## SECTION E: INSTRUCTION

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DATE ISSUED: 4/11/2013
UPDATE 28
E(LEGAL)-LJC
SECTION E: INSTRUCTION

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DATE ISSUED: 4/11/2013
UPDATE 28
E(LEGAL)-LJC
The commissioner shall establish and periodically update a common calendar for Texas public universities and community, technical, and state colleges. The commissioner may grant waivers to the common calendar to benefit students and/or to improve the efficient operations of the institutions. A public university or community, technical, or state college that begins its fall and spring semesters and its first summer term within seven days of the date set by the common calendar is in compliance with the common calendar and does not require a waiver. 19 TAC 4.5(a)–(b)

| FALL AND SPRING SEMESTERS | A semester normally shall include at least 15 weeks for instruction and one week for final examinations or a total of 16 weeks for instruction and examinations combined. Every fall semester will end before Christmas but not later than December 23. 19 TAC 4.5(c) |
| SUMMER SESSION | The summer session shall be considered an integral part of the college year, and maximum use should be made of the summer session. Each of the two summer terms shall include no less than five-and-one-half calendar weeks including registration, instructions, and final examinations. Colleges may register students for a six-semester-credit-hour load for each five-and-one-half week summer term. Colleges and universities may schedule summer enrollment periods longer or shorter than five-and-one-half weeks, but the amount of credit given must be proportional. 19 TAC 4.5(d) |
| OTHER DATES | Each college and university shall establish its own dates for orientation, registration, holidays, final examinations, and the end of each semester and summer term consistent with the provisions above. 19 TAC 4.5(e) |
| UTILIZATION OF FACILITIES | Nothing in this policy shall be interpreted to preclude experimentation and innovation by any institution looking toward full utilization of facilities on a year-round basis. 19 TAC 4.5(g) |
Each fall, the Board shall approve the College District’s academic calendar for the subsequent academic year. The calendar shall include dates for orientation, registration, holidays, final examinations, and the end of each semester and summer term. As necessary, the Board may amend the calendar.

The calendar shall be published in the College District catalog and other College District publications as appropriate.
An institution of higher education, including each college district, may offer off-campus courses for credit within the state or distance learning courses only with specific prior approval of the Coordinating Board. An institution must certify to the Coordinating Board that a course offered for credit outside the state meets the Coordinating Board’s academic criteria. An institution shall include the certification in submitting any other reports required by the Coordinating Board. Education Code 61.0512(g).

**DEFINITIONS**

**“DISTANCE EDUCATION”**

“Distance education” is the formal education process that occurs when students and instructors are not in the same physical setting for the majority (more than 50 percent) of instruction. *19 TAC 4.257(8)*

**“DISTANCE EDUCATION COURSE”**

A “distance education course” refers to a course in which a majority (more than 50 percent) of the instruction occurs when the student(s) and instructor(s) are not in the same place. Two categories of distance education courses are defined as follows:

1. Fully Distance Education Course: A course that may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time. Examples of face-to-face sessions include orientation, laboratory, exam review, or an in-person test.

2. Hybrid/Blended Course: A course in which a majority (more than 50 percent but less than 85 percent) of the planned instruction occurs when the students and instructor(s) are not in the same place. *19 TAC 4.257(9)*

**“SELF-SUPPORTING COURSES AND PROGRAMS”**

“Self-supporting courses and programs” are academic credit courses and programs (formerly defined as extension courses or programs) whose semester credit hours are not submitted for formula funding. *19 TAC 4.257(24)*

**“WORKFORCE CONTINUING EDUCATION COURSE”**

A “workforce continuing education course” is a course of ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction, as outlined in the Guidelines for Instructional Programs in Workforce Education with an occupationally specific objective and supported by state appropriations. Workforce continuing education courses are offered by community and technical colleges and differ from a community service course, which is not eligible for state reimbursement and is offered for recreational or vocational purposes. *19 TAC 4.257(27)*
The provisions of 19 Administrative Code Chapter 4, Subchapter P (addressing approval of distance education courses and programs) apply to academic credit courses, degree and certificate programs, and self-supporting courses and programs provided by all public institutions of higher education, including college districts, and formula-funded workforce continuing education provided by a public community college, Lamar State College, or public technical college. These provisions do not apply to non-formula-funded continuing education provided by a public community college, Lamar State College, or public technical college. 19 TAC 4.258

With respect to distance education, all institutions covered by 19 Administrative Code Chapter 4, Subchapter P shall:

1. Comply with the standards and criteria of the Commission on Colleges of the Southern Association of Colleges and Schools.

2. Adhere to criteria outlined in Principles of Good Practice for Degree and Certificate Programs and Courses Offered through Distance Education.

3. Provide students academic support services appropriate for distance education, such as advising, career counseling, library, and other learning resources.

4. Report enrollments, courses, and graduates associated with distance education offerings as required by the commissioner.

If a non-Texas resident student enrolls in regular, on-campus courses for at least one-half of the normal full-time course load as determined by the institution, the institution may report that student’s fully distance education or hybrid/blended courses for formula-funding enrollments.

19 TAC 4.260

If an institution is offering postsecondary education through distance or correspondence education to students in a state in which it is not physically located or in which it is otherwise subject to state jurisdiction as determined by the state, the institution must meet any state requirements for it to be legally offering postsecondary distance or correspondence education in that state. An institution must be able to document to the U.S. Secretary of Education the state’s approval upon request. 34 C.F.R. 600.9(c)

For the purposes of the out-of-state approval provision, “distance education” means education that uses one or more of the technologies listed below at 1 through 4 to deliver instruction to students who are separated from the instructor and to support regular and
substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

1. The Internet;
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
3. Audio conferencing; or
4. Video cassettes, DVDs, and CD–ROMs, if the cassettes, DVDs, or CD–ROMs are used in a course in conjunction with any of the technologies listed at 1 through 3, above.

A “correspondence course” is a course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. A correspondence course is not distance education.

If a course is part correspondence and part residential training, the U.S. Secretary of Education considers the course to be a correspondence course.

34 C.F.R. 600.2

The following standards and criteria apply to programs offered under the provisions of 19 Administrative Code Chapter 4, Subchapter P:

1. Each program shall be within the role and mission of the institution responsible for offering the instruction and shall be on the inventory of approved programs.
2. Prior approval by the Coordinating Board may be required before an institution may offer programs in certain subject area disciplines or under other conditions specified by the Coordinating Board or the commissioner.
3. An institution offering a degree or certificate program shall comply with the standards and criteria of any specialized accrediting agency or professional certification board.
4. Each degree program offered by distance education shall be approved by an institution’s governing board or the board’s
in institutional designee. Certification of approval shall be submitted to the Coordinating Board upon request.

5. An institution shall require that students, except for students in out-of-country programs, enrolled in a distance education degree program satisfy the same requirements for admission to the institution and the program as required of regular on-campus students. Students in degree programs to be offered collaboratively shall meet the admission standards of their home institution.

6. Out-of-country students shall meet equivalent standards for admission into programs and shall be assessed for academic guidance purposes in a manner determined by the admitting institution.

19 TAC 4.261

The following standards and criteria apply to courses offered under the provisions of 19 Administrative Code Chapter 4, Subchapter P:

1. Each course shall be within the role and mission of the institution responsible for offering the instruction and shall be on its inventory of approved courses.

2. All courses shall meet the quality standards applicable to on-campus courses.

3. Institutions shall report to the Coordinating Board, in accordance with Coordinating Board policy and procedures, all distance education courses and programs.

4. Students shall satisfy the same requirement for enrollment in an academic credit course as required of on-campus students, except that out-of-country students shall meet equivalent standards for enrollment in an academic credit course and shall be assessed for academic guidance purposes in a manner determined by the admitting institution.

5. The instructor of record shall bear responsibility for the delivery of instruction and for evaluation of student progress.

6. Prior Coordinating Board approval may be required before an institution may offer programs in certain subject area disciplines or under other conditions specified by the Coordinating Board or the commissioner.

19 TAC 4.262
DISTANCE EDUCATION FACULTY

The following standards and criteria apply to faculty teaching in programs offered under the provisions of 19 Administrative Code, Chapter 4, Subchapter P:

1. Faculty shall be selected and evaluated by equivalent standards, review, and approval procedures used by the institution to select and evaluate faculty responsible for on-campus courses.

2. Institutions shall provide training and support to enhance the added skills required of the faculty teaching courses through electronic means.

3. The supervising, monitoring, and evaluating processes for faculty shall be equivalent to those for on-campus courses.

19 TAC 4.263

INSTITUTIONAL PLAN

Prior to offering any distance education courses or programs for the first time, institutions of higher education, including college districts, shall submit an Institutional Plan for Distance Education to the Coordinating Board for approval. The commissioner shall provide guidelines for development of the report and a schedule for any periodic submission of updated reports.

Institutional academic and administrative policies shall reflect a commitment to maintain the quality of distance education courses and programs in accordance with the provisions of 19 Administrative Code Chapter 4, Subchapter P. An Institutional Plan for Distance Education shall conform to Coordinating Board guidelines and criteria of the Commission on Colleges of the Southern Association of Colleges and Schools in effect at the time of the Report's approval. These criteria shall include provisions relating to:

1. Institutional issues;
2. Educational programs;
3. Faculty;
4. Student support services; and
5. Distance education facilities and support.

19 TAC 4.259

FUNDING FORMULA FUNDING

Institutions, including college districts, shall report distance education courses submitted for formula funding in accordance with the Coordinating Board's uniform reporting system and the provision of 19 Administrative Code Chapter 4, Subchapter P.
Institutions may submit for formula funding academic credit courses delivered by distance education to any student located in Texas or to Texas residents located out-of-state or out-of-country.

Institutions shall not submit for formula funding distance education courses taken by non-resident students who are located out-of-state or out-of-country, courses in out-of-state or out-of-country programs taken by any students, or self-supporting courses.

19 TAC 4.264(a)–(c)

For courses not submitted for formula funding, institutions shall charge fees that are equal or greater than Texas resident tuition and applicable fees and that are sufficient to cover the total cost of instruction and overhead, including administrative costs, benefits, computers and equipment, and other related costs.

Institutions shall report fees received for self-supporting and out-of-state/country courses in accordance with general institutional accounting practices.

19 TAC 4.264(d)

Note: For more information regarding distance education, including related approval processes, reporting deadlines, and forms, visit the Coordinating Board's Distance Education Policies, Procedures, and Forms website, available at http://www.thecb.state.tx.us/index.cfm?objectid=A5A152AC-D29D-334F-872625E9E77B3B37.
The College District shall offer distance education courses and programs in accordance with:

- Applicable law;
- Policies and guidelines of the Southern Association of Colleges and Schools Commission on Colleges; and
- College District policies and procedures.

The College President shall develop procedures to implement this policy.
An institution of higher education, including a college district, may offer off-campus courses for credit within the state or distance learning courses only with specific prior approval of the Coordinating Board. An institution must certify to the Coordinating Board that a course offered for credit outside the state meets the Coordinating Board's academic criteria. An institution shall include the certification in submitting any other reports required by the Coordinating Board. *Education Code 61.0512(g)*

**DEFINITIONS**

**"CLINICAL COURSE"**

A "clinical course" is an academic credit course that is a health-related, work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. *19 TAC 4.272(4)*

**"CLINICAL FACILITY"**

A "clinical facility" is a health-care facility that provides learning experiences for students. *19 TAC 4.272(5)*

**"OFF-CAMPUS COURSE"**

An "off-campus course" means a course in which a majority (more than 50 percent) of the instruction occurs when the students and instructor(s) are in the same physical location and off-campus locations are outside the service area. *19 TAC 4.272(18)*

**"OFF-CAMPUS DEGREE OR CERTIFICATE PROGRAM"**

An "off-campus degree or certificate program" is a program in which a student may complete a majority (more than 50 percent) of the credit hours required for the program through off-campus courses. *19 TAC 4.272(19)*

**"OFF-CAMPUS INSTRUCTION"**

"Off-campus instruction" is the formal educational process in which a majority (more than 50 percent) of the instruction occurs when the students and instructor(s) are in the same physical location and off-campus locations are sites outside of the service area. *19 TAC 4.272(20)*

**"OUT-OF-STATE / OUT-OF-COUNTRY COURSES AND PROGRAMS"**

"Out-of-state/out-of-country courses and programs" are academic credit courses and programs delivered outside Texas/United States to individuals or groups who are not regularly enrolled on-campus students. Out-of-state and out-of-country courses do not receive formula funding. *19 TAC 4.272(21)*

**"SELF-SUPPORTING COURSES AND PROGRAMS"**

"Self-supporting courses and programs" are academic credit courses and programs whose semester credit hours are not submitted for formula funding. *19 TAC 4.272(27)*

**"STUDY-IN-AMERICA COURSES"**

"Study-in-America courses" are off-campus, academic credit instruction, which is delivered outside Texas but in the United States primarily to regular on-campus students. *19 TAC 4.272(30)*

**"STUDY-ABROAD COURSES"**

"Study-abroad courses" are off-campus, academic credit instruction, which is delivered outside the United States primarily to regular on-campus students. *19 TAC 4.272(31)*
"WORKFORCE CONTINUING EDUCATION COURSES"

"Workforce continuing education courses" are courses of ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction, as outlined in the Guidelines for Instructional Programs in Workforce Education with an occupationally specific objective and supported by state appropriations. Workforce continuing education courses are offered by community and technical colleges and differ from a community service course, which is not eligible for state reimbursement and is offered for recreational or vocational purposes. 19 TAC 4.272(32)

APPLICABILITY OF SUBCHAPTER Q

The provisions of 19 Administrative Code Chapter 4, Subchapter Q apply to academic credit courses, clinical courses, degree and certificate programs, and formula-funded workforce continuing education provided by a community college outside the boundaries of its service area through off-campus instruction; academic credit courses and programs offered by any public institution of higher education outside of Texas, including Study-Abroad, Study-in-America, out-of-state, and out-of-country courses; and self-supporting courses and programs that are offered through off-campus instruction. These provisions do not apply to continuing education, except for formula-funded workforce continuing education, provided by public two-year colleges. 19 TAC 4.273

STANDARDS AND CRITERIA

With respect to off-campus and self-supporting programs and courses, all institutions, including college districts, shall:

1. Comply with the standards and criteria of the Commission on Colleges of the Southern Association of Colleges and Schools.

