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Board Meeting: 2/24/2022
Austin, Texas

Rad Weaver, Chairman
Christina Melton Crain
R. Steven Hicks
Janiece Longoria
Nolan Perez
Stuart W. Stedman

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Adjourn	<i>4:30 p.m.</i>		

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 9 - 20](#).

2a. U. T. El Paso: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Education in Educational Diagnostician 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 (M.Ed.) in Educational Diagnostician degree program at U. T. El Paso as described below.

BACKGROUND INFORMATION

U. T. El Paso requests approval to change admission criteria for the M.Ed. in Educational Diagnostician degree program. The changes will clarify information on the admissions process and licensure requirements for the Educational Diagnostician degree program. The updates to the admission requirements are intended to facilitate and document a more comprehensive and holistic admissions process and to align with guidelines set forth by the Texas Education Agency.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
<ul style="list-style-type: none"> The applicant must have two (2) years of teaching experience prior to applying to this program. Students who participate in internships with agencies or school districts requiring background checks must successfully pass the background check to complete this requirement. Additionally, a background check is required to be certified as a school diagnostician in the state of Texas. 	<ul style="list-style-type: none"> The applicant must have two (2) years of teaching experience prior to applying to this program. <u>in an accredited public, private, or parochial school approved by the Texas Education Agency (TEA) prior to applying to this program.</u> Students who participate in internships with agencies or school districts requiring background checks must successfully pass the background check to complete this requirement. Additionally, a background check is required to be certified as a school diagnostician in the state of Texas.

	<ul style="list-style-type: none"> • <u>A minimum 3.0 GPA on cumulative record (or 3.0 GPA in Education-Related Courses or final 60 undergraduate credit hours) prior to admission.</u>
	<ul style="list-style-type: none"> • <u>Applicants are screened based on the quality of their applications and the candidate's potential for success in the program via the assessment of the educational diagnostician program admissions committee. Students must include the following in their applications:</u> <ol style="list-style-type: none"> <u>1. Curriculum Vitae/Resume</u> <u>2. Statement of intent</u> <u>3. Two professional letters of reference</u> <u>4. Official undergraduate transcripts</u> <u>5. Current teaching certificate documenting at least two years of classroom teaching</u> <u>6. Documentation of professional liability insurance</u>
Current Conditional (Probationary) Admission Criteria	Proposed Conditional (Probationary) Admission Criteria
<ul style="list-style-type: none"> • All students were admitted under conditional admissions pending successful progress toward degree. 	<ul style="list-style-type: none"> • All students were admitted under conditional admissions pending successful progress toward degree
	<ul style="list-style-type: none"> • <u>In the case of international students who do not meet the TOEFL requirements set forth by the Graduate School, request for full admission will be considered upon oral and written evaluation at time of interview and successful progress in first semester of graduate work.</u>

2b. U. T. El Paso: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Education in Mental Health Counseling 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 (M.Ed.) in Mental Health Counseling degree program at U. T. El Paso as described below.

BACKGROUND INFORMATION

U. T. El Paso requests approval to change admission criteria to the M.Ed. in Mental Health Counseling degree program. The changes will clarify information on the admissions process and licensure requirements. The updates to the admission requirements are intended to facilitate and document a more comprehensive and holistic admissions process and to align with guidelines set forth in the Council for Accreditation of Counseling and Related Educational Programs.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
<ul style="list-style-type: none"> 3.0 GPA on cumulative record (all courses) prior to admission. 	<ul style="list-style-type: none"> <u>A minimum 3.0 GPA on cumulative record (all courses) (or previous 60 hours completed as evaluated by the counseling admission committee)</u> prior to admission.
	<ul style="list-style-type: none"> <u>Applicants are screened based on the quality (e.g. meet GPA requirements, fully address all prompts, clearly indicate intent and rationale to become a school counselor) of their applications and potential for success in the program via the assessment of the counseling program admissions committee. Students must include the following in their applications:</u> <ol style="list-style-type: none"> <u>1. Curriculum Vitae/Resume</u> <u>2. Statement of intent</u> <u>3. Statement on diversity</u> <u>4. Statement on interpersonal relationships</u>

	<p><u>5. Three professional letters of references</u> <u>6. Official undergraduate transcripts (from each of the colleges or universities the applicant previously attended)</u></p> <p><u>Applicants who do not meet standards in the above documents may be considered for conditional admission.</u></p>
<p>Current Conditional (Probationary) Admission Criteria</p>	<p>Proposed Conditional (Probationary) Admission Criteria</p>
<ul style="list-style-type: none"> No current conditional criteria are listed on the graduate catalog website. 	
	<ul style="list-style-type: none"> <u>Below 3.0 GPA on cumulative record with supplemental evidence of academic proficiency.</u>
	<ul style="list-style-type: none"> <u>Applicants are screened based on the quality (e.g. meet GPA requirements, fully address all prompts, clearly indicate intent and rationale to become a school counselor) of their applications and potential for success in the program via the assessment of the counseling program admissions committee. Students must include the following in their applications:</u> <ol style="list-style-type: none"> <u>1. Curriculum Vitae/Resume</u> <u>2. Statement of intent</u> <u>3. Statement on diversity</u> <u>4. Statement on interpersonal relationships</u> <u>5. Three professional letters of references</u> <u>6. Official undergraduate transcripts (from each of the colleges or universities the applicant previously attended)</u>

2c. U. T. El Paso: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Education in School Counseling 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 (M.Ed.) in School Counseling degree program at U. T. El Paso as described below.

BACKGROUND INFORMATION

U. T. El Paso requests approval to change admission criteria to the M.Ed. in School Counseling degree program. The changes will clarify information on the admissions process and licensure requirements. The updates to the admission requirements are intended to facilitate and document a more comprehensive and holistic admissions process and to align with guidelines set forth by the Texas Education Agency.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
<ul style="list-style-type: none"> 3.0 GPA on cumulative record (all courses) prior to admission. 	<ul style="list-style-type: none"> <u>A minimum 3.0 GPA on cumulative record (all courses) (or previous 60 hours completed as evaluated by the counseling admission committee)</u> prior to admission.
<ul style="list-style-type: none"> SPED 5320 Spec Ed-Historical Legal Basis is an additional prerequisite requirement, but may be taken after admission to the program. Successful completion of an alternative certification program also meets prerequisite requirements but you still need to complete SPED 5320 Spec Ed-Historical Legal Basis. 	<ul style="list-style-type: none"> SPED 5320 Spec Ed-Historical Legal Basis is an additional <u>prerequisite co-requisite</u> requirement, <u>but and</u> may be taken after admission to the program. <u>Successful completion of an alternative certification program also meets prerequisite requirements but you still need to complete SPED 5320 Spec Ed-Historical Legal Basis. Previous education and work experience may meet the requirement of this co-requisite. Such a decision is determined by the school counseling program coordinator in collaboration with the department admission committee.</u>

	<ul style="list-style-type: none"> • <u>Applicants are screened based on the quality (e.g. meet GPA requirements, fully address all prompts, clearly indicate intent and rationale to become a school counselor) of their applications and potential for success in the program via the assessment of the counseling program admissions committee. Students must include the following in their applications:</u> <ol style="list-style-type: none"> 1. <u>Curriculum Vitae/Resume</u> 2. <u>Statement of intent</u> 3. <u>Statement on diversity</u> 4. <u>Statement on interpersonal relationships</u> 5. <u>Three professional letters of references</u> 6. <u>Official undergraduate transcripts (from each of the colleges or universities the applicants previously attended)</u> <p><u>Applicants who do not meet standards in the above documents may be considered for conditional admission.</u></p>
<p>Current Conditional (Probationary) Admission Criteria</p>	<p>Proposed Conditional (Probationary) Admission Criteria</p>
<ul style="list-style-type: none"> • No current conditional criteria are listed on the graduate catalog website. 	

	<ul style="list-style-type: none">• <u>Applicants are screened based on the quality of their application and potential for success in the program via the assessment of the counseling program admissions committee. Students must include the following in their application:</u><ol style="list-style-type: none">1. <u>Curriculum Vitae/Resume</u>2. <u>Statement of intent</u>3. <u>Statement on diversity</u>4. <u>Statement on interpersonal relationships</u>5. <u>Three professional letters of references</u>6. <u>Official undergraduate transcripts (from each of the colleges or universities the applicant previously attended)</u>
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2d. U. T. El Paso: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Education in Special Education 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 (M.Ed.) in Special Education degree program at U. T. El Paso as described below.

