producing programs are in the *Texas Administrative Code*, Title 19, Chapter 4, Subchapter R, Rules 4.285 to 4.290. Based upon the rules, the Coordinating Board staff may recommend to an institution's governing board the consolidation or closure of any nonexempt degree program that has been on the low-producing list for three or more consecutive years. If the governing board chooses not to accept the recommendation of the Coordinating Board, then the university system must identify the programs that were recommended for consolidation or closure on its next Legislative Appropriations Request (LAR). If the minimum standard is not achievable, the institution needs to provide a rationale describing the merits of continuing the degree program.

Minimum Standards

- Bachelor's Degree Program: An average of five degrees awarded per academic year, to total not fewer than 25 degrees awarded for any five-year period.

- Master's Degree Program: An average of three degrees awarded per academic year, to total not fewer than 15 degrees awarded for any five-year period.

- Doctoral and Special Professional Degrees: An average of two degrees awarded per academic year, to total not fewer than 10 degrees awarded for any five-year period.

Data Related to the Programs

		Degrees Awarded by Year				
Degree	Program Name	FY14	FY15	FY16	FY17	FY18
Ph.D.	NEUROBIOLOGY	1	1	2	1	2
Ph.D.	ANTHROPOLOGY	1	0	2	1	3

		Number of Declared Majors				
Degree	Program Name	FY14	FY15	FY16	FY17	FY18
Ph.D.	NEUROBIOLOGY	13	10	13	16	14
Ph.D.	ANTHROPOLOGY	45	42	40	48	41

Summary of Institution's Response

Beyond the programs identified by the Coordinating Board, U. T. institutions continuously review academic programs. Over the last four years, U. T. San Antonio established eight new degree programs and closed or consolidated 18 degree programs.

For programs identified by the Coordinating Board, the Offices of Academic Affairs and Health Affairs jointly developed a process for when an institution requests to retain a low-producing program. The institution must submit a rationale and an action plan designed to recruit, retain, and graduate more students from the program.

While enrollment in the neurobiology doctoral program has been high, the program has suffered from too few faculty. To address the high faculty-to-student ratio, the institution has hired additional faculty, going from five to 12 currently. Additional changes have been made to the program, including curriculum reform, improved recruitment efforts, and a more transparent and structured set of milestones that students must meet. In FY 2019, the program awarded one doctoral degree, totaling seven for the last five-year period.

In FY 2019, four doctoral degrees were awarded in Anthropology, which puts the program at ten degrees awarded over a five-year period. In addition, the number of doctoral candidates in the pipeline ensures that the program will not be low-producing in the foreseeable future. Although the program graduates a small number of students annually, the number of students enrolled in the program is high, with approximately 40 enrolled over the past five years. To address this issue, the Office of Academic Affairs recommends that the program consider revising its admission criteria.

The institution recognizes the importance that a competitive financial aid package can have on student success and is in the process of reviewing doctoral student stipends. In addition, the anthropology program is attempting to identify more effective ways to identify students who are not meeting program milestones. The Office of Academic Affairs recommends that the

anthropology program consider revising its admission criteria and admitting only those applicants who demonstrate a strong likelihood of completing the program.

If approved by the Board of Regents, the Office of Academic Affairs will notify the Coordinating Board of the Board of Regents' action and will report the continued programs on the U. T. System LAR.