2. If the institution is a parent institution, notify all potentially affected area institutions in accordance with Coordinating Board policy and procedures.

3. Report enrollments, courses, and graduates associated with self-supporting offerings as required by the commissioner.

4. Report fees received for self-supporting and out-of-state/country courses in accordance with general institutional accounting practices.

5. Provide students academic support services appropriate for off-campus instruction such as academic advising, career counseling, library, and other learning resources.

6. Ensure that off-campus instruction sites are of sufficient quality for the delivery methods and courses offered.

19 TAC 4.274
The following standards and criteria apply to programs offered under the provisions of 19 Administrative Code, Chapter 4, Subchapter Q:

1. Each program shall be within the role and mission of the institution responsible for offering the instruction and shall be on the inventory of approved programs.

2. Prior Coordinating Board approval may be required before an institution may offer programs in certain subject area disciplines or under other conditions specified by the Coordinating Board or the commissioner.

3. An institution offering an off-campus degree or certificate program shall comply with the standards and criteria of any specialized accrediting agency or professional certification board.

4. Each degree program offered off-campus shall be approved by the institution’s governing board or the board’s institutional designee. Certification of approval shall be submitted to the Coordinating Board upon request.

5. Institutions shall require that students (except for students in out-of-country programs) enrolled in a distance education degree program satisfy the same requirements for admission to the institution and the program as required of regular on-campus students. Students in degree programs to be offered collaboratively shall meet the admission standards of their home institution. Out-of-country students shall meet equivalent standards for admission into programs.

19 TAC 4.275

The following standards and criteria apply to programs offered under the provisions of 19 Administrative Code, Chapter 4, Subchapter Q, unless otherwise specified:

1. Each course shall be within the role and mission of the institution responsible for offering the instruction and shall be on its inventory of approved courses.

2. Prior Coordinating Board approval may be required before an institution may offer courses in certain subject area disciplines or under other conditions specified by the Coordinating Board or the commissioner.

3. Study-in-America and Study-Abroad courses offered by institutions of higher education, or by an approved consortium composed of Texas public institutions, must be reported to the Coordinating Board in the manner prescribed by the commis-
sioner in order for the semester credit hours or contact hours generated in those courses to receive formula funding.

4. All courses shall meet the quality standards applicable to on-campus courses.

5. Institutions shall report to the Coordinating Board and shall notify all potentially affected area institutions of all off-campus courses and programs in accordance with Coordinating Board policy and procedures.

6. Except for students in out-of-country courses, students shall satisfy the same requirements for enrollment in an academic credit course as required of on-campus students. Out-of-country students shall be assessed for academic guidance purposes.

7. The instructor of record shall bear responsibility for the delivery of instruction and for evaluation of student progress.

19 TAC 4.276

The following standards and criteria apply to faculty teaching in programs offered under the provisions of 19 Administrative Code, Chapter 4, Subchapter Q:

1. Faculty shall be selected and evaluated by equivalent standards, review, and approval procedures used by the institution to select and evaluate faculty responsible for on-campus courses.

2. Institutions shall provide training and support to enhance the added skills required of the faculty teaching off-campus or self-supporting courses.

3. The supervising, monitoring, and evaluating processes for faculty shall be equivalent to those for on-campus courses.

19 TAC 4.277

Public community colleges shall submit for the appropriate Regional Council’s review all off-campus lower-division courses proposed for delivery to sites outside their service areas. All institutions of higher education, including community colleges, shall provide notice to the Higher Education Regional Councils when planning to offer requested off-campus and/or electronic to groups dual credit courses in the council’s service area. 19 TAC 4.278(g), (k)

With the exception of 19 Administrative Code 4.278(e) [see GH], Regional Councils in each of the ten uniform state service Regions
shall make recommendations to the commissioner and shall resolve disputes regarding plans for lower-division courses and programs proposed by public institutions. 19 TAC 4.278(b)

CLINICAL COURSES

Universities, health-related institutions, public community and technical colleges, and Lamar state colleges may offer clinical courses at clinical facilities without Regional Council approval if each of the following criteria is met:

1. The student(s) enrolled in the clinical course is already employed by the clinical facility;

2. The institution receives written verification from the clinical facility that there will be no reduction in the number of clinical opportunities available for use by area institutions; and

3. The institution of higher education notifies the appropriate Regional Council(s) of the clinical course and provides the Regional Council(s) with written verification from the clinical facility that the course will not reduce the number of clinical opportunities available for use by area institutions.

19 TAC 4.278(i)

FORMULA FUNDING

Institutions, including college districts, shall report off-campus courses submitted for formula funding in accordance with the Coordinating Board’s uniform reporting system and the provision of 19 Administrative Code Chapter 4, Subchapter Q.

Institutions shall not submit for formula-funding courses in out-of-state or out-of-country programs, nor shall they submit self-supporting courses for formula funding.

Institutions shall not submit non-state-funded, lower-division credit courses to Regional Councils.

Institutions shall not jeopardize or diminish the status of formula-funded, on-campus courses and programs in order to offer self-supporting courses. Self-supporting courses shall not be a substitute for offering a sufficient number of formula-funded on-campus courses.

For courses not submitted for formula funding, institutions shall charge fees that are equal to or greater than Texas resident tuition and applicable fees and that are sufficient to cover the total cost of instruction and overhead, including administrative costs, benefits, computers and equipment, and other related costs.

FEE REPORTS

Institutions shall report fees received for self-supporting and out-of-state/country courses in accordance with general institutional accounting practices.

19 TAC 4.279
To ensure the quality of student learning, institutions, including college districts, should not allow students to carry more courses in any term (that is, regular or shortened semester), that would allow them to earn more than one semester credit hour per week over the course of the term. Institutions should have a formal written policy for addressing any exceptions to this paragraph. 19 TAC 4.6 (b)–(c)

Courses at public community colleges may be added by students up to and including the official census date. A student may not enroll in a course after that date.

Courses at public community colleges may be dropped and a student entitled to a refund of tuition and fees as outlined under 19 Administrative Code 21.5 [see FD].

_Education Code 130.009; 19 TAC 9.31_

This section applies only to an undergraduate student who drops a course at an institution of higher education, including a college district, and only if:

1. The student was able to drop the course without receiving a grade or incurring an academic penalty;
2. The student's transcript indicates or will indicate that the student was enrolled in the course; and
3. The student is not dropping the course in order to withdraw from the institution.

An institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education, under the circumstances described above.

The governing board of an institution of higher education may adopt a policy under which the maximum number of courses a student is permitted to drop under circumstances described above is less than six courses.

_Education Code 51.907(b)–(d), 19 TAC 4.3(11)_

An institution of higher education shall permit an undergraduate student to drop more courses than the six courses permitted to be dropped under Education Code 51.907(c) or the courses permitted to be dropped under a board policy adopted under Education Code 51.907(d) if the student shows good cause for dropping more than that number, including but not limited to a showing of:
1. A severe illness or other debilitating condition that affects the student's ability to satisfactorily complete a course;

2. The student's responsibility for the care of a sick, injured, or needy person if the provision of care affects the student's ability to satisfactorily complete a course;

3. The death of a person who is either considered to be a member of the student's family or is otherwise considered to have a sufficiently close relationship to the student, as defined below, that the person's death is considered to be a showing of good cause;

4. The active duty service as a member of the Texas National Guard or the Armed Forces of the United States of either the student or a person who is considered to be a member of the student's family or a person who is otherwise considered to have a sufficiently close relationship to the student, as described below;

5. The change of the student's work schedule that is beyond the control of the student, and that affects the student's ability to satisfactorily complete the course; or

6. Other good cause as determined by the institution of higher education.

_Education Code 51.907(e); 19 TAC 4.10(a)_

For purposes of this exception, a “member of the student's family” is defined to be the student’s spouse, child, grandchild, father, mother, brother, sister, grandmother, grandfather, aunt, uncle, nephew, niece, first cousin, step-parent, or step-sibling.

A “person who is otherwise considered to have a sufficiently close relationship to the student” is defined to include any other relative within the third degree of consanguinity, plus close friends, including but not limited to roommates, housemates, classmates, or other persons identified by the student for approval by the institution, on a case-by-case basis.

_19 TAC 4.10(b)_

Each institution of higher education shall adopt a policy and procedure for determining a showing of good cause as described above and provide a copy of the policy to the Coordinating Board.

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

_19 TAC 4.10(d)–(e)
In determining the number of courses dropped by a student for purposes of this section, a course, such as a laboratory or discussion course, in which a student is enrolled concurrently with a lecture course is not considered to be a course separate from the lecture course if:

1. Concurrent enrollment in both courses is required; and
2. In dropping the lecture course, the student would be required to drop the laboratory, discussion, or other course in which the student is concurrently enrolled.

*Education Code 51.907(f)*
The minimum course load for a full-time student shall be 12 semester hours during each of the fall and spring terms and six hours during the summer term. The minimum course load for a half-time student shall be six hours during each of the fall and spring terms and three semester hours during the summer term.

The College District recommends that full-time students limit work hours to 20 hours per week. If a student works additional hours, the student’s course load should be reduced proportionately.

Course loads in excess of 18 hours for a fall or spring term and seven hours for a summer term must be approved by the Executive Vice President for Instruction.

A College District student shall not be permitted to drop more than six courses taken while enrolled at the College District or another public institution of higher education.

A student shall be permitted to exceed the limit on the number of dropped courses for any of the following reasons:

1. A severe illness or other debilitating condition that affects the student’s ability to satisfactorily complete a course;
2. The care of a sick, injured, or needy person if providing that care affects the student's ability to satisfactorily complete a course;
3. The death of a member of the student’s family;
4. The death of a person who has a sufficiently close relationship to the student;
5. The student’s active military duty service;
6. The active military service of a member of the student’s family or a person who has a sufficiently close relationship to the student; or
7. A change in the student’s work schedule that is beyond the student’s control and affects the student’s ability to satisfactorily complete the course.