BACKGROUND INFORMATION

U. T. El Paso requests approval to change admission criteria to the M.Ed. in Special Education degree program. The changes will clarify information on the admissions process and licensure requirements for the degree program. The updates to the admission requirements are intended to facilitate and document a more comprehensive and holistic admissions process and to align with guidelines set forth by the Texas Education Agency.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
<ul style="list-style-type: none"> Valid Texas Teaching Certificate or equivalent 	<ul style="list-style-type: none"> No change
<ul style="list-style-type: none"> All options require a valid Texas Teaching Certificate in Generic Special Education. 	<ul style="list-style-type: none"> No change
<ul style="list-style-type: none"> Three (3) years of teaching experience by time of program completion. 	<ul style="list-style-type: none"> No change
	<ul style="list-style-type: none"> <u>A minimum 3.0 GPA on cumulative record (or 3.0 GPA in Education-Related Courses or final 60 undergraduate credit hours) prior to admission.</u>

	<ul style="list-style-type: none"> • <u>Applicants are screened based on the quality of their applications and the candidate’s potential for success in the program via the assessment of the special education program admissions committee. Students must include the following in their applications:</u> <ol style="list-style-type: none"> <u>1. Curriculum Vitae/Resume</u> <u>2. Statement of intent (including their intent for selecting their concentration)</u> <u>3. Two professional letters of reference</u> <u>4. Official undergraduate transcripts</u>
<p>Current Conditional (Probationary) Admission Criteria</p>	<p>Proposed Conditional (Probationary) Admission Criteria</p>
<ul style="list-style-type: none"> • All students were admitted under conditional admissions pending successful progress toward degree. 	<ul style="list-style-type: none"> • All students were admitted under conditional admissions pending successful progress toward degree.
	<ul style="list-style-type: none"> • <u>In the case of international students who do not meet the TOEFL requirements set forth by the Graduate School, request for full admission will be considered upon oral and written evaluation at time of interview and successful progress in first semester of graduate work</u>

2e. U. T. Permian Basin: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Arts in Spanish 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 Arts in Spanish online degree program at U. T. Permian Basin as described below.

BACKGROUND INFORMATION

U. T. Permian Basin requests approval for minor admission criteria modifications to its M.A. in Spanish degree program. These changes are designed to provide additional opportunities and flexibility for students to enroll in the master’s program in response to an increased demand for graduate-level Spanish education in the State of Texas and beyond. The program prepares students with cultural competence and language proficiency to work in a diverse set of professional positions such as dual-language bilingual instructors, translators, foreign correspondents, technical editors/writers/readers, administrators, and other social and human services positions.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
<ul style="list-style-type: none"> A bachelor's degree from an accredited institution. 	<ul style="list-style-type: none"> A bachelor's degree <u>in Spanish</u> from an accredited institution.
<ul style="list-style-type: none"> GPA of at least 3.0 in the last 60 credit hours leading toward a bachelor's degree. 	<ul style="list-style-type: none"> No change
<ul style="list-style-type: none"> Six-page essay in Spanish required for students who do not have a BA in Spanish. 	<ul style="list-style-type: none"> Six-page essay in Spanish required for students who do not have a BA in Spanish.
<ul style="list-style-type: none"> Official transcripts 	<ul style="list-style-type: none"> No change
<ul style="list-style-type: none"> Note: Candidates who have not completed at least 18 undergraduate semester credit hours in Spanish will be required to enroll in additional courses to complete preparation for graduate work. 	<ul style="list-style-type: none"> Note: Candidates who have not completed at least 18 undergraduate semester credit hours in Spanish will be required to enroll in additional courses to complete preparation for graduate work.

Current Conditional (Probationary) Admission Criteria	Proposed Conditional (Probationary) Admission Criteria
<ul style="list-style-type: none"> A bachelor's degree from an accredited institution. 	<ul style="list-style-type: none"> No change
<ul style="list-style-type: none"> GPA of at least 2.5 in the last 60 credit hours leading toward a bachelor's degree. 	<ul style="list-style-type: none"> No change
<ul style="list-style-type: none"> Six-page essay in Spanish required for students who do not have a BA in Spanish. 	<ul style="list-style-type: none"> Six-page essay in Spanish required for students who do not have a BA in Spanish.
<ul style="list-style-type: none"> At least one of the following: <ul style="list-style-type: none"> a. Minimum GRE score of 150 (or higher in Verbal and Quantitative sections) or b. The student has either a BA in Spanish or a Minor in Spanish. 	<ul style="list-style-type: none"> At least one of the following: <ul style="list-style-type: none"> a. Minimum GRE score of 150 (or higher in Verbal and Quantitative sections) or b. The student has either a BA in Spanish or a Minor in Spanish. <u>or 12 hours of upper-level Spanish undergraduate coursework, or</u> c. <u>An essay in Spanish (Candidates who do not have a BA or a Minor in Spanish or 12 hours of upper-level Spanish undergraduate coursework from an accredited university must write a six-page essay.</u> <p><u>Note for candidates submitting an essay: a candidate may be recommended to enroll in additional undergraduate courses to complete preparation for graduate work.</u></p>
<ul style="list-style-type: none"> Official transcripts 	<ul style="list-style-type: none"> No change

2f. U. T. Rio Grande Valley: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Education in Bilingual Education 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 Bilingual Education degree program at U. T. Rio Grande Valley as described below.

BACKGROUND INFORMATION

U. T. Rio Grande Valley requests approval to remove the Graduate Record Examination (GRE) as an admission requirement for the M.Ed. in Bilingual Education degree program for students with an undergraduate Grade Point Average (GPA) below 3.0. Data demonstrated no statistically significant differences between students with less than an undergraduate GPA of 3.0 (GRE required) and those with an undergraduate GPA above 3.0 (GRE not required). Graduate students admitted to the M.Ed. in Bilingual Education degree program performed similarly on cumulative graduate GPA regardless of their undergraduate GPA.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
<ul style="list-style-type: none"> Undergraduate GPA of at least 3.0 in the last 60 semester credit hours. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission. 	<ul style="list-style-type: none"> Undergraduate GPA of at least 3.0 in the last 60 semester credit hours. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission.
<ul style="list-style-type: none"> A 250-500 word essay a) explaining interest in graduate studies or b) chosen specialization 	<ul style="list-style-type: none"> No change
<ul style="list-style-type: none"> Resume 	<ul style="list-style-type: none"> No change

<ul style="list-style-type: none"> • Documentation of one of the following: <ol style="list-style-type: none"> 1. Teacher certification in the U.S. or 2. Licenciatura or equivalent from another country, in a field related to education or language, or 3. Employment in a charter school, private school, or a community college, 4. For applicants without teaching certification or experience, conditional admission may be considered. 	<ul style="list-style-type: none"> • No change
<p>Current Conditional (Probationary) Admission Criteria</p>	<p>Proposed Conditional (Probationary) Admission Criteria</p>
<ul style="list-style-type: none"> • Students with an undergraduate GPA of less than 3.0 and/or GRE scores below the requirements for clear admission will be holistically reviewed by admissions committee to determine whether they meet overall criteria for clear or conditional admission. 	<ul style="list-style-type: none"> • Students with an undergraduate GPA of less than 3.0 and/or GRE scores below the requirements for clear admission will be holistically reviewed by admissions committee to determine whether they meet overall criteria for clear or conditional admission. <u>If applicant does not meet the minimum undergraduate GPA criterion of 3.0, the applicant will be evaluated holistically through reflecting professional goals, GPA, professional success from resume, and success on related prior course work to determine whether they meet the criteria for clear or conditional admission.</u>

2g. U. T. Rio Grande Valley: 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. Rio Grande Valley as described below.

BACKGROUND INFORMATION

U. T. Rio Grande Valley requests approval to remove the Graduate Record Examination (GRE) as an admission requirement for the M.Ed. in Curriculum and Instruction degree program for students with an undergraduate Grade Point Average (GPA) below 3.0. Data demonstrated no statistically significant differences between students with less than an undergraduate GPA of 3.0 (GRE required) and those with an undergraduate GPA above 3.0 (GRE not required). Graduate students admitted to the M.Ed. in Curriculum and Instruction degree program performed similarly on cumulative graduate GPA regardless of their undergraduate GPA.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
<ul style="list-style-type: none"> Undergraduate GPA of at least 3.0 in the last 60 semester credit hours. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission. 	<ul style="list-style-type: none"> Undergraduate GPA of at least 3.0 in the last 60 semester credit hours. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission.
<ul style="list-style-type: none"> A 250-500 word essay with statement of goals, including academic and professional objectives. 	<ul style="list-style-type: none"> No change
<ul style="list-style-type: none"> Resume 	<ul style="list-style-type: none"> No change

<p>Current Conditional (Probationary) Admission Criteria</p>	<p>Proposed Conditional (Probationary) Admission Criteria</p>
<ul style="list-style-type: none"> Students with an undergraduate GPA of less than 3.0 and/or GRE scores below the requirements for clear admission will be holistically reviewed by admissions committee to determine whether they meet overall criteria for clear or conditional admission. 	<ul style="list-style-type: none"> Students with an undergraduate GPA of less than 3.0 and/or GRE scores below the requirements for clear admission will be holistically reviewed by admissions committee to determine whether they meet overall criteria for clear or conditional admission. <u>If applicant does not meet the minimum undergraduate GPA criterion of 3.0, the applicant will be evaluated holistically through reflecting professional goals, GPA, professional success from resume, and success on related prior course work to determine whether they meet the criteria for clear or conditional admission.</u>

2h. U. T. Rio Grande Valley: Discussion and appropriate action regarding proposed changes to admission criteria for the Doctor 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 Doctor of Education in Curriculum and Instruction degree program at U. T. Rio Grande Valley as described below.