A person who meets the admission requirements of the College District may be allowed to enroll in a credit course as a non-credit student with the approval of the instructor. The non-credit fee and admission requirements shall be the same as for enrollment for credit. A listing of “NC” shall be posted on the student’s transcript. A student may not change this status after the 12th class day of a fall or spring semester or the fourth class day of a summer term.
PROCEDURES

The College President shall develop procedures to implement this policy and shall publish the procedures in the College District catalog.
PARTNERSHIP WITH SECONDARY SCHOOL

The College District shall ensure that any credit awarded to a student through a partnership with a secondary school is at a collegiate level and is in compliance with the Southern Association of Colleges and Schools. Any partnerships shall be evaluated on a regular basis. The College District assumes full responsibility for the academic quality and integrity of these partnerships.
As required by the standards of the Southern Association of Colleges and Schools, the College District shall make available to students and the public a current and accurate College Catalog that shall include, but not be limited to, the following information:

1. Entrance requirements and procedures;
2. Admissions criteria and policies, including the admission of a transfer student;
3. General academic regulations;
4. Course loads;
5. Rules of conduct;
6. An academic calendar;
7. Degree completion requirements;
8. Full-time faculty and degrees held;
9. Costs and financial obligations;
10. Refund policies;
11. Other items relative to attending the College District or withdrawing from the College District;
12. A disclaimer statement that the Catalog is subject to change at any time; and
13. Appropriate statements of the College District against discrimination based on race, gender, age, color, national origin, physical impairment, marital status, or status as a qualified veteran, consistent with federal law and regulations.
TEXTBOOK LIST
Each institution of higher education, including each college district, shall, with respect to each course, include with the course schedule [see EFA] a list of the required and recommended textbooks that specifies, to the extent practicable, the following information for each textbook:

1. The retail price;
2. The author;
3. The publisher;
4. The most recent copyright date; and

Education Code 51.452(a)

"Textbook" means a book published primarily for instruction in connection with a particular course or courses offered to postsecondary students by an institution of higher education. The term includes any edition of a textbook or set of textbooks and any item considered supplemental specifically to the textbook, regardless of whether the textbook and supplemental item are sold together or separately. Education Code 51.451(6)

PUBLICATION
Each institution of higher education shall, as soon as practicable after the institution has compiled the schedule and list but not later than the 30th day before the first day that classes are conducted for the semester or other academic term for which the schedule and list are compiled:

1. Publish the textbook list with the course schedule on the institution's Internet Web site and with any course schedule the institution provides in hard copy format to the students of the institution; and

2. Make that information available to college bookstores and other bookstores that generally serve the students of the institution.

As soon as practicable after the information becomes available, the institution shall disseminate, as required for the original course schedule and textbook list, specific information regarding any revisions to the institution's course schedule and textbook list.

Education Code 51.452(a), (c)

EXCEPTION
An institution of higher education is not required to publish a textbook list or any revisions to that textbook list if a college bookstore publishes that list and any revisions to that list on the bookstore's
Internet Web site on behalf of the institution at the appropriate times required above. *Education Code 51.452(b)*

A "college bookstore" is a bookstore that is:

1. Operated by an institution of higher education; or
2. In a contractual relationship or otherwise affiliated with an institution of higher education.

*Education Code 51.451(1)*

To allow for timely placement of textbook orders by students, each institution of higher education shall establish a deadline by which faculty members must submit information to be included in the course schedule and textbook list. *Education Code 51.452(c)*

Each institution of higher education, including each college district, shall provide to each student enrolled at the institution written notice regarding the availability of required or recommended textbooks through university-affiliated bookstores and through retailers other than university-affiliated bookstores.

The institution shall provide written notice regarding the availability of textbooks to:

1. Each student of the institution during the week preceding each fall and spring semester;
2. Each student enrolled at the institution in a semester or summer term during the first three weeks of the semester or the first week of the summer term, as applicable; and
3. Students or prospective students of the institution attending an orientation conducted by or for the institution.

The notice shall be provided in a hard-copy or electronic format in a manner that ensures that the notice is reasonably likely to come to the attention of a student receiving the notice. For current students of an institution, an e-mail sent to a student's designated e-mail address, or institutional e-mail account if another is not designated, shall be sufficient, as shall a hard copy mailed to the student's physical address. For students or prospective students attending an orientation, either an e-mail to their designated e-mail address or a hard copy provided directly to the students shall be sufficient.

The notice must contain the following statement: "A student of this institution is not under any obligation to purchase a textbook from a
university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer."

*Education Code 51.9705; 19 TAC 4.216(1), .217–.218*

A "university-affiliated bookstore" means a bookstore that sells textbooks for courses offered by an institution of higher education, regardless of whether the bookstore is located on the campus of the institution and is operated by or with the approval of the institution through ownership, a management agreement, a lease or rental agreement, or otherwise. *Education Code 51.9705(a)(2); 19 TAC 4.216(2)(c)*

To the maximum extent practicable, each institution of higher education, including each college district, receiving federal financial assistance shall:

1. Disclose, on the institution’s Internet course schedule and in the manner of the institution’s choosing, the ISBN and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule used for preregistration and registration purposes. If the ISBN is not available for such college textbook or supplemental material, then the institution shall include in the Internet course schedule the author, title, publisher, and copyright date for such college textbook or supplemental material. If the institution determines that the disclosure of the information described above is not practicable for a college textbook or supplemental material, then the institution shall so indicate by placing the designation “To Be Determined” in lieu of the information required under this subsection; and

2. If applicable, include on the institution’s written course schedule a notice that textbook information is available on the institution’s Internet course schedule, and the Internet address for such schedule.

*20 U.S.C. 1015b(d)*

The institution shall make available to a college bookstore that is operated by, or in a contractual relationship or otherwise affiliated with the institution, as soon as practicable upon the request of such college bookstore, the most accurate information available regarding:

1. The institution’s course schedule for the subsequent academic period; and
2. For each course or class offered by the institution, for the subsequent academic period, the information required by 20 U.S.C. 1015b(d)(1), above, for each college textbook or supplemental material required or recommended for such course or class as described above, the number of students enrolled in such course or class, and the maximum student enrollment for such course or class.

20 U.S.C. 1015b(e)

An institution disclosing the information required by 20 U.S.C. 1015b(d)(1), above, is encouraged to disseminate to students information regarding:

1. Available institutional programs for renting textbooks or for purchasing used textbooks;
2. Available institutional guaranteed textbook buy-back programs;
3. Available institutional alternative content delivery programs; or
4. Other available institutional cost-saving strategies.

20 U.S.C. 1015b(f)

To the extent practicable, an institution of higher education, including a college district, shall make reasonable efforts to disseminate to its students information regarding:

1. Available institutional programs for renting textbooks or for purchasing used textbooks;
2. Available institutional guaranteed textbook buy-back programs;
3. Available institutional programs for alternative delivery of textbook content; and
4. Other available institutional textbook cost-savings strategies.

Education Code 51.453

This section applies only to instructional material that is written and published primarily for postsecondary instruction of students; and required or essential for a student's success in a course at an institution of higher education, as identified by the instructor of the course for which the instructional material will be used, in consultation with the person at the institution with primary responsibility for services for students with disabilities and in accordance with the rules below. Education Code 51.970(b); 19 TAC 4.204
Materials that are considered required or essential for a course or program requirement are those materials that are:

1. Identified in writing by an academic department or instructor as being essential for the student to complete a course and/or program requirements;

2. Listed on a course syllabus or other written format used to describe course; or

3. Identified by agreement between instructor and student as essential for completing a program requirement not part of a specific course, such as an independent research project.

19 TAC 4.205(a)

Students who qualify to receive instructional materials under this provision will submit their request to the publisher or manufacturer through their institution. To assist the institution in producing special instructional material, a publisher or manufacturer of instructional material assigned by an institution of higher education for use by students in connection with a course at the institution shall provide to the institution, on the institution's request in accordance with this section, a copy in an electronic format of the instructional material. The publisher or manufacturer, as applicable, shall provide the electronic copy not later than the 15th business day after the date of receipt of the request or 15th business day after publication of the material, whichever comes later.

A request made by an institution of higher education must:

1. Certify that for each blind or visually impaired student or student with dyslexia who will use specialized instructional material based on the requested copy of the material in an electronic format for a course in which the student is enrolled at the institution, either the institution or the student has purchased a printed copy of the instructional material;

2. Be signed by the person at the institution with primary responsibility for services for students with disabilities; and

3. Include all available identifying information related to the material, to include but not be limited to ISBN number.

Education Code 51.970(c)–(d); 19 TAC 4.206(a)–(b)

A publisher or manufacturer may require that a request made by an institution of higher education include from each student for whom the institution is making the request a signed statement described in 19 Administrative Code 4.206(c). Education Code 51.970(e); 19 TAC 4.206(c)
In order to facilitate students getting their materials in a timely manner, instructors and academic departments shall comply with their institution's procedures for turning in materials and reading lists by the established deadlines. 19 TAC 4.205(b)

Each electronic copy of instructional material must:

1. Be in a format that contains all of the information that is in the instructional material, including any text, sidebar, table of contents, chapter headings, chapter subheadings, footnotes, index, glossary, and bibliography, and is approved by the publisher or manufacturer, as applicable, and the institution of higher education as a format that will contain that material; and is compatible with commonly used Braille translation and speech synthesis software; and

2. Include any correction or revision available at the time the electronic copy is provided.

If the publisher or manufacturer and the institution of higher education are not able to agree on a format, the publisher or manufacturer, as applicable, shall provide the electronic copy of the instructional material in a format that can be read by a word processing application and that contains as much of the material specified by that subsection as is practicable.

Education Code 51.970(f)–(g); 19 TAC 4.206(d)

The manufacturer or publisher has the sole discretion to allow an institution to maintain a repository of electronic formats of previously requested instructional materials for re-use in order to comply with this section. An institution that is authorized to re-use previously requested instructional materials must comply with provisions in subsections (b) and (c) of this section related to requesting instructional material and all other provisions outlined in this section. 19 TAC 4.206(g)
The College President shall establish procedures for adopting, reviewing, and changing textbooks and other instructional materials. The procedures shall incorporate faculty participation.
ACQUISITION

Notwithstanding any other law governing purchasing by a junior college district, a junior college district may purchase, license, or otherwise acquire library goods and services in any manner authorized by law for the purchase, license, or acquisition of library goods and services by a public senior college or university.

“Library goods and services” mean:

1. Serial and journal subscriptions, including electronic databases, digital content, and information products;

2. Other library materials and resources, including books, e-books, and media not available under a statewide contract and papers;

3. Library services, including periodical jobber and binding services not available under a statewide contract;

4. Equipment and supplies specific to the storage and access of library content; and

5. Library or resource-sharing programs operated by the Texas State Library and Archives Commission.

Education Code 130.0101

TEXSHARE CONSORTIUM

In accordance with Government Code Chapter 441 and 13 Administrative Code Chapter 8, the Texas State Library and Archives Commission shall establish and maintain the TexShare consortium as a resource-sharing consortium operated as a program within the commission for libraries at institutions of higher education and for public libraries, libraries of nonprofit corporations, and other types of libraries. Membership in the consortium is open to all institutions of higher education, all public libraries that are members of the state library system, and all libraries of nonprofit corporations. The commission, by rule, may also admit other types of libraries as members or as affiliated members. Gov't Code 441.222, .224(a); 13 TAC 8.1-.5
The Learning Resource Center (LRC) shall provide library and audiovisual services for the College District. The mission of the LRC shall be to provide service of the highest quality, to encourage innovation, and to provide solutions for the enhancement of instruction.

The library collection, including books, copies of bound and current periodicals, and audiovisual materials in both traditional and emerging formats, shall be of sufficient size and quality to ensure effectiveness in the instructional programs of the College District. Provisions shall be made in the annual budget to keep the inventory in good repair and to provide for continual improvement to meet current educational needs and trends. The inventory should be compared periodically with recognized college library lists.

The physical environment of the library shall be attractive and shall have adequate lighting, standard library furniture, fixtures and equipment, adequate seating capacity, and sufficient work space for library staff.

Circulation statistics, which reflect student and faculty utilization of the library facilities, shall be maintained. A program of orientation for the use of the library and the facilities of the LRC shall be maintained for new users.

Laboratory space, equipment, lighting, and ventilation shall be adequate for effective teaching in each of the science courses offered by the College District.
In order to promote and maintain high quality academic programs and services, the College District may, over time, develop new academic programs and discontinue existing programs and services. The Board retains the authority to discontinue an academic/instructional program offered by the College District. The College President may elect to discontinue a College District service. A program or service discontinuance may be done for purposes of educational or strategic realignment, allocating College District resources, and/or because of budget constraints. The College District shall ensure that students, staff, and faculty are informed of any program or service discontinuance and that negative impacts are minimized. The College District shall offer appropriate adjustments to the affected students, faculty, and staff.

In this policy, the following terms are used, to be defined as:

1. “Financial exigency” shall mean any event or occurrence that creates a need for the College District to reduce financial expenditures for personnel including, but not limited to, a decline in the College District’s financial resources, a decline in enrollment, a cut in funding, a decline in tax revenues, or an unanticipated expense or capital need. [Also see DMAD(LOCAL)]

2. “Instructional Program Discontinuance” shall mean any elimination, curtailment, or reorganization of a curriculum offering, program, or degree or certificate program. The term shall include, but not be limited to, a change in curriculum objectives, a modification or reorganization of staffing patterns on a particular campus or College District-wide, a redirection of financial resources to meet the educational needs of students, a lack of student response to particular course offerings, or mandated revisions to programs. Any instructional program discontinuance shall require approval of the Board.