BACKGROUND INFORMATION

U. T. Rio Grande Valley requests approval to remove the Graduate Record Examination (GRE) as an admission requirement for the Ed.D. in Curriculum and Instruction degree program. Graduate Grade Point Average (GPA) and GRE data of students previously admitted to the Ed.D. in Curriculum and Instruction degree program were analyzed to determine the effectiveness of the GRE as a predictor of graduate student success, including the population of students who were required to submit GRE scores and the population of students who received a waiver of GRE requirements as a result of the pandemic. No statistically significant relationship was found between students admitted based on GPA and GRE scores and students admitted based only on GPA scores.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
<ul style="list-style-type: none"> Earned master’s degree from an accredited United States institution or a recognized international equivalent with a minimum grade point average (GPA) of 3.25 on all graduate work. 	<ul style="list-style-type: none"> No change
<ul style="list-style-type: none"> GRE general test 	<ul style="list-style-type: none"> GRE general test
<ul style="list-style-type: none"> Three professional letters of recommendation from individuals with first-hand knowledge of the applicant’s professional qualities and scholarly potential. 	<ul style="list-style-type: none"> No change
<ul style="list-style-type: none"> Documentation of three years of experience in education or equivalent experiences in relevant professional fields. 	<ul style="list-style-type: none"> No change

<ul style="list-style-type: none">• Personal statement describing goals, experiences, scholarly accomplishments, reasons for obtaining the degree, and possible research questions or topics of interest.	<ul style="list-style-type: none">• No change
<ul style="list-style-type: none">• Resume	<ul style="list-style-type: none">• No change

2i. U. T. Rio Grande Valley: 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. Rio Grande Valley as described below.

BACKGROUND INFORMATION

U. T. Rio Grande Valley requests approval to remove the Graduate Record Examination (GRE) as an admission requirement for the M.Ed. in Educational Leadership degree program for students with an undergraduate Grade Point Average (GPA) below 3.0. Data demonstrated no statistically significant differences between students with less than an undergraduate GPA of 3.0 (GRE required) and those with an undergraduate GPA above 3.0 (GRE not required). Graduate students admitted to the M.Ed. in Educational Leadership degree program performed similarly on cumulative graduate GPA regardless of their undergraduate GPA.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
<ul style="list-style-type: none"> Undergraduate GPA of at least 3.0 in the last 60 semester credit hours. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission. 	<ul style="list-style-type: none"> Undergraduate GPA of at least 3.0 in the last 60 semester credit hours. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission.
<ul style="list-style-type: none"> A 250-500 word essay with statement detailing professional goals and reasons for pursuing the graduate degree. 	<ul style="list-style-type: none"> No change
<ul style="list-style-type: none"> Resume 	<ul style="list-style-type: none"> No change

<p>Current Conditional (Probationary) Admission Criteria</p>	<p>Proposed Conditional (Probationary) Admission Criteria</p>
<ul style="list-style-type: none"> Students with an undergraduate GPA of less than 3.0 and/or GRE scores below the requirements for clear admission will be holistically reviewed by admissions committee to determine whether they meet overall criteria for clear or conditional admission. 	<ul style="list-style-type: none"> Students with an undergraduate GPA of less than 3.0 and/or GRE scores below the requirements for clear admission will be holistically reviewed by admissions committee to determine whether they meet overall criteria for clear or conditional admission. <u>If applicant does not meet the minimum undergraduate GPA criterion of 3.0, the applicant will be evaluated holistically through professional goals, GPA, professional success from resume, and success on related prior course work to determine whether they meet the criteria for clear or conditional admission.</u>

2j. U. T. Rio Grande Valley: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Education in Educational Technology 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 Technology degree program at U. T. Rio Grande Valley as described below.

BACKGROUND INFORMATION

U. T. Rio Grande Valley requests approval to remove the Graduate Record Examination (GRE) as an admission requirement for the M.Ed. in Educational Technology degree program for students with an undergraduate Grade Point Average (GPA) below 3.0. Data demonstrated no statistically significant differences between students with less than an undergraduate GPA of 3.0 (GRE required) and those with an undergraduate GPA above 3.0 (GRE not required). Graduate students admitted to the M.Ed. in Educational Technology degree program performed similarly on cumulative graduate GPA regardless of their undergraduate GPA.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
<ul style="list-style-type: none"> Undergraduate GPA of at least 3.0 in the last 60 semester credit hours. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission. 	<ul style="list-style-type: none"> Undergraduate GPA of at least 3.0 in the last 60 semester credit hours. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission.
<ul style="list-style-type: none"> Letter of intent 	<ul style="list-style-type: none"> No change
<ul style="list-style-type: none"> Resume 	<ul style="list-style-type: none"> No change

<p>Current Conditional (Probationary) Admission Criteria</p>	<p>Proposed Conditional (Probationary) Admission Criteria</p>
<ul style="list-style-type: none"> Students with an undergraduate GPA of less than 3.0 and/or GRE scores below the requirements for clear admission will be holistically reviewed by admissions committee to determine whether they meet overall criteria for clear or conditional admission. 	<ul style="list-style-type: none"> Students with an undergraduate GPA of less than 3.0 and/or GRE scores below the requirements for clear admission will be holistically reviewed by admissions committee to determine whether they meet overall criteria for clear or conditional admission. <u>If applicant does not meet the minimum undergraduate GPA criterion of 3.0, the applicant will be evaluated holistically through reflecting professional goals, GPA, professional success from resume, and success on related prior course work to determine whether they meet the criteria for clear or conditional admission.</u>

2k. U. T. Rio Grande Valley: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Education in Reading and Literacy 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 Reading and Literacy degree program at U. T. Rio Grande Valley as described below.

BACKGROUND INFORMATION

U. T. Rio Grande Valley requests approval to remove the Graduate Record Examination (GRE) as an admission requirement for the M.Ed. in Reading and Literacy degree program for students with an undergraduate Grade Point Average (GPA) below 3.0. Data demonstrated no statistically significant differences between students with less than an undergraduate GPA of 3.0 (GRE required) and those with an undergraduate GPA above 3.0 (GRE not required). Graduate students admitted to the M.Ed. in Reading and Literacy degree program performed similarly on cumulative graduate GPA regardless of their undergraduate GPA.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
<ul style="list-style-type: none"> Undergraduate GPA of at least 3.0 in the last 60 semester credit hours. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission. 	<ul style="list-style-type: none"> Undergraduate GPA of at least 3.0 in the last 60 semester credit hours. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission.
<ul style="list-style-type: none"> One to two page letter of intent indicating reasons for pursuing the degree. 	<ul style="list-style-type: none"> No change

<p>Current Conditional (Probationary) Admission Criteria</p>	<p>Proposed Conditional (Probationary) Admission Criteria</p>
<ul style="list-style-type: none"> Students with an undergraduate GPA of less than 3.0 and/or GRE scores below the requirements for clear admission will be holistically reviewed by admissions committee to determine whether they meet overall criteria for clear or conditional admission. 	<ul style="list-style-type: none"> Students with an undergraduate GPA of less than 3.0 and/or GRE scores below the requirements for clear admission will be holistically reviewed by admissions committee to determine whether they meet overall criteria for clear or conditional admission. <u>If applicant does not meet the minimum undergraduate GPA criterion of 3.0, the applicant will be evaluated holistically through reflecting professional goals, GPA, professional success from resume, and success on related prior course work to determine whether they meet the criteria for clear or conditional admission.</u>

21. U. T. Rio Grande Valley: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Education in Special Education 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 Special Education degree program at U. T. Rio Grande Valley as described below.

BACKGROUND INFORMATION

U. T. Rio Grande Valley requests approval to remove the Graduate Record Examination (GRE) as an admission requirement for the M.Ed. in Special Education degree program for students with an undergraduate Grade Point Average (GPA) below 3.0. Data demonstrated no statistically significant differences between students with less than an undergraduate GPA of 3.0 (GRE required) and those with an undergraduate GPA above 3.0 (GRE not required). Graduate students admitted to the M.Ed. in Special Education degree program performed similarly on cumulative graduate GPA regardless of their undergraduate GPA.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
<ul style="list-style-type: none"> Undergraduate GPA of at least 3.0 in the last 60 semester credit hours. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission. 	<ul style="list-style-type: none"> Undergraduate GPA of at least 3.0 in the last 60 semester credit hours. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission.
<ul style="list-style-type: none"> Two letters of recommendation 	<ul style="list-style-type: none"> No change
<ul style="list-style-type: none"> Letter of intent 	<ul style="list-style-type: none"> No change
<ul style="list-style-type: none"> Resume 	<ul style="list-style-type: none"> No change

<ul style="list-style-type: none"> • Demonstrated knowledge of special education or knowledge of individual differences through (a) state certification in special education; (b) three hours of undergraduate coursework in special education with a grade of 'B' or better; or (c) coursework in a related field such as psychology, early childhood education, or speech pathology. 	<ul style="list-style-type: none"> • No change
<p align="center">Current Conditional (Probationary) Admission Criteria</p>	<p align="center">Proposed Conditional (Probationary) Admission Criteria</p>
<ul style="list-style-type: none"> • Students with an undergraduate GPA of less than 3.0 and/or GRE scores below the requirements for clear admission will be holistically reviewed by admissions committee to determine whether they meet overall criteria for clear or conditional admission. 	<ul style="list-style-type: none"> • Students with an undergraduate GPA of less than 3.0 and/or GRE scores below the requirements for clear admission will be holistically reviewed by admissions committee to determine whether they meet overall criteria for clear or conditional admission. <u>Students with an undergraduate GPA of less than 3.0 will be holistically reviewed by admissions committee to determine whether they meet overall criteria for clear or conditional admission.</u>

2m. U. T. Rio Grande Valley: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Education in Teacher 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 Teacher Leadership degree program at U. T. Rio Grande Valley as described below.

BACKGROUND INFORMATION

U. T. Rio Grande Valley requests approval to remove the Graduate Record Examination (GRE) as an admission requirement for the M.Ed. in Teacher Leadership degree program for students with an undergraduate Grade Point Average (GPA) below 3.0. Data demonstrated no statistically significant differences between students with less than an undergraduate GPA of 3.0 (GRE required) and those with an undergraduate GPA above 3.0 (GRE not required). Graduate students admitted to the M.Ed. in Teacher Leadership degree program performed similarly on cumulative graduate GPA regardless of their undergraduate GPA.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
<ul style="list-style-type: none"> Bachelor's degree from a regionally accredited institution in the United States or a recognized international equivalent in a similar or related field. 	<ul style="list-style-type: none"> No change
<ul style="list-style-type: none"> Undergraduate GPA of at least 3.0 in the last 60 semester credit hours. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission. 	<ul style="list-style-type: none"> Undergraduate GPA of at least 3.0 in the last 60 semester credit hours. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission.
<ul style="list-style-type: none"> Professional statement detailing professional goals, campus leadership experience and reasons for pursuing a Masters in Education in Teacher Leadership. 	<ul style="list-style-type: none"> No change
<ul style="list-style-type: none"> Resume including educational background and work experience. 	<ul style="list-style-type: none"> No change

<ul style="list-style-type: none"> Teaching certificate with a minimum of 3 years of teaching experience. 	<ul style="list-style-type: none"> No change
<p align="center">Current Conditional (Probationary) Admission Criteria</p>	<p align="center">Proposed Conditional (Probationary) Admission Criteria</p>
<ul style="list-style-type: none"> Students with an undergraduate GPA of less than 3.0 and/or GRE scores below the requirements for clear admission will be holistically reviewed by admissions committee to determine whether they meet overall criteria for clear or conditional admission. 	<ul style="list-style-type: none"> Students with an undergraduate GPA of less than 3.0 and/or GRE scores below the requirements for clear admission will be holistically reviewed by admissions committee to determine whether they meet overall criteria for clear or conditional admission. <p><u>If applicant does not meet the minimum undergraduate GPA criterion of 3.0, the applicant will be evaluated holistically through reflecting professional goals, GPA, professional success from resume, and success on related prior course work to determine whether they meet the criteria for clear or conditional admission.</u></p>

3. **U. T. System Academic Institutions: Discussion and appropriate action regarding proposed revisions to Mission Statements for U. T. Arlington, U. T. Austin, U. T. Dallas, and U. T. Tyler and reaffirmation of Mission Statements for U. T. El Paso, U. T. Permian Basin, U. T. Rio Grande Valley, and U. T. San Antonio**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor of Academic Affairs, and the institutional presidents that proposed changes to the Mission Statements for U. T. Arlington, U. T. Austin, U. T. Dallas, and U. T. Tyler, as set forth on the following pages be approved by the U. T. System Board of Regents.

Further, the Board is asked to reaffirm the Mission Statements for U. T. El Paso, U. T. Permian Basin, U. T. Rio Grande Valley, and U. T. San Antonio as set forth on the following pages.

BACKGROUND INFORMATION

In 2013, the Texas Legislature repealed *Texas Education Code* Section 61.051(e), which directed the Texas Higher Education Coordinating Board to review the mission statements of public institutions, typically, every four years. However, each institution 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 governing boards 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 must review proposed changes to institutional mission statements.

Approval of this item will help to ensure compliance with the Southern Association of Colleges and Schools (SACS) requirements regarding the periodic review and approval of each institution's mission statement by its governing board.

U. T. Arlington

CURRENT mission statement (approved May 10, 2017)

The University of Texas at Arlington is a comprehensive research, teaching, and public service institution whose mission is the advancement of knowledge and the pursuit of excellence. The University is committed to the promotion of lifelong learning through its academic and continuing education programs and to the formation of good citizenship through its community service learning programs. The diverse student body shares a wide range of cultural values and the University community fosters unity of purpose and cultivates mutual respect.

As a University, we affirm our commitment to the following objectives:

- The University is committed to comprehensive programs of academic research. This research effort requires attracting and retaining scholars who promote a culture of intellectual curiosity, rigorous inquiry, and high academic standards among their fellow faculty and the students they teach. We ensure a culture of creativity, innovation, and entrepreneurship, which includes the translation of university discoveries for the benefit of society.
- The University prepares students for full, productive lives and informed and active citizenship. To that end, we have developed undergraduate and graduate curricula and classroom practices that engage students actively in the learning process. Outside the classroom a wide range of student organizations and activities contribute to the learning environment. Our service learning program offers students the opportunity to supplement their academic study with internships in a variety of community settings, testing their skills and aptitudes and challenging their values. State-of-the-art teaching technologies, distance education, and off-site instruction afford access to off-campus as well as traditional students. Non-degree certificate and continuing education programs offer practical, aesthetic, and intellectually stimulating opportunities for community learners, for individual courses or a sustained program of study.
- The mission of a university can be achieved only when its students, faculty, staff, and administrators value and promote free expression in an atmosphere of tolerance, responsibility, and trust. The University regards these attributes as prerequisites for any community of learners and vigilantly strives to maintain them.

- Mindful of its role as a resource to the community, locally, nationally, and internationally, the University continually seeks partnerships with public and private concerns in order to advance the economic, social, and cultural welfare of its constituencies. We serve the needs of the North Texas community by sponsoring public lectures and academic symposia, as well as artistic, musical, and dramatic productions.

PROPOSED mission statement

The University of Texas at Arlington is a comprehensive teaching, research and public service institution dedicated to the advancement of knowledge through scholarship and creative work.

The University is committed to providing access and ensuring student success, and to a culture of innovation, entrepreneurship, and commercialization of discoveries by our community of scholars.

The University promotes lifelong learning through its academic, continuing education and experiential learning programs. The faculty, staff and student community share diverse cultural values that foster inclusivity and cultivate mutual respect.

U. T. Austin

CURRENT mission statement (approved May 10, 2017)

The mission of The University of Texas at Austin is to achieve excellence in the interrelated areas of undergraduate education, graduate education, research and public service.

The university provides superior and comprehensive educational opportunities at the baccalaureate through doctoral and special professional educational levels. It contributes to the advancement of society through research, creative activity, scholarly inquiry and the development and dissemination of new knowledge, including the commercialization of University discoveries. The university preserves and promotes the arts, benefits the state's economy, serves the citizens through public programs and provides other public service.

PROPOSED mission statement

The mission of The University of Texas at Austin is to achieve excellence in the interrelated areas of undergraduate education, graduate education, research and public service. The university provides superior and comprehensive educational opportunities at the baccalaureate through doctoral and special professional educational levels.

The university contributes to the advancement of society through research, creative activity, scholarly inquiry and the development and dissemination of new knowledge, including the commercialization of University discoveries. The university preserves and promotes the arts, benefits the state's economy, serves the citizens through public programs and provides other public service.

U. T. Dallas

CURRENT mission statement (approved May 10, 2017)

The University of Texas at Dallas provides the State of Texas and the nation with excellent, innovative education and research. The University is committed to graduating well-rounded citizens whose education has prepared them for rewarding lives and productive in a constantly changing world to continually improving educational and research programs in the arts and sciences, engineering and management and to assisting the commercialization of intellectual capital generated by students, staff, and faculty.

PROPOSED mission statement

The University of Texas at Dallas provides the State of Texas and the nation with excellent, innovative education and research. The University is committed to graduating well-rounded members of the global community whose education has prepared them for rewarding lives and productive careers in a constantly changing world; to continually improving educational and research programs in the humanities, arts, sciences, engineering and management; and to assisting the commercialization of intellectual capital generated by students, staff and faculty.