3. “College Service Discontinuance” shall mean any elimination, curtailment, or reorganization of a College District service, program, or operation. The term shall include, but not be limited to, a change in College District objectives, a modification or reorganization of staffing patterns on a particular campus or College District-wide, a redirection of financial resources to meet the needs of College District students, or mandated revisions to programs. The College President shall be authorized to discontinue a college service.

A decision to discontinue an academic program or department of instruction (instructional program discontinuance) shall be based on educational, strategic, realignment, resource allocation, or
### COLLEGE SERVICE

Budget constraints, or a combination of educational, strategic, and financial exigency reasons.

A recommendation to discontinue an instructional program, including a plan for its closure and identification of staff and/or faculty recommended for termination, shall be reviewed by the College President’s Cabinet and submitted to the Board for action.

### NOTICE TO STAFF, FACULTY, AND STUDENTS

A decision to discontinue a college service or department within that service shall be based on educational, strategic, realignment, resource allocation, or budget constraints, or a combination of educational, strategic, and financial exigency reasons.

The College President shall report to the Board any college service discontinuance, including the plan for its closure and identification of faculty and/or staff slated for termination.

### TERMINATION OR REASSIGNMENT OF AFFECTED EMPLOYEES

Following approval of an instructional program or college service discontinuance, a formal notice shall be provided to the affected faculty, staff, and/or students.

Before terminating a degree program, every reasonable effort shall be made to allow students to complete the degree. A student shall be provided advising assistance with respect to the academic program options. Students shall be notified of program closure and the timing for phasing out any program.

Timing for phasing out a program shall be based on institutional needs, including a plan to provide a reasonable opportunity for an enrolled student to complete the degree program at the College District or another accessible institution.

Termination or reassignment of faculty and/or professional / administrative staff with unexpired contracts may occur as a result of an instructional program or college service discontinuance. [See DMAD(LOCAL)]
The College President shall establish procedures for curriculum development that provide for faculty involvement in decision making. All educational programs shall be continually reappraised to ensure that the offered courses meet the needs of the community and College District students.
Each governing board, including each college district governing board, shall submit to the Coordinating Board once each year on dates designated by the Coordinating Board a comprehensive list by department, division, and school of all courses, together with a description of the content, scope, and prerequisites of all those courses, that will be offered by each institution under the supervision of the governing board during the following academic year. The list for each institution must also specifically identify any course included in the common course numbering system under Education Code 61.832 that has been added to or removed from the institution's list for the current academic year, and the board shall distribute that information as necessary to accomplish the purposes of Education Code 61.832. Each governing board must certify at the time of submission that the institution does not:

1. Prohibit the acceptance of transfer credit based solely on the accreditation of the sending institution; or

2. Include language in any materials published by the institution, whether in printed or electronic form, suggesting that such a prohibition exists.

After the comprehensive list of courses is submitted by a governing board, the governing board shall submit on dates designated by the Coordinating Board any changes in the comprehensive list of courses to be offered, including any changes relating to offering a course included in the common course numbering system. The Coordinating Board may order the deletion or consolidation of any courses so submitted after giving due notice with reasons for that action and after providing a hearing if one is requested by the governing board involved.

*Education Code 61.052*

Each institution of higher education, including each college district, shall, for each semester or academic term, compile a course schedule indicating each course offered by the institution for the semester or term to postsecondary students. A textbook list must be included with the course schedule. Both must be posted in accordance with Education Code 51.452 [see EDA]. *Education Code 51.452*

Each institution of higher education, including each college district but excluding each medical and dental unit, shall make available to the public on the institution's Internet website the following information for each undergraduate classroom course offered for credit by the institution:
1. A syllabus that satisfies any standards adopted by the institution; provides a brief description of each major course requirement, including each major assignment and examination; includes the measurable learning outcomes for the course, as defined in 19 Administrative Code 4.104; lists any required or recommended reading; and provides a general description of the subject matter of each lecture or discussion. If multiple sections of a course use an identical syllabus with identical assignments and readings, only one syllabus shall be posted.

2. A curriculum vitae of each regular instructor, including each instructor of record for each section of the course, that lists at least all institutions of higher education attended, with the degree(s) earned; all previous teaching positions, including the names of the institutions, the position, beginning and ending dates; and a list of significant professional publications relevant to the academic positions held, including full citation data for each entry. The curriculum vitae may include the instructor's professional contact information, such as office telephone number, work address, and institutional e-mail address. The curriculum vitae may not include any personal information, including the instructor's home address or home telephone number.

3. The departmental budget report. If a course is offered through a unit other than a department — such as a program, college, or institute — substitute the budget for that unit as appropriate. If the institution posts general budget data on its website in which the information required by statute is reported, it may substitute a hyperlink to that data in place of a separate departmental budget report. The budget report shall include detail for the most recent academic year for which data are available; income from all sources; and a summary by functional categories such as salaries and wages, travel, and the like (as defined by the National Association of College and University Business Officers).

*Education Code 51.974(a)-(a-1); 19 TAC 4.227(a)(2)–(3), (9), .228(a)–(b)*

**DEFINITIONS**

**“INSTRUCTOR(S) OF RECORD”**

The “instructor(s) of record” is the primary instructor or co-instructors of a course who are responsible for the course content and the assignment of final grades. This includes tenured and tenure-track faculty, lecturers, adjuncts, and graduate assistants who are not working under the supervision of an instructor of record. It does not include guest lecturers or others who may be brought in to teach less than 50 percent of the class sessions. *19 TAC 4.227(5)*
**“UNDERGRADUATE CLASSROOM COURSE”**

An “undergraduate classroom course” is any lower- or upper-division credit course offered to five or more students. This includes on-campus, off-campus, distance education, and dual credit courses (including those taught on high school campuses). It excludes courses with highly variable subject content that are tailored specifically to individual students, such as Independent Study and Directed Reading courses. It excludes laboratory, practicum, or discussion sections that are intrinsic and required parts of larger lecture courses and are directly supervised by the same instructor(s) of record for those large courses. *19 TAC 4.227(10)*

**ACCESSIBILITY**

This course information must be accessible from the institution’s Internet website home page by use of not more than three links. The information must be searchable by keywords and phrases and accessible to the public without requiring registration or use of a user name, a password, or another user identification. *Education Code 51.974(b); 19 TAC 4.228(c)*

**TIME FRAME FOR POSTING**

The institution shall make the online course information available not later than the seventh day after the first day of classes for the semester or other academic term during which the course is offered. The institution shall continue to make the information available on the institution’s Internet website until at least the second anniversary of the date on which the institution initially posted the information. *Education Code 51.974(c); 19 TAC 4.228(c)*

**UPDATING INFORMATION**

The institution shall update the online course information as soon as practicable after the information changes at least once for every semester in which the course is offered. *Education Code 51.974(d); 19 TAC 4.228(c)*

**DESIGNATION OF RESPONSIBLE ADMINISTRATOR**

The governing body of the institution shall designate an administrator to be responsible for ensuring the implementation of the posting requirement. The administrator may assign duties under this section to one or more administrative employees. *Education Code 51.974(e); 19 TAC 4.228(f)*

**REPORT REQUIRED**

Not later than January 1 of each odd-numbered year, each institution of higher education shall submit a written report regarding the institution’s compliance with the posting requirement to the governor, the lieutenant governor, the speaker of the house of representatives, and the presiding officer of each legislative standing committee with primary jurisdiction over higher education. *Education Code 51.974(f); 19 TAC 4.228(f)*

**MINIMUM LENGTH OF COURSES**

Traditionally delivered three-semester-credit-hour courses should contain 15 weeks of instruction (45 contact hours) plus a week for final examinations so that such a course contains 45 to 48 contact hours depending on whether there is a final exam.
Northeast Texas Community College
225500

CURRICULUM DESIGN
INSTRUCTIONAL PROGRAMS AND COURSES

EFA
(LEGAL)

Courses delivered in shortened semesters are expected to have the same number of contact hours and the same requirement for out-of-class learning as courses taught in a normal semester.

Institutions of higher education, including college districts, may offer a course in a nontraditional way, for example, over the Internet or through a shortened, intensive format, that does not meet these contact hour requirements, if the course has been reviewed and approved through a formal, institutional faculty review process that evaluates the course and its learning outcomes and determines that the course does, in fact, have equivalent learning outcomes to an equivalent, traditionally delivered course.

19 TAC 4.6(a), (d)–(e)

Institutions of higher education, including college districts, shall include the applicable course numbers from the Texas Common Course Numbering System (TCCNS) in its printed and electronic catalogs, course listings, and any other appropriate informational resources, and in the application of the provisions of 19 Administrative Code Chapter 4, Subchapter B (Transfer of Credit, Core Curriculum, and Field of Study Curricula). Institutions that do not use the TCCNS taxonomy as their sole means of course numbering shall publish the following information in their printed and electronic catalogs, course listings, and any other appropriate informational resources:

1. The TCCNS prefix and number must be displayed immediately adjacent to the institutional course prefix and number at the beginning of each course description; and

2. The printed and electronic catalogs shall include a chart, table, or matrix, alphabetized by common course prefix, listing all common courses taught at the institution by both the common and local course number. For printed catalogs, the chart, table, or matrix should be referenced in a table of contents and/or a subject index.

Each institutional catalog shall include an explanation of the TCCNS and the significance of TCCNS courses for transfer purposes.

19 TAC 4.35

To foster a transparent student learning environment at institutions of higher education and to facilitate the universal articulation of undergraduate courses that are transferable for credit among all institutions of higher education, each institution of higher education, including each college district, shall identify, adopt, and make available for public inspection measurable learning outcomes for
each undergraduate course, as defined in 19 Administrative Code 4.103(3), offered by the institution other than:

1. A course with a highly variable subject content that is tailored specifically to an individual student, such as an independent study or directed reading course; or

2. A laboratory, practicum, or discussion section that is an intrinsic and required component of a lecture course.

An institution of higher education may adopt learning outcomes for a course that are the same as or based on those identified for that course by the institution's recognized accrediting agency.

Statements of the measurable learning outcomes shall be kept on file for at least two years after the course is taught and made available for public inspection upon request to the provost's office of each institution.

If the institution is in compliance with 19 Administrative Code 4.225 - 4.228 (relating to Public Access to Course Information), then the institution is also in compliance with this section since learning outcomes are required to be a part of each course syllabus posted on the institution's website.

*Education Code 51.96851(b)–(c); 19 TAC 4.104(b)–(c)*

“Measurable learning outcomes” are defined as the knowledge and skills a student is expected to acquire or achieve upon completion of a course. Measurement may be quantitative or qualitative, depending upon the subject matter of the course. *19 TAC 4.103(2)*

State funding shall be provided for lower-division academic courses at public community colleges, public technical colleges, or public state colleges if such courses:

1. Are approved for inclusion in the Lower-Division Academic Course Guide Manual (ACGM);

2. Have been reviewed and approved by Coordinating Board staff in accordance with the criteria for unique need courses [see 19 Administrative Code 9.74]; and

3. Are consistent with the TCCNS.

*19 TAC 9.73(a)*
PROGRAM INFORMATION

The Board shall finance, conduct, and supervise educational programs consistent with the College District’s purpose, which shall be to meet the variety of educational needs of individuals within its service area. The College District shall provide both freshmen and sophomore years of traditional baccalaureate programs, train technicians for business and industry, supply background courses essential to upgrading one’s job, and enable people to pursue leisure and vocational interests through planned activities. Courses shall be offered during the day and evening throughout the academic year, the December intersession, the May intersession, and in at least two summer sessions. A student may enroll for study on either a part-time or full-time basis.

ESTABLISHMENT AND MODIFICATION OF PROGRAMS AND CURRICULA

All facets of the curricula shall be established, reviewed, and evaluated both externally and internally. External guidelines shall be imposed by such agencies as the Coordinating Board, the Southern Association of Colleges and Schools, the Texas Board of Nursing Examiners, and the Texas Cosmetology Commission. Internal review, evaluation, and change in the curricula shall be an ongoing process that is monitored jointly by the faculty and Executive Vice President of Instruction, who shall chair the College District’s Curriculum Committee. When faculty members see a need for new additions or modifications to existing programs and/or curricula, these changes shall be submitted to and reviewed by the Curriculum Committee for approval and inclusion in the College District catalog. New programs shall require the approval of the Curriculum Committee, the College President, the Board, and the Coordinating Board.
“Core curriculum” means the curriculum in liberal arts, humanities, and sciences and political, social, and cultural history that all undergraduate students of an institution of higher education, including a college district, are required to complete before receiving an academic undergraduate degree. *Education Code 61.821(1)*

**RECOMMENDATION**

The Coordinating Board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop a recommended core curriculum of at least 42 semester credit hours (SCH), including a statement of the content, component areas, and objectives of the core curriculum. At least a majority of the members of any advisory committee shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the Coordinating Board as the institution’s representative on an advisory committee. *Education Code 61.822(a-1)*

**ADOPTION**

Each institution of higher education shall adopt a core curriculum of no less than 42 SCH, including specific courses comprising the curriculum. The core curriculum shall be consistent with the common course numbering system approved by the Coordinating Board and with the statements, recommendations, and rules issued by the Coordinating Board. No institution may adopt a core curriculum of more than 42 SCH. *Education Code 61.822(b); 19 TAC 4.29*

In offering its Coordinating Board-approved core curriculum, an institution of higher education must list only those courses that have been approved by the Coordinating Board as compliant with the Texas Core Curriculum. *19 TAC 4.31*

**ADOPTION OF CORE CURRICULUM EFFECTIVE FALL 2014**

Each public institution of higher education, including each college district, must submit its proposed core curriculum to the Coordinating Board for staff review and approval by November 30, 2013. [See COMPONENT AREAS EFFECTIVE FALL 2014, below] An institution shall follow the procedures posted on the Coordinating Board's website regarding the implementation and approval of the initial core curricula.

No institution may adopt a core curriculum of more than 42 SCH. No upper-division course shall be approved to fulfill a foundational component area requirement in the core curriculum if it is substantially comparable in content or depth of study to a lower-division course listed in the Lower-Division Academic Course Guide Manual.

An institution will receive a letter from Coordinating Board staff giving notice of approval of the initial core curriculum and/or indicating
any courses that do not meet provisions of the core curriculum. Upon receiving an approval letter from Coordinating Board staff, the institution must document the approved core curriculum in institutional publications.

19 TAC 4.28(a)(2), .29, .31(1)

REVISIONS

An institution of higher education, including a college district, may request changes to its core curriculum annually. One comprehensive request may be submitted each academic year, on a schedule that suits the institution’s needs, except that requests received later than March 1 of each year will not be approved to be effective for the upcoming academic year. An institution should follow the procedures posted on the Coordinating Board’s website to modify its core curriculum by adding or deleting courses and must provide information to justify the requested changes.

The institution will receive a letter from Coordinating Board staff giving notice of approval of the proposed changes and/or indicating any changes that do not meet provisions of the current core curriculum, and identifying an effective date for any approved change(s). Upon receiving an approval letter from Coordinating Board staff, the institution shall make any required changes to its core curriculum and will document those changes in institutional publications.

19 TAC 4.31(b)

COMPONENT AREAS EFFECTIVE THROUGH SUMMER 2014

Each college’s core curriculum must be designed to satisfy the exemplary educational objectives specified for the component areas of the “Core Curriculum: Assumptions and Defining Characteristics” adopted by the Coordinating Board; all lower-division courses included in the core curriculum must be consistent with the “Texas Common Course Numbering System;” and must be consistent with the framework identified in CHARTS I and II below. CHART I specifies the minimum number of SCH required in each of five major component areas that a core curriculum must include (with sub-areas noted in parentheses). CHART II specifies options available to colleges for the remaining 6–12 SCH. 19 TAC 4.28(b)

An institution may include within its core curriculum a course or courses that combine exemplary educational objectives from two or more component areas of the exemplary educational objectives defined in this section. 19 TAC 4.28(g)

CHART I

Colleges must select 36 SCH of the core curriculum according to the parameters described below:
## Component Area

<table>
<thead>
<tr>
<th>Component Area</th>
<th>Required Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (English rhetoric/composition)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (the first college-level math course a student completes, including but not limited to introductory statistics, logic, college algebra, or any more advanced math course for which the student is qualified upon enrollment)</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Humanities and Visual and Performing Arts, which must include:</td>
<td>6</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Other (literature, philosophy, modern or classical language/ literature and cultural studies*)</td>
<td>(3)</td>
</tr>
<tr>
<td>Social and Behavioral Sciences, which must include:</td>
<td>15</td>
</tr>
<tr>
<td>U.S. History (legislatively mandated)</td>
<td>(6)</td>
</tr>
<tr>
<td>Political Science (legislatively mandated)</td>
<td>(6)</td>
</tr>
<tr>
<td>Social/Behavioral Science</td>
<td>(3)</td>
</tr>
<tr>
<td>Total Minimum Requirements</td>
<td>36</td>
</tr>
</tbody>
</table>

* Humanities application of language skills includes a study of literature in the original language, and/or the cultural studies related to a modern or classical language.

## CHART II

To complete the required 42-SCH core curriculum, colleges shall select an additional 6 SCH from one or more of the following:

<table>
<thead>
<tr>
<th>Component Area</th>
<th>Possible Additional Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (composition, speech, modern language /communication skills*)</td>
<td>Up to 6</td>
</tr>
<tr>
<td>Mathematics (the second college-level math course a student completes, including but not limited to finite math, statis-</td>
<td>Up to 3</td>
</tr>
</tbody>
</table>
Component Area | Possible Additional Semester Credit Hours (6 Total)
---|---
Natural Sciences | Up to 3
Humanities (literature, philosophy, modern or classical language/literature and cultural studies**) and Visual and Performing Arts | Up to 3
Social and Behavioral Sciences | Up to 3
Institutionally Designated Option (may include additional SCH in the categories listed above, computer literacy, health/wellness, kinesiology, capstone or interdisciplinary courses, and the like) | Up to 6
Total Additional Hours | 6

* Communication application of a modern language means the basic proficiency skills acquired during introductory courses and including a working competency in grammar, writing, speaking, and listening/comprehension in a foreign language.

** Humanities application of language skills includes a study of literature in the original language, and/or the cultural studies related to a modern or classical language.

19 TAC 4.28 (a)–(b)

<table>
<thead>
<tr>
<th>COMPONENT AREAS EFFECTIVE FALL 2014</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. 19 TAC 4.28(b)(1)</td>
</tr>
<tr>
<td>CORE OBJECTIVES</td>
<td>Through the Texas Core Curriculum, students will prepare for contemporary challenges by developing and demonstrating the following core objectives:</td>
</tr>
</tbody>
</table>
1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information;

2. Communication Skills: to include effective development, interpretation, and expression of ideas through written, oral, and visual communication;

3. Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;

4. Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;

5. Personal Responsibility: to include the ability to connect choices, actions, and consequences to ethical decision-making; and

6. Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

19 TAC 4.28(b)(2)

Each institution’s core curriculum will be composed of courses that adhere to the content description, core objectives, and SCH requirements for a specific component area. The foundational component areas are:

1. Communication (6 SCH):
   a. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.
   b. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.
   c. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Teamwork, and Personal Responsibility.

2. Mathematics (3 SCH):
   a. Courses in this category focus on quantitative literacy in logic, patterns, and relationships.
b. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

c. The following three Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, and Empirical and Quantitative Skills.

3. Life and Physical Sciences (6 SCH):
   a. Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.
   
b. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.
   
c. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork.

4. Language, Philosophy, and Culture (3 SCH):
   a. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.
   
b. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.
   
c. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility.

5. Creative Arts (3 SCH):
   a. Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.
   
b. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.
   
c. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement:

6. American History (6 SCH):
   a. Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.
   b. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.
   c. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility.

7. Government/Political Science (6 SCH):
   a. Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.
   b. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.
   c. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility.

8. Social and Behavioral Sciences (3 SCH):
   a. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.
   b. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.
   c. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Social Responsibility.

19 TAC 4.28(b)(3)
Each student must meet the number of SCH in each foundational component area; however, an institution receiving a student in transfer is not required to apply to the fulfillment of a foundational component area requirement SCH beyond the number of SCH specified in a foundational component area. 19 TAC 4.28(f)

A course may only apply to a single foundational component area. If the SCH for a course in a foundational component exceed the number of SCH allotted in that foundational component area, the excess SCH must be applied to the Component Area Option. 19 TAC 4.28(g)

**COMPONENT AREA OPTION**

(6 SCH)

Except as provided below, each course designated to complete the Component Area Option must meet the definition and Core Objectives specified in one of the foundational component areas outlined above.

As an option for up to three semester credit hours of the Component Area Option, an institution may certify that the course(s) meet(s) the definition specified for one or more of the foundational component areas and include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice. For the purposes of gaining approval for or reporting a Component Area Option course, an institution is not required to notify the Coordinating Board of the specific foundational component area(s) and Core Objectives associated with the course(s).

19 TAC 4.28(b)(4)

**APPLICABILITY**

Any student who first enrolls in an institution of higher education following high school graduation in fall 2014 or later shall be subject to the current Texas Core Curriculum requirements.

Any student who is admitted under the terms of the Academic Fresh Start program and who first enrolls under that admission in fall 2014 or later shall be subject to the current Texas Core Curriculum requirements.

Any student who first enrolled in an institution of higher education prior to fall 2014 shall, after consultation with an academic advisor, have the choice to:

1. Complete the core curriculum requirements in effect in summer 2014; or
2. Transition to the current core curriculum requirements, in which case, previously completed core curriculum courses shall be applied to the current core curriculum requirements under the same terms as those that apply to a student who
transfers from one institution to another. The student shall then complete the remaining requirements under the current core curriculum.

19 TAC 4.28(b)(5)

CONCURRENT ENROLLMENT

A student concurrently enrolled at more than one institution of higher education shall follow the core curriculum requirements in effect for the institution at which the student is classified as a degree-seeking student. A student who is concurrently enrolled at more than one institution of higher education may be classified as a degree-seeking student at only one institution. If a student maintains continuous enrollment from a spring semester to the subsequent fall semester at an institution at which the student has declared to be seeking a degree, the student remains a degree-seeking student at that institution regardless of the student's enrollment during the intervening summer session(s) at another institution. 19 TAC 4.28(d) [See EFB(LEGAL)]

SUBSTITUTIONS AND WAIVERS

No institution or institutional representative may approve course substitutions or waivers of the institution's core curriculum requirements for any currently enrolled student, except that the institution may, on a case-by-case basis, approve an accommodation of a specific core curriculum foundational component area requirement for a student with a medically documented learning disability. 19 TAC 4.28(j)–(k)

NOTICE

Each institution must publish and make readily available to students its core curriculum requirements stated in terms consistent with the Texas Common Course Numbering System. 19 TAC 4.28(i)

For transfer students, see EGA(LEGAL). For students with learning disabilities, see EFCA(LEGAL).

TRANSCRIPTS

All undergraduate student transcripts should indicate whether a student has completed the core curriculum satisfactorily and which courses satisfied a requirement of the institution's core curriculum. Identifying numbers recommended by the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) must identify each completed core curriculum course on students' transcripts, in order to indicate courses utilized to satisfy core curriculum foundational component area requirements, as follows:

1. Communication = 010;
2. Mathematics = 020;
3. Life and Physical Sciences = 030;
INSTRUCTIONAL PROGRAMS AND COURSES

ACADEMIC COURSES

EFAA
(LEGAL)

DATE ISSUED: 4/15/2014
UPDATE 29
EFAA(LEGAL)-LJC

4. Language, Philosophy and Culture = 040;
5. Creative Arts = 050;
6. American History = 060;
7. Government/Political Science = 070;
8. Social and Behavioral Sciences = 080; and
9. Component Area Option = 090.

19 TAC 4.28(h)

EVALUATION OF CORE CURricula

Each public institution of higher education, including a college district, shall evaluate its core curriculum through the assessment of the core objectives on an ongoing basis, reporting the results of the assessment to the Coordinating Board every ten years on the schedule that accords with the institution's accreditation reaffirmation self-study report to the Southern Association of Colleges and Schools or its successor. The evaluation and report must include:

1. A description of the assessment process for each of the six core objectives;
2. An explanation of measures, methodology, frequency, and the time line of assessment activities;
3. The criteria and/or targets used to benchmark the attainment of the six core objectives;
4. The results of the assessment, including evidence of the level of attainment targeted and achieved for each of the six core objectives;
5. An analysis of the results, including an interpretation of assessment information; and
6. Any actions planned, including how the results and analysis of the assessment process will be used to improve student learning and achievement.