U. T. El Paso

CURRENT mission statement (approved February 27, 2020)

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.

U. T. Permian Basin

CURRENT mission statement (approved February 26, 2019)

As a regional, comprehensive institution, The University of Texas Permian Basin serves a diverse community of students from the region, the state, and beyond. Through excellence in student-centered teaching, learning, research, and public service, the University cultivates engaged citizens and impacts lives while advancing technology and the public interests of West Texas.

U. T. Rio Grande Valley

CURRENT mission statement (approved May 10, 2017)

To transform the Rio Grande Valley, the Americas, and the world through an innovative and accessible educational environment that promotes student success, research, creative works, health and well-being, community engagement, sustainable development, and commercialization of university discoveries.

U. T. San Antonio

CURRENT mission statement (approved July 9, 2019)

The University of Texas at San Antonio is dedicated to the advancement of knowledge through research and discovery, teaching and learning, community engagement and public service. As an institution of access and excellence, UTSA embraces multicultural traditions, and serves as a center for intellectual and creative resources as well as a catalyst for socioeconomic development and the commercialization of intellectual property - for Texas, the nation and the world.

U. T. Tyler

CURRENT mission statement (approved May 1, 2018)

U. T. Tyler is committed to student success by providing a uniquely balanced student experience in an environment of innovative teaching and research shaped to serve and advance the educational, economic, technological, and public interests of East Texas and beyond.

U. T. Health Science Center - Tyler

CURRENT mission statement (approved November 13, 2003)

The mission statement for U. T. Health Center - Tyler is to serve East Texas and beyond through excellent patient care and community health, comprehensive education, and innovative research.

PROPOSED combined mission statement

U. T. Tyler is a comprehensive public university. We help our students, patients, and community members achieve their educational and health goals by offering a combination of excellence in higher education, innovative research, public services, and advanced healthcare delivery.

4. **U. T. System: Discussion and appropriate action regarding authorization of funding to supplement funding for tuition and fees**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs, the Executive Vice Chancellor for Health Affairs, and the interim Executive Vice Chancellor for Business Affairs that the U. T. System Board of Regents approve the creation of an endowed fund, to be held permanently, with the distributions from the endowed fund to be used to expand existing programs that supplement federal, state, and institutional grants to cover the full cost of tuition, mandatory fees, and other costs of attendance for eligible resident, full-time undergraduate students who have unmet financial need at U. T. academic institutions other than U. T. Austin.

BACKGROUND INFORMATION

On July 9, 2019, the Board of Regents approved a special one-time supplemental distribution from the Permanent University Fund into the Available University Fund for FY 2020 in the amount of \$250 million and directed that the entire U. T. System share be allocated to U. T. Austin to be used solely for the creation of an endowed fund, to be held permanently, with the distributions from the endowed fund to be used to supplement federal, state, and institutional grants to cover the full cost of tuition and fees for low-income, in-state undergraduate students at U. T. Austin. Approval of this item will help fund the creation of a similar endowment to assist students at U. T. institutions other than U. T. Austin.

5. U. T. System Academic Institutions: Discussion and appropriate action regarding low-producing degree programs recommended for consolidation or elimination by the Texas Higher Education Coordinating Board, and delegation of authority to the Executive Vice Chancellor for Academic Affairs to approve consolidation or elimination of future degree programs identified as low-producing

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional presidents that the following low-producing degree programs recommended for consolidation or elimination by the Texas Higher Education Coordinating Board be retained:

Institution	Program Name	Degree	Recommended Action
U. T. Austin	Architectural History	MA	Retain
	European Studies	BA	Retain
	Latin American Studies	PhD	Retain
	Italian Studies	BA	Retain
	Portuguese	BA	Retain
	Jewish Studies	BA	Retain
	Dance	MFA	Retain
	Music Composition	BM	Retain
	Jazz	BM	Retain
	International Business	BBA	Retain
U. T. El Paso	Education	MA	Retain
U. T. San Antonio	American Studies	BA	Retain
	Neuroscience	PhD	Retain
	Mathematics	MS	Retain
	Art History	MA	Retain
U. T. Tyler	Criminal Justice	MS	Retain
U. T. Permian Basin	Information Systems	BS	Retain
	Spanish	MA	Retain
	Biology	MS	Retain
	Criminal Justice Admin.	MS	Retain
	History	MA	Retain

It is also recommended that the Board delegate authority to the Executive Vice Chancellor for Academic Affairs to approve retention, consolidation, or elimination of future academic institution degree programs identified as low-producing.

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 and requires that the Coordinating Board make such recommendations to an institution's governing board. The governing board may accept or reject the Coordinating Board's recommendation. *Regents' Rules and Regulations*, Rule 31003, Sec. 2.3, authorizes the Executive Vice Chancellor to close degree programs.

The Coordinating Board's administrative rules for low-producing programs (Texas Administrative Code, Title 19, Chapter 4, Subchapter R, Rules 4.285 to 4.290) allow Coordinating Board staff to recommend consolidation or closure of any nonexempt degree program that has been identified as low-producing for three or more consecutive years. If the governing board does not accept the recommendation, the programs must be identified on the next Legislative Appropriations Request.

Coordinating Board Rule 4.287 defines low-producing programs as follows:

(4) Low-Producing Degree Programs--Degree programs that do not meet the following minimum standards for degrees awarded in the program:

- (A) For career technical certificates, associate and bachelor's programs, an average of five degrees awarded per academic year, to total not fewer than twenty-five degrees awarded for any five-year period;
- B) For master's programs, an average of three degrees awarded per academic year, to total not fewer than fifteen degrees awarded for any five-year period; and
- (C) For doctoral and special professional degrees, an average of two degrees awarded per academic year, to total not fewer than ten degrees awarded for any five-year period.

In May 2021, the Coordinating Board recommended the closure or consolidation of 27 low-producing programs at five U. T. academic institutions. The 27 programs constitute only .016% of the total degree programs offered by the academic institutions. The five institutions request retention for 21 programs and provided the justification responses set forth on the following pages.

If the retention is approved, 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 Legislative Appropriations Request.

The current process for institutional and System review and recommendations concerning low-producing programs is well-established and robust. In accordance with a process developed jointly by the Office of Academic Affairs and the Office of Health Affairs, an institution requesting to retain a program must submit a rationale and an action plan designed to recruit, retain, and graduate more students from the program. The Office of Academic Affairs and the Office of Health Affairs, working with the Office of Institutional Research and Analysis, have also developed a dashboard to monitor the progress of each low-producing program as part of its annual review.

Some programs are small by design and will continue to be reported as low producing by the Coordinating Board despite being recently approved for continuance. For programs proposing improvements, it can take at least four years for demonstrable improvement to be reflected in retention and completion rates. However, the Coordinating Board is required to continue reporting such programs as low producing, necessitating repetitive action by the Board of Regents. Based upon experience with the review practices now in place at the institutions and the exercise of oversight and approval by the Chancellor and the Executive Vice Chancellor for

Academic Affairs, the recommended delegation will remove the need for Board consideration of these items and streamline the agenda preparation process.

On a biennial basis, the Executive Vice Chancellor for Academic affairs will provide the Board with a report identifying those low-producing programs approved for retention.

U. T. Austin

Architectural History

The M.A. in Architectural History program qualifies for a permanent exemption from low-producing status under Rule 4.289 (Exemptions), criterion number two, of the Texas Administrative Code regarding review of low-producing programs. No additional cost is associated with this degree. The M.A. (or equivalent) is a prerequisite for admission to the Ph.D. program. It provides an exit ramp for students unable to meet doctoral requirements. It does not impose additional costs beyond modest fellowships. It does not require uniquely dedicated faculty or staff assignments. The program requires 30 hours of graduate courses. As an action for streamlining recruitment and administration, the School of Architecture implemented a structural change in 2019, creating an umbrella of Master's Advanced Studies for small master's programs: Architectural History, Architectural Studies, Historic Preservation, and Sustainable Design.

European Studies

The B.A. in European Studies (EUS) major has three tracks and consists of 30 total hours, including 24 hours of upper division and 18 hours in residence, as well as six hours of upper-division coursework in a single foreign language, a capstone thesis course, and an approved study abroad program or internship in a European country. While the EUS major has appeared on the FY 2021 Low-Producing Programs Report, institutional data indicates that the major has had 25 graduates over the past five years, and 50 declared EUS majors over the same period. Elimination of the program will not result in any cost savings; the programs recurrent budget is minimal and serves to pay for the basic needs of the Center for European Studies.

Latin American Studies

The Ph.D. in Latin American Studies program was relaunched in 2014 with a financially sustainable plan to annually enroll between three and five students. The 2016-2020 reporting period includes the transitional period of fundamental changes in the Latin American Studies Doctoral Program, and therefore the graduation rate was low. Since 2015, the cohort size has averaged 3.7 new Ph.D. students per year and advancement to candidacy dropped favorably to 3.7 years. Between 2017 and 2021, the Latin American Studies program has graduated a total of 12 doctoral students. The projected graduation rate for doctoral students for the 2021-2027 period is 3.4 per year (24 students over a 7-year period). This will more than fulfill the 2 student per year benchmark established by Texas Higher Education Coordinating Board (THECB).

Italian Studies

The B.A. in Italian Studies was first flagged as low-producing in 2019. At that time, the B.A. in Italian Studies did not meet the definition of low-producing, as provided by the THECB. In tracking multiple majors, the number of graduates for the B.A. in Italian

Studies was 26 between Fall 2014 and Summer 2019. The number of graduates for the B.A. in Italian Studies was 22 between Fall 2016 and Summer 2021. The differential may be accounted for by the effects of the pandemic on higher education from Spring 2020 to Summer 2021 (i.e., prolonged time to graduation or inability to continue with the degree). In addition, the program has not been able to run its summer abroad program in Rome 2020 and 2021, which has been traditionally a main way to recruit new majors. The elimination of the program will not result in cost savings. There are no additional expenses required to continue operating the B.A. in Italian Studies.

Portuguese

The B.A. in Portuguese's overall enrollment numbers in upper-division courses have been increasing, and the number of minors in Portuguese is also increasing (currently 40 declared minors). The global pandemic has affected overall enrollment numbers in lower-division courses (that fuels the subsequent upper-division enrollment) for the short-term. This is a temporary drop, and numbers are already returning now that U. T. Austin can promote and recruit on campus, especially among existing Spanish and International Relations and Global Studies classes, which is where the major most often receives its students. Over the years the program has been modified and changed to address the issues of enrollment. An attempt to combine a major in both Spanish and Portuguese was met with limited success. Portuguese content in the curriculum was not as prominent, and so there was a return to offering a specific major in Portuguese (since 2020). It is suspected that part of the low number of majors in the past five years is explained by the transition from the combined to a separate major.

Jewish Studies

The B.A. in Jewish Studies, which consists of 27 semester credit hours, was first flagged as low-producing in 2017. Since then, in accordance with previous action plans, the program has launched new initiatives and committed strategic resources aimed at recruiting, retaining, and graduating more Jewish Studies majors. Since the last report, the Schusterman Center for Jewish Studies at U. T. Austin has launched an additional internship program located in Jerusalem, added two transcript-recognized minors, and begun a search for an Assistant Director, who will have primary responsibility for the undergraduate program, including recruitment and retention. Currently, the program has eight students enrolled as majors in Jewish Studies. Nine students graduated from the program between Fall 2016 and Summer 2021, an increase from the seven students who graduated in the five-year period spanning Fall 2014 and Summer 2019 that was covered in the last report. Considering that the Schusterman Center and its major are completely self-funded and that the implemented changes are showing measurable, positive results, U. T. Austin is in a strong position to continue the B.A. in Jewish Studies.

Dance

The M.F.A. in Dance, situated within the Department of Theatre and Dance, is an intensive, two-year (60-hour) practiced-based degree. It is the standard degree requirement for placement in many professional destinations, within Texas and nationally, for careers as faculty in higher education, as choreographers and directors, as performers, and as arts program administrators. In 2017, the program was restructured with financial support for a small, defined enrollment in tandem with strong student funding support. Admissions has intentionally focused on a strong cohort of two to three students each year, beginning Fall 2018; and the program has been restructured to allow 60 completed hours (M.F.A. requirement) within two years (including summer study), thus facilitating an expected consistent enrollment of approximately four to six students in any given year.

Music Composition

The Bachelor of Music (B.M.) in Composition, a 120-hour degree at the Butler School of Music, was designed to be a selective, limited enrollment degree for the program to provide a superior student experience, to complement the graduate composition program, and to match available faculty and facility resources. Composers are required to have regular performances of their music, and therefore, enrollment is proportional to the School's performance program. Significant increase would strain that resource. The program's current size allows enrolled students to have an exceptional experience within the composition student community that justifies its continuation and preserves its quality. At the same time, U. T. Austin was able to increase enrollment in the program while maintaining its excellence, with eight new students matriculating in 2021 (B.M. and B.A. combined), a trend that is expected to continue.

Jazz

The Bachelor of Music in Jazz, a 120-hour degree at the Butler School of Music, was designed to be a selective, limited enrollment degree for the program to provide a superior student experience, to complement extant graduate jazz studies degrees and student population, and to match available faculty and facility resources. The program's current size provides unique opportunities for student involvement and justifies the program's continuation while preserving its quality. The program also plays an important part in enhancing the diversity of the Butler School of Music, and of the University at large. Recent efforts to increase enrollment in the program while maintaining its excellence were hampered somewhat by the pandemic, but 12 new students matriculated in Fall 2021.

International Business

The B.B.A. in International Business (IB) does not meet the threshold for designation as a low-producing program, per the THECB's definition. In the most recent five-year period of Fall 2016 to Summer 2021, 138 students have declared International Business as their major. Of those students, 36 were double majors. Costs/savings associated with the elimination of the B.B.A. in International Business would be minimal.

U. T. El Paso

Education

The U. T. El Paso College of Education made strategic changes to the M. A. in Education degree plan, effective Fall 2020, increasing enrollment while addressing program needs in the College, as well as creating a master's-level teacher certification pathway for students seeking both alternative certification and a master's degree. The revised M.A. addresses the need for a master's pathway for students seeking initial teacher certification that is distinct from other masters' pathways in education, which are typically geared toward in-service rather than pre-service teachers. Because these changes are very recent, there has not been time to see an increase in the number of graduates from this program. Given that the substantial enrollment increase began in Fall 2020 (from four in 2017 to 53 in Fall 2021), it will take another year, at a minimum, to show impacts on graduation, and several years before the five-year total will change.

U. T. San Antonio

Neuroscience

THECB has listed the Neurobiology Ph.D. degree program at U. T. San Antonio as a low-producing degree program. This is due to a previous combination of a low number of faculty and problems with the recruitment and retention of students. Following efforts to improve excellence while expanding the program, the number of student publications and presentations per year has roughly doubled since 2015. A culture of grantsmanship has also been instilled, with Neuroscience Ph.D. students receiving five prestigious federal and private fellowships in the last two years. Steps currently being taken to improve the Neuroscience program include:

- Increased faculty hiring to 15 core faculty members.
- Increased focus on student recruiting that resulted in a 75% increase in applications in 2019-2020 from the 2016-2018 period.
- Graduate Advisors of Record (GAR) implemented multiple new activities to improve the retention and graduation resulting in only one out of 25 students failing to progress in the program since admission in 2015.
- A new 2018-2019 requirement for the student to meet with their dissertation committee once per semester.
- New curriculum content related to critical thinking, writing, and research proposal.

Mathematics

All master's programs in mathematics at U. T. San Antonio are undergoing a modernization of the curriculum consistent with advanced graduate studies at R1 Research institutions in Texas. The cost of maintaining any of the master's programs in mathematics can be traced to only the cost of keeping a GAR, which is one course release (faculty workload time allocated to work other than teaching) per year. U. T. San Antonio anticipates that the following initiatives will result in a total increase of at a minimum seven students per year in the M.A. in Mathematics by 2025:

- Increases in the number of and salary for teaching assistantships.
- Development of common core requirements across all master's programs.
- Increases in the number of international students, specifically targeting Latin American countries with fully bilingual department staff.
- Increases in scholarships through the Graduate School to incentivize enrollment.

Art History

Although the Art History Master's program is small, it has an excellent track record of recruiting top-tier students. The Art History degree program began enacting several strategies to increase enrollments three years ago including intensified recruiting efforts, curricular enhancements, and the addition of two faculty members. While those efforts have had measurable success, several additional developments provide confidence that the program is on a trajectory to be removed from the low-producing program status. These developments include:

- Development of a new dual M.F.A./M.A. degree program with a predicted enrollment increase of two to three students per year.
- Merging of U. T. San Antonio and the Southwest School of Art (Fall 2022) that will provide expanded faculty, new studios, and heightened visibility at a downtown campus, boosting recruitment into both the M.F.A. program and the new dual degree program.

U. T. Tyler

Criminal Justice

The Criminal Justice M.S. degree program faculty have made specific efforts to attract students to the program. The number of graduates in recent academic years reflect an upward trend. At the conclusion of Academic Year 2021, the five-year running total of graduates will exceed 15, and with the current number of students enrolled in the program, the number of graduates is expected to continue its upward trajectory. Additionally, five-year cumulative graduation rates remain at or above the minimum for

the low-producing designation. This program is highly cost effective. The program is operated with existing full-time faculty in Criminal Justice and strategic use of adjuncts. Closure would result in no cost savings and a net loss of income. Steps currently being taken to improve the Criminal Justice program include:

- Implementing an accelerated degree program that allows a student to complete a Bachelor's and Master's degree in 5 years. This is occurring as part of an ongoing Quality Enhancement Plan for the Department of Social Sciences, which is anticipated to move more undergraduates directly into the graduate program.
- Serious consideration of a graduate certificate in Criminal Justice, which will enhance the skill sets of active professionals.
- A newly implemented three-track, fully comprehensive approach to the undergraduate program in Criminal Justice has been met with early success and a clear increase in the number of students majoring in Criminal Justice.
- A fully implemented online option for the Criminal Justice degree is expected to attract students.