Education Code 61.824; 19 TAC 4.30

FIELD OF STUDY CURRICULUM

The Coordinating Board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education, including each college district, which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.
for that particular field of study. At least a majority of the members of any advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the Coordinating Board as the institution’s representative on an advisory committee. Education Code 61.823

“Field of study curriculum” means a set of courses that will satisfy the lower division requirements for a bachelor’s degree in a specific academic area at a general academic teaching institution. Education Code 61.821(2)

EVALUATION OF FIELD OF STUDY CURRICULA

Each institution, including each college district, must review and evaluate its procedures for complying with field of study curricula at intervals specified by the Coordinating Board and shall report the results of that review to the Coordinating Board. These reports shall be submitted following the same timetable as the regular reports of core curriculum evaluations. 19 TAC 4.32(f)

GOVERNMENT OR POLITICAL SCIENCE

Every college and university receiving state support or state aid from public funds, including a college district, shall provide a course of instruction in government or political science that includes consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. This course shall have a credit value of not less than six semester hours or its equivalent. A college and university receiving state support or state aid from public funds shall not grant a degree or an academic certificate to any person unless the person has credit for such a course. The college or university may determine that a student has satisfied this requirement in whole or in part on the basis of credit granted to the student by the college or university for a substantially equivalent course completed at another accredited college or university or on the basis of the student’s successful completion of an advanced standing examination administered on the conditions and under the circumstances common for the college or university’s advanced standing examinations. The college or university may grant as much as three semester hours of credit or its equivalent toward satisfaction of this requirement for substantially equivalent work completed by the student in the program of an approved senior Reserve Officers’ Training Corp (ROTC) unit. Education Code 51.301

AMERICAN OR TEXAS HISTORY

A college or university receiving state support or state aid from public funds, including a college district, may not grant a degree or an academic certificate to any student unless the student has credit for six semester hours or its equivalent in American History. A student is entitled to submit as much as three semester hours of
credit or its equivalent in Texas History in partial satisfaction of this requirement. The college or university may determine that a student has satisfied this requirement in whole or part on the basis of credit granted to the student by the college or university for a substantially equivalent course completed at another accredited college or university, or on the basis of the student’s successful completion of an advanced standing examination administered on the conditions and under the circumstances common for the college or university’s advanced standing examinations. The college or university may grant as much as three semester hours of credit or its equivalent toward satisfaction of this requirement for work completed by a student in the program of an approved senior ROTC unit. *Education Code 51.302*

**COUNSELING AND SOCIAL WORK**

The curricula of medical, dental, nursing, allied health, counseling, and social work degree programs of institutions of higher education, including college districts, shall:

1. Include information about methods of transmission and methods of prevention of HIV infection and information about federal and state laws, rules, and regulations concerning HIV infection and AIDS.

2. Give special attention to the physical, emotional, and psychological stress associated with the care of patients with terminal illnesses.

*Education Code 51.919(e)*

**MEXICAN-AMERICAN STUDIES**

The governing board of a public junior college district located in one or more counties with a substantial and growing Mexican-American population shall evaluate the demand for and feasibility of establishing a Mexican-American studies program or other coursework in Mexican-American studies at one or more junior colleges in the district. With approval of the Coordinating Board, the governing board may establish a Mexican-American studies program or other coursework in Mexican-American studies at any of those colleges if the governing board determines that such a program or coursework is desirable and feasible. *Education Code 130.0102*
“Career technical/workforce program” is an applied associate degree program or a certificate program for which semester credit hours (SCH), quarter credit hours, or continuing education units (CEUs) are awarded and which is intended to prepare students for immediate employment or a job upgrade in a specific occupation. 19 TAC 9.1(5)

“Continuing education unit or CEU” is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction, as outlined in the Guidelines for Instructional Programs in Workforce Education. 19 TAC 9.1(11)

“Workforce continuing education course” means a course offered for CEUs with an occupationally specific objective and supported by state funding. A career technical/workforce continuing education course differs from a community service course offered for recreational or vocational purposes and is not supported by state funding. 19 TAC 9.1(31)

“Workforce education” means career technical/workforce courses and programs for which semester/quarter credit and/or CEUs are awarded. Career technical/workforce education courses and programs prepare students for immediate employment or a job upgrade within specific occupational categories. 19 TAC 9.1(32)

Each public two-year college may classify career technical/workforce continuing education and other courses as earning SCH or CEUs. A course or program that meets or exceeds 360 hours in length must be approved as a career technical/workforce certificate program except by special justification and approval by Coordinating Board staff. A course or program that meets or exceeds 780 hours in length must result in the award of appropriate semester credit hours and be applicable to a certificate and an applied associate degree program. 19 TAC 9.93(11)

Any career technical/workforce continuing education course listed in the Workforce Education Course Manual (WECM) may be offered by any public two-year college without prior approval of the Coordinating Board. Courses in the current WECM are valid until revised or deleted by subsequent updates of the WECM.

All career technical/workforce continuing education courses shall meet the guidelines outlined in the Guidelines for Instructional Programs in Workforce Education as approved by the Coordinating Board and the WECM.

Any career technical/Workforce Continuing Education program meeting or exceeding 360 contact hours shall be subject to all of
the requirements for career technical/workforce education programs for state appropriations as outlined in 19 Administrative Code Chapter 9, Subchapter E.

Any career technical/workforce continuing education program meeting or exceeding 780 contact hours in length must result in the award of semester or quarter credit hours and be applicable to a certificate and an applied associate degree program. An exception shall be made for Emergency Medical/Paramedic continuing education programs, which may reach 800 contact hours.

Tuition and fees for state-funded career technical/workforce continuing education courses shall be assessed according to policies established by the Coordinating Board. [See FD] The governing board of the institution shall establish tuition and fees for career technical/workforce continuing education courses not eligible for state appropriations.

Contact hours for career technical/workforce continuing education courses from public two-year colleges must be determined and reported in compliance with Coordinating Board policy as outlined in the Guidelines for Instructional Programs in Workforce Education as approved by the Coordinating Board, the WECM, and state law.

No funds appropriated to any public two-year college may be expended for any career technical/workforce continuing education course that has not been approved by the Coordinating Board staff.

19 TAC 9.95(a), .113–.114, .116–.117

STATE FUNDING
Contact hours reported for career technical/workforce education courses that result in either SCH or CEUs shall be eligible for state appropriations. 19 TAC 9.93(l), .115(a)

EXCEPTIONS
Career technical/workforce continuing education courses with fewer than seven contact hours of instruction will not receive state funding unless the specific type and length of instruction are required by local, state, or national licensing, certifying, regulatory, or accrediting agencies. 19 TAC 9.115(b)

WECM continuing education special topics courses that are not designed to prepare adult students for employment shall not be eligible for state appropriations. 19 TAC 9.115(d)

Note: For contractual agreements for the provision of instruction executed with outside entities, including workforce education, see GC.
The curricula of medical, dental, nursing, allied health, counseling, and social work degree or certificate programs shall:

1. Include information about methods of transmission and methods of prevention of HIV infection and information about federal and state laws, rules, and regulations concerning HIV infection and AIDS.

2. Give special attention to the physical, emotional, and psychological stress associated with the care of patients with terminal illnesses.

*Education Code 51.919(e)*
| WORKFORCE COURSES FOR CREDIT | Workforce courses for college credit shall be approved and offered in such a manner as to ensure credit can be applied toward graduation and the associate degree. These courses shall have the necessary laboratory hours to develop the competence and skills that are objectives of the respective courses. |
| WORKFORCE COURSES NOT FOR CREDIT | The College District may develop and offer workforce courses and continuing education to provide intensive preparatory training, to upgrade one’s training with specific occupational objectives, or to provide related instruction for apprenticeship training. No college credit shall be awarded. Courses shall follow all relevant rules and regulations of the Texas Higher Education Coordinating Board. |
“Developmental education” includes pre-college, non-degree credit courses, interventions, tutorials, laboratories, and other means of assistance that are included in a plan to ensure the success of a student in performing entry-level academic coursework. 19 TAC 4.53(9)

An institution of higher education, including a college district, may refer a student to developmental coursework as considered necessary by the institution to address a student's deficiencies in the student's readiness to perform freshman-level academic coursework, except that the institution may not require enrollment in developmental coursework with respect to a student previously determined under Education Code 51.3062(q-1) or determined by any institution of higher education to have met college-readiness standards. An institution that requires a student to enroll in developmental coursework must offer a range of developmental coursework, including online coursework, or instructional support that includes the integration of technology to efficiently address the particular developmental needs of the student.

An institution of higher education must base developmental coursework on research-based best practices that include all of the following components:

1. Assessment;
2. Differentiated placement and instruction;
3. Faculty development;
4. Support services;
5. Program evaluation;
6. Integration of technology with an emphasis on instructional support programs;
7. Non-course-based developmental education interventions; and
8. Course pairing of developmental education courses/interventions with entry-level freshman courses, also known as mainstreaming or co-enrollment of developmental education and entry-level freshman courses as defined in 19 Administrative Code 4.53(12).

As part of item 2, above, an institution shall offer an Integrated Reading and Writing (IRW) course/intervention at the highest level (just below college-readiness as determined by the institution) by spring 2015.
As part of item 7, above, an institution shall offer at least one section of non-course competency-based intervention (NCBO) per developmental education subject area by spring 2015.

*Education Code 51.3062(i), (i-2); 19 TAC 4.62* [See EI for information on the Texas Success Initiative]
DEFINITIONS

"ACADEMIC ASSOCIATE DEGREE" An "academic associate degree" is an associate degree that will satisfy the lower-division requirements for a baccalaureate degree in a specific discipline. *19 TAC 9.1(1)*

"ACADEMIC COURSES" "Academic courses" are semester credit courses included or allowed under the provisions of the Lower-Division Academic Course Guide Manual designed for college transfer to institutions of higher education in completion of associate and baccalaureate degree programs. *19 TAC 9.1(2)*

"APPLIED ASSOCIATE DEGREE" An "applied associate degree" is an associate degree intended to lead directly to employment following graduation and may satisfy the lower-division requirements for a baccalaureate degree in a specific discipline. *19 TAC 9.1(3)*

"ASSOCIATE DEGREE PROGRAM" An "associate degree program" is a grouping of courses designed to lead the individual directly to employment in a specific career or to transfer to an upper-level baccalaureate program. This specifically refers to the associate of arts (AA), associate of science (AS), associate of applied arts (AAA), associate of applied science (AAS), and associate of occupational studies (AOS) degrees. The term "applied" in an associate degree name indicates a program designed to qualify students for immediate employment. *19 TAC 9.1(4)*

"CAREER TECHNICAL / WORKFORCE PROGRAM" "Career technical/workforce program" is an applied associate degree program or a certificate program for which semester credit hours, quarter credit hours, or continuing education units are awarded and which is intended to prepare students for immediate employment or a job upgrade in a specific occupation. *19 TAC 9.1(5)*

"CERTIFICATE PROGRAM" "Certificate program" means workforce programs designed for entry-level employment or for upgrading skills and knowledge within an occupation. Certificate programs serve as building blocks and exit points for AAS degree programs. *19 TAC 9.1(7)*

"CONTINUING EDUCATION UNIT OR CEU" A "continuing education unit or CEU" is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction, as outlined in the Guidelines for Instructional Programs in Workforce Education. *19 TAC 9.1(11)*

"TECHNICAL COURSES OR PROGRAMS" "Technical courses or programs" mean workforce education courses or programs for which semester/quarter credit hours are awarded. *19 TAC 9.1(28)*
“WORKFORCE CONTINUING EDUCATION COURSE”

“Workforce continuing education course” means a course offered for CEUs with an occupationally specific objective and supported by state funding. A career technical/workforce continuing education course differs from a community service course offered for recreational or vocational purposes and is not supported by state funding. 19 TAC 9.1(31)

“WORKFORCE EDUCATION”

“Workforce education” means career technical/workforce courses and programs for which semester/quarter credit hours and/or CEUs are awarded and vocational courses and programs for which CEUs are awarded. Workforce career technical/workforce education courses and programs prepare students for immediate employment or a job upgrade within specific occupational categories. 19 TAC 9.1(32)

ACADEMIC DEGREE PROGRAMS

An academic associate degree may be called an associate of arts (AA), an associate of science (AS), or an associate of arts in teaching (AAT) degree. 19 TAC 9.183(a)

AA ONLY

The AA is the default title for an academic associate degree program if the college district offers only one type of academic degree program. 19 TAC 9.183(a)(1)

AA AND AS

If a college district offers both AA and AS degrees, the degree programs may be differentiated in one of two ways, including:

1. The AA program may have additional requirements in the liberal arts and/or the AS program may have additional requirements in disciplines such as science, mathematics, or computer science; or

2. The AA program may serve as a foundation for the bachelor of arts (BA) degree and the AS program for the bachelor of science (BS) degree.