U. T. Permian Basin

Information Systems

The B.S. in Information Systems has been an active academic program at U. T. Permian Basin since 2003. During the past decade the program has produced a total of 45 (FY2010 - FY2020) program graduates. Most recently, the B.S. in Information Systems degree program has produced a total of 22 graduates within the past five-year period (FY2016 - FY2020). It is estimated that U. T. Permian Basin assumes a yearly financial gain of \$34,611 to maintain and operate the B. S. in Information Systems. Steps taken to improve the Information Systems program include:

- Computer Science will double the number of majors and the BSIS will parallel this growth.
- New cybersecurity, gaming, and software developmental camps will add synergy (post-COVID).
- Information Systems courses and programs have been modernized for relevancy to security and big data.
- Created six B.S. in Information Systems related workforce development certificates that will provide synergy.
- New Cyber Center will offer Information Systems certificates, consulting, and workshops to industry.
- Creation of a new Department of Computer, Cyber & Information Sciences (CCIS) that emphasizes the Information Systems degree in its offerings.

Spanish

The M.A. in Spanish has been an active academic program at U. T. Permian Basin since 2004. During the past decade the program has produced a total of 26 (FY2010 - FY2020) program graduates. Most recently, the M.A. in Spanish program has produced a total of two graduates within the past five-year period (FY2016 - FY2020). Steps taken to improve the M.A. in Spanish program include:

- M.A. in Spanish degree program has transitioned to online format only.
- Advertisement and recruitment with an outside vendor for the online program.
- Addition of Spanish to general education courses.
- A new online Spanish certificate for first responders.
- Reduced M.A. to 30 hours (down from 36 hours) as allowed by U. T. System.
- Other considerations include eliminating the thesis options and a review of admissions criteria.

Biology

The M.S. in Biology has been an active academic program at U. T. Permian Basin since 1974. During the past decade, the program has produced a total of 24 (FY2010 - FY2020) program graduates. Most recently, the M.S. in Biology degree program has produced a total of seven graduates within the past five-year period (FY2016 - FY2020). The M.S. in Biology is one of the most important programs in the future of U. T. Permian Basin due to its potential for growth and to produce elevated levels of research in the biomedical field and to produce pre-health alumni. It is estimated that U. T. Permian Basin assumes a yearly financial loss of \$71,503 to maintain and operate the M.S. in Biology. Steps being taken to improve the program include:

- Addition of an Accelerated Master's Program which is expected to matriculate at least seven students per year when fully implemented.
- Increases in the number of graduate assistants to eight M.S. Biology per year from cost savings (cost recovery from eliminating adjuncts and coaches).
- Goal set to increase undergraduate Biology program enrollment (which serves as a feeder for the Master's program) by 7-10% each year to approximately 350 undergraduate students from the current total of 244 students.

Criminal Justice Administration

The M.S. in Criminal Justice Administration has been an active academic program at U. T. Permian Basin since 1996. During the past decade the program has produced a total of 24 (FY2010 - FY2020) program graduates. Most recently, the M.S. in Criminal Justice Administration degree program has produced a total of seven graduates within the past five-year period (FY2016 - FY2020). It is estimated that U. T. Permian Basin assumes a yearly financial loss of only \$7,806 to maintain and operate the M.S. in Criminal Justice Administration. Steps being taken to improve the program include:

- A reduction of the program to 30 hours (down from 36 hours) as allowed by U. T. System.
- Contract with outside vendor for statewide online and professional marketing and program restructuring.
- The Program Outreach Advisory Board is scheduled to meet consistently.
- Addition of an accelerated master's program from the B.S. to M.S. to better facilitate the matriculation of U. T. Permian Basin undergraduates.

History

The M.A. in History has been an active academic program at U. T. Permian Basin since 1974. During the past decade the program has produced a total of 27 (FY2010 - FY2020) program graduates. Most recently, the M.A. in History degree program has produced a total of eight graduates within the past five-year period (FY2016 - FY2020). It is estimated that U. T. Permian Basin assumes a yearly financial loss of only \$10,014 to maintain and operate the M.A. in History. Steps being taken to improve the program include:

- Offering the program fully online, in-person, and remote (asynchronous) format to attract students from a broader geographic area.
- Contracting with an outside vendor for marketing and recruitment.
- Addition of Graduate History Certificate to support enrollment and program growth.
- Reducing the program to 30 hours (down from 36 hours) as allowed by U. T. System.

6. **U. T. Dallas: Report on the Long-Range Financial Plan for The University of Texas at Dallas**

President Benson will report on the long-range financial planning at U. T. Dallas using the PowerPoint on the following pages.

U. T. Dallas Status Report

Long-Range Financial Planning

**U. T. System Board of Regents Meeting
Academic Affairs Committee**

February 23, 2022

Richard Benson
U. T. Dallas President

Long-Range Financial Planning Framework

Maintain and improve financial stability while continually making strategic investments to advance our mission.

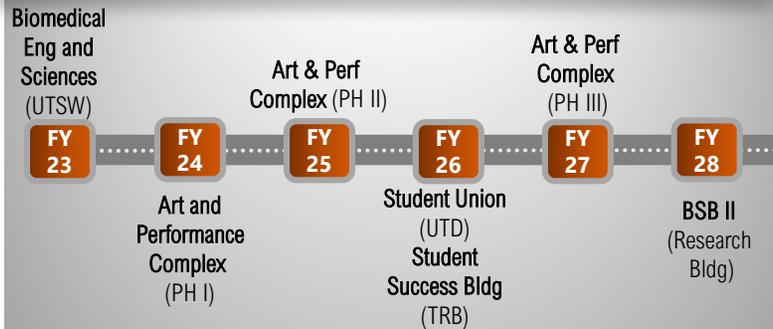


Inputs

Strategic Plan

- Attract Talent
- Enrich the Student Experience
- Engage Globally
- Enrich the Arts
- Advance Research
- Become an Economic Engine for the Region
- Develop Financial & Administrative Systems that Sustain Excellence
- Create a Culture of Philanthropy
- Ensure a Sustainable, Rewarding Campus Environment
- Foster Diversity, Equity and Inclusion (DEI)

Capital Plan



Strategic Targets (AY 2025)

Strategic Targets								Target
Academic Year	AY19	AY20	AY21	AY22	AY23	AY24	AY25	AY25
Undergrad Enrollment	19,872	20,994	21,184	21,445				23,000
Graduate Enrollment	8,883	8,549	7,486	8,253				10,000
Doctoral Graduates	228	260	257	-				275
First Time in College Freshmen	3,862	4,073	3,476	4,043				3,900
Acad. Space (million sq ft)	1.8	1.9	1.9	2.0				2.400
Tenure-System Faculty	556	563	568	565				625
Fed. Res. Expend. (million)	\$48	\$56	\$58	-				\$65.0
4-Year Graduation Rate	52%	53%	55%	58%				60%
6-Year Graduation Rate	70%	71%	72%	73%				75%
Endowment (million)	\$532	\$524	\$603	\$769				\$800

Financial Targets (Five-year Targets)

Financial Targets									Target
Fiscal Year	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY26
Operating Margin	-4.7%	-1.9%	2.5%	2.7%	3.2%	1.1%	1.7%	1.4%	2.7%
Operating Margin (net of depreciation)	7.6%	10.3%	15.4%	14.6%	15.0%	12.8%	13.0%	12.2%	17.0%
Operating Exp. Coverage (mos.)	3.0	3.9	6.3	5.7	5.7	5.5	5.4	5.1	6.0
Debt Service to Operations	7.7%	6.9%	4.1%	3.6%	5.3%	5.2%	5.1%	4.9%	2.5%
Cash on Hand (days)	215.6	239.0	335.1	264.7	235.2	237.4	222.5	212.4	250.0
UT System Scorecard	3.5	3.4	2.7	2.0	3.0	3.0	2.8	2.8	2.0
Spendable Cash & Investments to Total Debt	1.13	1.27	1.76	1.66	1.63	1.66	1.70	1.78	2.00

Key Performance Indicators



Enrollment

- Graduate/Undergraduate Enrollment Mix
- Undergraduate Discount Rate
- Student Payment Profile
- Total Scholarship Expenditures



Balance Sheet

- Net Position
- Cash On Hand (months)
- Fund Balance Analysis
- Strategic Reserves
- UT System Scorecard



Operating Results

- Annual Operating Margin
- Revenue Analysis
- Indirect Cost Recovery
- Expenditure Analysis
- Operating Expense Coverage (months)