Each academic associate degree must provide a clearly-articulated curriculum that can be associated with a discipline or field of study leading to a baccalaureate degree, and must be identified as such in the institution's program inventory. 19 TAC 9.183(a)(2)

AAT

The AAT is a specialized academic associate degree program designed to transfer in its entirety to a baccalaureate program that leads to initial Texas teacher certification. This title should only be used for an associate degree program that consists of a Coordinating Board-approved AAT curriculum. 19 TAC 9.183(a)(3)

SEMESTER CREDIT HOURS

Academic associate degree programs must consist of 60 semester credit hours (SCH). If the number of SCH required to complete a
proposed academic associate’s degree exceeds 60, the institution must provide detailed written documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 60-hour limit. The Coordinating Board will review the documentation provided and make a determination to approve or deny a request to exceed the 60-hour limit. Institutions of higher education must be in compliance with this subsection on or before the 2015 fall semester. 19 TAC 9.183(b)–(c)

CURRICULUM

Except as provided below, academic associate degree programs must incorporate the institution's approved core curriculum as prescribed by 19 Administrative Code 4.28, relating to Core Curriculum, and 19 Administrative Code 4.29, relating to Core Curricula Larger than 42 SCH.

1. A college may offer a specialized academic associate degree that incorporates a Coordinating Board-approved field of study curriculum as prescribed by 19 Administrative Code 4.32, relating to Field of Study Curricula, and a portion of the college’s approved core curriculum if the coursework for both would total more than 60 SCH; or

2. A college may offer a specialized academic associate degree that incorporates a voluntary statewide transfer compact and a portion of the college’s approved core curriculum if the coursework for both would total more than 60 SCH.

3. A college that has a signed articulation agreement with a General Academic Teaching Institution to transfer a specified curriculum may offer a specialized AA or AS, but not AAT, degree program that incorporates that curriculum.

19 TAC 9.183(d)

NEW ACADEMIC ASSOCIATE DEGREE PROGRAMS

New academic associate degree programs shall be approved if all of the conditions set out below are met.

The institution shall certify that the following criteria have been met:

1. The program has institution and governing board approval.

2. There is recent evidence of both short-term and long-term student demand for the program.

3. Enrollment projections reflect student demand estimates to ensure the financial self-sufficiency of the program.

4. The institution has an enrollment management plan for the program.
5. If the program does not follow a Coordinating Board-approved field of study curriculum or a Coordinating Board-approved statewide articulation transfer curriculum, the institution has or will initiate a process to establish transfer of credit articulation agreements for the program with senior-level institutions.

6. The program is designed to be consistent with the standards of the Southern Association of Colleges Commission on Colleges (SACSCOC), other applicable accrediting agencies, and is in compliance with applicable licensing authority requirements.

7. Adequate funding is available to cover all new costs to the institution over the first five years after the implementation of the program.

8. The program complies with all applicable provisions contained in divisions of 19 Administrative Code Chapter 9, Subchapter J and adheres to the Standards for Academic Associate Degree Programs approved by the Coordinating Board.

The institution proposing the program shall notify all public institutions within 50 miles of the teaching site of their intention to offer the program at least 30 days prior to submitting their request to the Coordinating Board. If no objections are received, the Coordinating Board staff shall update the institution's program inventory accordingly. If objections occur, the proposed program shall not be implemented until all objections are resolved. If the proposing institution cannot resolve the objection(s), the proposing institution may request the assistance of the assistant commissioner of workforce, academic affairs and research to mediate the objections and determine whether the proposing institution may implement the proposed program.

The Coordinating Board delegates to the commissioner final approval authority for all certificate programs, applied associate degree programs, and academic associate degrees that meet Board policies for approval as outlined in the Guidelines for Instructional Programs in Workforce Education and 19 Administrative Code Chapter 9, Subchapter J. The commissioner may delegate this final authority.

19 TAC 9.184(a)

AUDITS

The Coordinating Board reserves the right to audit a certificate or degree program at any time to ensure compliance with any of the requirements of 19 Administrative Code Chapter 9, Subchapter J.

19 TAC 9.184(b)
Institutions of higher education, including college districts, are encouraged to develop undergraduate academic certificate programs of less than degree length. Undergraduate academic certificates may be awarded upon the completion of:

1. The Coordinating Board-approved core curriculum of the institution;
2. A Coordinating Board-approved field of study curriculum; or
3. Fifty percent of the courses specified in a voluntary statewide transfer compact.

Undergraduate academic certificates that meet one of the criteria above require Coordinating Board notification and are automatically approved.

19 TAC 4.36, 9.185

Requests for new associate degree and certificate programs shall be made in accordance with the procedures stipulated in 19 TAC 9.93(b), below.

Public two-year colleges shall request new associate degree and certificate programs using the appropriate degree program request form. Public two-year colleges must submit documentation sufficient to establish that the new program meets all of the criteria listed below. Coordinating Board staff will review all requests for new programs within five business days of receipt. If Coordinating Board staff determines that the request is incomplete and additional information or documentation is needed, the institution must respond with all of the requested information or documentation within ten working days or the request will be returned to the institution. An institution may resubmit a request that was incomplete as soon as it has obtained the requested information or documentation.

New associate degree and certificate programs shall be approved if all of the following conditions are met, provided that the number of SCH required to complete a proposed associate degree program does not exceed 60 SCH.

1. The institution shall certify that:
   a. The program has institutional and governing board approval.
   b. The institution has researched and documented current job market need for the program and/or that the program would lead to opportunities for further education.
c. There is recent evidence of both short-term and long-term student demand for the program.

d. Enrollment projections reflect student demand estimates to ensure the financial self-sufficiency of the program.

e. Basic and career technical/workforce skills have been integrated into the curriculum.

f. The institution has an enrollment management plan for the program.

g. The institution has or will initiate a process to establish articulation agreements for the program with secondary and/or senior-level institutions.

h. The program is designed to be consistent with the standards of the SACSCOC, and with the standards of other applicable accrediting agencies, and is in compliance with appropriate licensing authority requirements.

i. The program would not unnecessarily duplicate existing programs at other institutions.

j. Representatives from private sector business and industry have been involved in the creation of the program through participation in an advisory committee.

k. Adequate funding is available to cover all new costs to the institution over the first five years after the implementation of the program.

l. New costs during the first five years of the program would not exceed $2 million.

m. The institution has an improvement plan in place for all career technical/workforce programs that do not currently meet Coordinating Board standards for both graduation and placement.

n. The appropriate Higher Education Regional Council has been notified in writing of the proposal for a new program, and no unresolved objections to the program have been reported.

o. Skill standards recognized by the Texas Skill Standards Board, if they exist for the discipline, have been reviewed and considered for inclusion in the curriculum for the program.

2. If a proposed two-year career technical/workforce education program or certificate program meets the stipulated condi-
tions, the institution shall submit a request to the assistant commissioner for workforce, academic affairs and research to add the program. If a proposed program does not meet the stipulated conditions, the institution must submit a proposal using the standard electronic new program application process.

3. If the number of SCH required to complete a proposed associate's program exceeds 60, the institution must provide detailed written documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 60-hour limit. The Coordinating Board will review the documentation provided and make a determination to approve or deny a request to exceed the 60-hour limit. Institutions of higher education must be in compliance with this paragraph on or before the 2015 fall semester.

4. The institution proposing the program shall notify all public institutions within 50 miles of the teaching site of their intention to offer the program at least 30 days prior to submitting their request to the Coordinating Board. If no objections are received, the Coordinating Board staff shall update the institution's program inventory accordingly. If objections occur, the proposed program shall not be implemented until all objections are resolved. If the proposing institution cannot resolve the objection(s), the proposing institution may request the assistance of the assistant commissioner of workforce, academic affairs and research to mediate the objections and determine whether the proposing institution may implement the proposed program.

5. If objections to the proposed program are received by the Coordinating Board staff, the proposed program shall not be implemented until all objections are resolved.

The commissioner shall forward a program to the Coordinating Board for consideration at an appropriate quarterly meeting if either of the following conditions is met: the proposed program is the subject of an unresolved grievance or dispute between institutions; or the commissioner has disapproved the proposed program and the institution has requested a Coordinating Board review.

19 TAC 9.93(a)–(b), (e)

REVISIONS

Revision of an existing associate degree or certificate program shall be approved if all of the requirements above at item 1 at CAREER TECHNICAL / WORKFORCE DEGREE AND CERTIFICATE
PROGRAMS are met. To request a change of Classification of Instructional Programs (CIP) code for an existing degree or certificate program, the institution shall notify the Coordinating Board staff and certify that the revised program meets the requirements listed above at item 1. If the revision of an existing degree or certificate program meets the conditions stipulated at item 1, the institution shall submit a request to the assistant commissioner for academic affairs and research to revise the program. The Coordinating Board staff shall update the institution’s program inventory accordingly. If a program revision does not meet the conditions stipulated, the institution shall submit a revision request using the standard electronic program revision request process. 19 TAC 9.93(f)–(i)

AUDITS

The Coordinating Board reserves the right to audit a certificate or degree program at any time to ensure compliance with any of the requirements in 19 Administrative Code Chapter 9, Subchapter E. 19 TAC 9.93(m)

ADMINISTRATIVE OFFICIALS

All programs must be under the direction of an administrator having appropriate authority to ensure that quality is maintained and that programs are conducted in compliance with all applicable laws and rules. Administrative officers must possess credentials, work experience, and/or demonstrated competence appropriate to their areas of responsibility as specified by the SACSCOC. 19 TAC 9.93(j)

FACULTY AND STAFF

Faculty and staff must be approved by the postsecondary institution. 19 TAC 9.93(k)

BACCALAUREATE DEGREE PROGRAMS

The Coordinating Board shall authorize public junior colleges to offer baccalaureate degree programs in the fields of applied science and applied technology under Education Code 130.0012. Offering a baccalaureate degree program under Section 130.0012 does not otherwise alter the role and mission of a public junior college.

The Coordinating Board shall authorize baccalaureate degree programs at each public junior college that previously participated in a pilot project to offer baccalaureate degree programs.

Education Code 130.0012(a)–(b)

Public community colleges authorized by the Coordinating Board to offer baccalaureate degree programs under Education Code 130.0012 may submit requests for new baccalaureate degree programs if:

1. The proposed degree program has the approval of the college’s governing board;
2. The proposed degree program is not an engineering program; and

3. The addition of the proposed program to the college’s inventory would not exceed five total approved baccalaureate degree programs.

19 TAC 5.56

LIMITATION ON SCH REQUIREMENTS

To earn an associate degree, a student may not be required by an institution of higher education, including a college district, to complete more than the minimum number of SCH required for the degree by the Southern Association of Colleges and Schools or its successor unless the institution determines that there is a compelling academic reason for requiring completion of additional SCH for the degree. The Coordinating Board may review one or more of an institution’s associate degree programs to ensure compliance with this section.

This section does not apply to an associate degree awarded by an institution to a student enrolled in the institution before the 2015 fall semester. This provision does not prohibit the institution from reducing the number of SCH the student must complete to receive the degree.

Education Code 61.05151

STATE FUNDING

No funds appropriated to any public two-year college or other institution providing certificate or associate degree programs shall be expended for any program that has not been approved by the commissioner or the assistant commissioner for workforce, academic affairs and research or, when applicable, by the Coordinating Board. 19 TAC 9.96

DEGREE-SEEKING STUDENTS

A student who is concurrently enrolled at more than one institution of higher education may be classified as a degree-seeking student at only one institution.

If a student maintains continuous enrollment from a spring semester to the subsequent fall semester at an institution at which the student has declared to be seeking a degree, the student remains a degree-seeking student at that institution regardless of the student’s enrollment during the intervening summer sessions at another institution.

19 TAC 4.28(d)(2)–(3)

COMPENSATORY COURSES

Courses designated as compensatory in the Lower-Division Academic Course Guide Manual may not be used to satisfy degree requirements. Such courses may be used as corequisites or pre-
requisites for degree courses as determined by local institutions.  