Debt Load

- Debt Outstanding
- Debt Service Payment
- Debt Service Capacity
- Spendable Cash & Investments to Debt
- Debt Service to Operations

Risk Mitigation



Active Planning Programs

Strategic

- Expand Research Output
- Increase Doctoral Student Support
- Increase Study Abroad Participation
- Increase Funding for DEI Initiatives
- New Student Transfer Success (Quality Enhancement Plan)

Capital

- Biomedical Engineering & Sciences*
- Athenaeum Phase I*
- Athenaeum Phase II
- APC Parking Structure
- Student Success Building
- Student Union
- Research Building

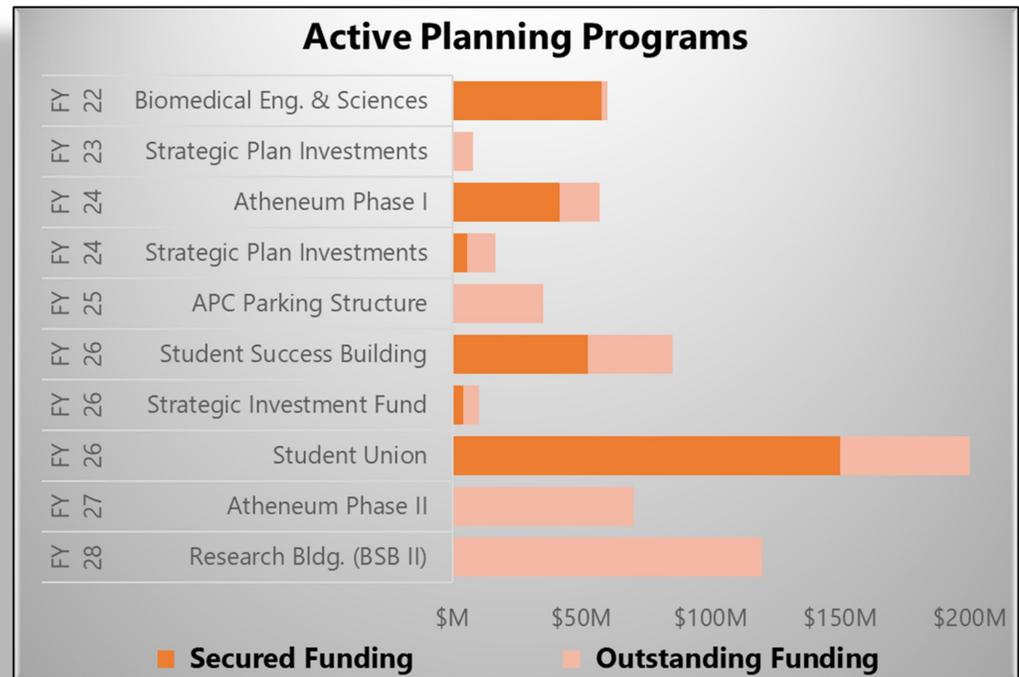
** Currently included on the U. T. System CIP*

Financial

- Strategic Investment Fund
- University Annual Operating Assumptions

Active Programs – Strategic Plan Mapping & Funding Progress

Attract Talent
<ul style="list-style-type: none"> • Expand Research Output (FY 24) • Doctoral Student Support (FY 23) • Biomedical Engineering and Sciences • Research Building (BSB II)
Financial Systems that Sustain Excellence
<ul style="list-style-type: none"> • Strategic Investment Fund • Increase Revenue from Faculty Start-ups
Engage Globally
<ul style="list-style-type: none"> • Expand Study Abroad (FY 23)
Enrich the Arts
<ul style="list-style-type: none"> • Atheneum Phases I, II • APC Parking Structure
Enrich the Student Experience
<ul style="list-style-type: none"> • New Transfer Student Success (FY 23) • Student Success Building • Student Union
Foster Diversity, Equity and Inclusion
<ul style="list-style-type: none"> • Expand DEI Funding (FY 24)



Operating Assumptions

Revenue

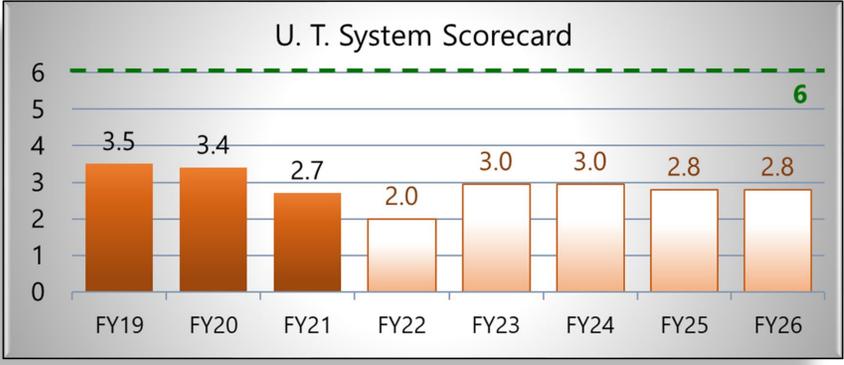
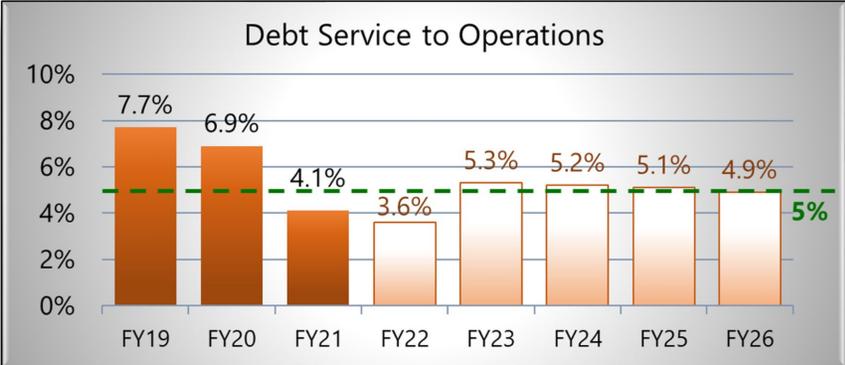
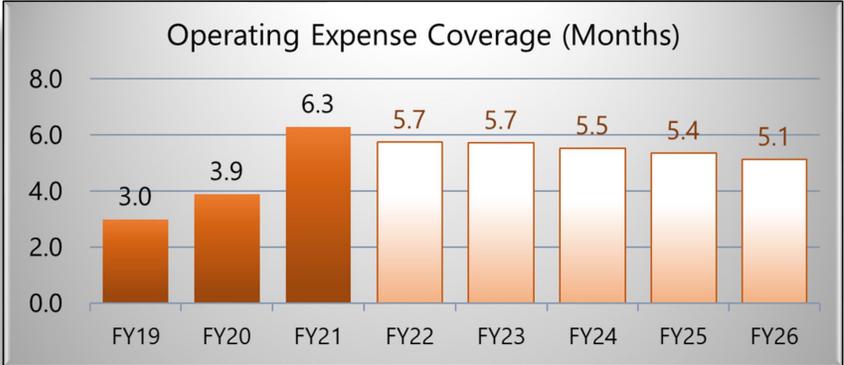
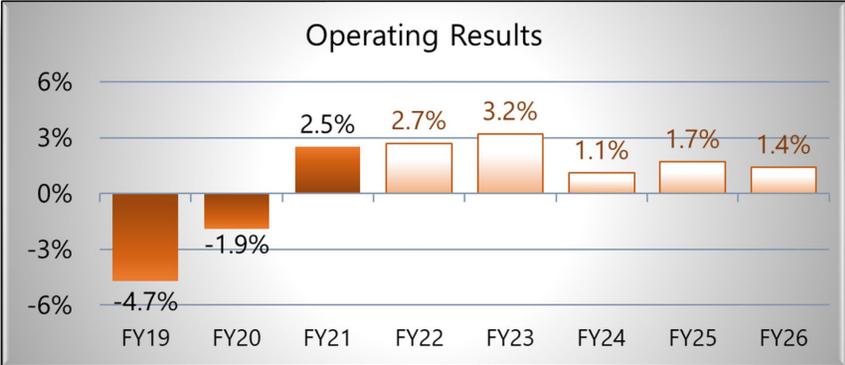
- 3.0% Annual Undergraduate Enrollment Growth
- 1.5% Graduate Enrollment Growth
- Net Tuition Revenue Increases Annually
- 3.0% Annual Increase in Auxiliary Revenue
- 2.0% Annual Increase in Indirect Cost Return

Expenditures

- 4.0% Annual Salary Growth
- 3.0% Annual Operating Expense Growth
- Strategic Plan Investments in FY 2023 through FY 2026
- New Building Operating Support in FY 2023 through FY 2027
- Debt Service Increases in FY 2024 and FY 2027

Selected Outputs

Agenda Book - 237



February 23-24, 2022 Meeting of the U. T. System Board of Regents - Academic Affairs Committee

Faculty Expansion Program - Phase I

Increase research active faculty to expand research output and improve financial position.