19 TAC 9.76

LOW-PRODUCING DEGREE PROGRAMS

The Coordinating Board may review the number of degrees or certificates awarded through a degree or certificate program every four years or more frequently, at the Coordinating Board's discretion. The Coordinating Board shall review each degree or certificate program offered by an institution of higher education at least every ten years after a new program is established using the criteria prescribed by Education Code 61.0512(c). Education Code 61.0512(d)–(e); 19 TAC Ch. 4, Subch. R

DEFINITION

A “low-producing degree program” is a degree program that does not meet the minimum standard for degrees awarded in the program. For career technical certificates, associate, and bachelor’s programs, the minimum standard is an average of five degrees awarded per academic year, to total not fewer than 25 degrees awarded for any five-year period. 19 TAC 4.287(4)

CONSEQUENCES

The Coordinating Board may not order the consolidation or elimination of any degree or certificate program offered by an institution of higher education. Coordinating Board staff will recommend to the institution’s governing board, or to an institution where a system does not exist, the closure of any non-exempt degree program which has been on the annual list of low-producing programs for three or more consecutive years. If the governing board or institution does not accept the recommendation to close the program, then the university system or, where a system does not exist, the institution, must identify the programs recommended for closure on the next legislative appropriations request submitted by the system or institution. Education Code 61.0512(f); 19 TAC 4.290
The College District shall be authorized to award the following degrees, subject to the completion of all specific requirements as determined by the administration and published in the College District catalog.

The Associate of Arts Degree (AA) and the Associate of Science Degree (AS) shall include coursework in general academic and pre-professional education and shall give broad exposure to lower division baccalaureate study. These degrees shall include the approved curriculum of the Coordinating Board. Either degree shall enable students to enter a four-year college or university.

The Associate of Applied Science Degree (AAS) shall include a concentration of coursework in a specific technical or occupational field and support courses in general education. The degree shall be awarded for successful completion of prescribed programs of study that shall prepare students with the knowledge and entry-level skills necessary to enter and compete in a job market. Such courses and programs of study shall not be intended to transfer to four-year institutions.

The Associate of Arts in Teaching Degree (AAT) shall consist of lower-division courses intended for transfer to baccalaureate programs that lead to initial Texas teacher certification. The AAT shall be fully transferable to any Texas public university offering baccalaureate programs for initial teacher certification.

The following minimum requirements for degrees shall apply:

1. Completion of 62 college-level credit hours, as required by the degree program, for the AA and AS degrees, and 60 credit hours, as required by the degree program, for an AAS degree;

2. Completion of a minimum of 18 credit hours at the College District;

3. Attainment of a minimum cumulative grade point average (GPA) of 2.00 for all courses counted for graduation and, for the AAS degree, attainment of a minimum of a “C” for all courses in the major;

4. The discharge of all financial obligations to the College District; and

5. Passage of an assessment designated by the College District, unless exempted from this requirement.

Although the AA and the AS degrees shall satisfy the transfer requirements of most four-year institutions, the student is responsible
CERTIFICATES OF COMPETENCY

The College District may award certificates of competency for successful completion of prescribed programs of study that prepare students with the knowledge and skills necessary to enter a specific job market or to upgrade their skills in a particular area. Such courses or programs shall not necessarily be intended to transfer to four-year institutions. A student must maintain a cumulative GPA of 2.00 for all courses counted toward graduation. A current list of programs for which certificates will be awarded shall be maintained in the College District catalog.
“DEGREE PLAN”  "Degree plan" means a statement of the course of study requirements that an undergraduate student at an institution of higher education must complete in order to be awarded an associate or bachelor's degree from the institution.

FILING REQUIREMENT  Each student enrolled in an associate's or bachelor's degree program at an institution of higher education, including a college district, shall file a degree plan with the institution not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 45 or more semester credit hours for coursework successfully completed by the student, including transfer courses, international baccalaureate courses, dual credit courses, and any other course for which the institution the student attends has awarded the student college course credit, including course credit awarded by examination.  *Education Code 51.9685(b)*

EXCEPTION  A student to whom the filing requirement applies who begins the student's first semester or term at the institution of higher education with 45 or more semester credit hours of course credit for courses described above shall file a degree plan with the institution not later than the end of the student's second regular semester or term at the institution.  *Education Code 51.9685(c)*

VERIFICATION AT REGISTRATION  At each registration for a semester or term, a student who is required to have filed a degree plan before that semester or term shall verify to the institution that:

1. The student has filed a degree plan with the institution; and
2. The courses for which the student is registering are consistent with that degree plan.

*Education Code 51.9685(e)*

NOTICE GENERALLY  An institution of higher education, including a college district, shall provide to students to whom the filing requirement applies information regarding the degree plan filing requirement and options for consulting with an academic advisor for that purpose, which may include consultation through electronic communication.  *Education Code 51.9685(d)*

UPON FAILURE TO FILE  If a student does not timely file a degree plan, the institution of higher education in which the student is enrolled shall notify the student that the degree plan is required by law and require the student to consult with an academic advisor for that purpose in accordance with the consulting options under Education Code 51.9685(d), above, during the semester or term in which the student receives the notice.  The student may not obtain an official transcript from the institution until the student has filed a degree plan with the institution.  *Education Code 51.9685(f)*
The degree plan is an official document, which shall be prepared by the student with assistance from the counseling staff and faculty. The degree plan shall list all courses completed, courses not completed, proficiency exams, and all other requirements for the degree sought by the student.
No qualified student shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, counseling, or any other extracurricular or other postsecondary education aid, benefits, or services to which the federal Rehabilitation Act and 34 C.F.R. Part 104, Subpart E applies. 34 C.F.R. 104.43(a)–(b)

APPLICATION OF 34 C.F.R. PART 104, SUBPART E

34 C.F.R. Part 104, Subpart E applies to postsecondary education programs or activities, including postsecondary vocational education programs or activities, that receive federal financial assistance and to recipients that operate, or that receive federal financial assistance for the operation of, such programs or activities. 34 C.F.R. 104.41

RELATED PROGRAMS

A recipient to which Subpart E applies that considers participation by students in education programs or activities not operated wholly by the recipient as part of, or equivalent to, an education program or activity operated by the recipient shall assure itself that the other education program or activity, as a whole, provides an equal opportunity for the participation of qualified persons with disabilities. 34 C.F.R. 104.43(b)

ACADEMIC ADJUSTMENTS

A recipient to which Subpart E applies shall make modifications to its academic requirements that are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified applicant or student with disabilities. Academic requirements that the recipient can demonstrate are essential to the program of instruction being pursued by the student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. 34 C.F.R. 104.44(a)

A recipient to which Subpart E applies may not impose upon students with disabilities other rules, such as the prohibition of tape recorders in classrooms, that have the effect of limiting the participation of students with disabilities in the institution's education program or activity. 34 C.F.R. 104.44(b)

COURSE EXAMINATIONS

In its course examinations or other procedures for evaluating students' academic achievement, a postsecondary education program or activity to which Subpart E applies shall provide such methods for evaluating the achievement of students who have a disability that impairs sensory, manual, or speaking skills as will best ensure that the results of the evaluation represents the students' achieve-
A recipient to which Subpart E applies shall take such steps as are necessary to ensure that no student with disabilities is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills. Auxiliary aids may include taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. Institutions need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature. 34 C.F.R. 104.44(d)

An institution of higher education may, on a case-by-case basis, approve an accommodation of a specific core curriculum foundational area requirement for a student with a medically documented learning disability, including but not limited to dyslexia, dysgraphia, or Asperger’s Syndrome.

Accommodation shall not include a waiver or exemption of any core curriculum requirement.

An institution may approve for core curriculum applicability a course the institution offers but that is not approved as part of the core curriculum, if the institution demonstrates that the course has been approved to fulfill the same specific foundational component area requirement at five or more other Texas public colleges or universities. The Texas Common Course Numbering System course number may be used as evidence of the suitability of the course under 19 Administrative Code 4.28(k).

19 TAC 4.28(k)

A recipient to which Subpart E applies shall provide personal academic or vocational counseling, guidance, or placement services to its students without discrimination on the basis of disability. The institution shall ensure that qualified students with disabilities are not counseled toward more restrictive career objectives than are students without disabilities and with similar interests and ability. This requirement does not preclude an institution from providing factual information about licensing and certification requirements that may present obstacles to persons with disabilities in their pursuit of particular careers. 34 C.F.R. 104.47(b)
STUDENTS WITH DYSLEXIA

Unless otherwise provided by law, an institution of higher education, including a college district, may not reassess a student determined to have dyslexia for the purpose of assessing the student's need for accommodations until the institution of higher education reevaluates the information obtained from previous assessments of the student. *Education Code 51.9701*

**Note:** For related provisions regarding students with disabilities, see FB(Admissions), FEA(Financial Aid and Scholarships), and FG(Student Housing).
DEFINITIONS

“ADULT EDUCATION AND LITERACY” “Adult Education and Literacy” (AEL) means services designed to provide adults with sufficient basic education that enables them to effectively:

1. Acquire the basic educational skills necessary for literate functioning;
2. Participate in job training and retraining programs;
3. Obtain and retain employment; and
4. Continue their education to at least the level of completion of secondary school and preparation for postsecondary education.

40 TAC 800.2(1)

“ADULT BASIC EDUCATION” “Adult basic education” (ABE) is instruction in reading, writing, and speaking and comprehending English, and solving quantitative problems, including functional context, designed for adults who:

1. Have minimal competence in reading, writing, and solving quantitative problems;
2. Are not sufficiently competent to speak, read, or write the English language; or
3. Are not sufficiently competent to meet the requirements of adult life in the United States, including employment commensurate with the adult's real ability.

40 TAC 805.2(1)(A)

“ADULT SECONDARY EDUCATION” “Adult secondary education” (ASE) is comprehensive secondary instruction below the college credit level in reading, writing and literature, mathematics, science, and social studies, including functional context, and instruction for adults who do not have a high school diploma or its equivalent. 40 TAC 805.2(1)(B)

“ENGLISH LITERACY EDUCATION” “English literacy education” (EL) is instruction designed to help adults with limited English proficiency achieve competence in the English language. 40 TAC 805.2(1)(C)

Adult education programs must be provided by public school districts, public junior colleges, regional education service centers, nonprofit agencies, and community-based organizations approved in accordance with state statutes and the regulations and rules adopted by the Texas Workforce Commission. The programs must be designed to meet the education and training needs of adults to the extent possible using available public and private resources. Bilingual education may be used to instruct students who do not function satisfactorily in English whenever it is appropriate for those students' optimum development. Labor Code 315.003; 40 TAC 805
The continuing education program shall be designed to satisfy needs and interests of individuals as they grow and develop both personally and professionally. Through courses, seminars, workshops, and conferences, students can gain information on current topics and meet continuing education requirements for job certification and job training. In addition, human interest and leisure programs shall be offered in selected programs to help people of all ages improve their quality of life.

Tuition and fees may be charged for continuing education activities based on class length, instructor salary, supplies, and required facilities. The College President or designee shall be authorized to establish tuition and fees for continuing education courses and shall be responsible for ensuring that fees are consistently assessed in keeping with the Texas Higher Education Coordinating Board regulations.

The Board shall approve tuition and fees on a yearly basis.

The College District shall follow national guidelines for the recording of continuing education units (CEUs) established by the Southern Association of Colleges and Schools (SACS). A CEU is defined as a means for recording and accounting for completion of various continuing education courses sponsored by the College District that meet the criteria of SACS. A student shall not interpret a CEU as a substitute for college credit.
In accordance with Education Code Chapter 12, Subchapter E, the commissioner of education may grant a charter upon application of a public junior college for an open-enrollment charter school to operate on the campus of the public junior college or in the same county in which the campus of the public junior college is located. Notwithstanding Education Code 12.110(d), the commissioner of education may grant such a charter to the public junior college only if the following criteria are satisfied in the public junior college’s application, as determined by the commissioner of education [see 19 Administrative Code 100.1017 for the application of administrative regulations found at 19 Administrative Code Chapter 100]:

1. The junior college charter school’s educational program must be implemented under the direct supervision of a member of the faculty of the public junior college.

2. The faculty member supervising the junior college charter school’s educational program must have substantial experience and expertise in teacher education, classroom instruction, or educational administration.

3. The junior college charter school’s educational program must be designed to meet specific goals described in the charter, such as dropout recovery, and each aspect of the program must be directed toward the attainment of the goals.

4. The attainment of the junior college charter school’s educational program goals must be measured using specific, objective standards set forth in the charter, including assessment methods and a time frame.

5. The financial operations of the junior college charter school must be supervised by the business office of the junior college.

*Education Code 12.152, .154(b)*

The name of a junior college charter school must include the name of the junior college operating the school. *Education Code 12.155*

Education Code Chapter 12, Subchapter D applies to a junior college charter school as though this school were granted a charter under that subchapter. *Education Code 12.156(a)*

In accordance with Education Code Chapter 12, Subchapter D, the commissioner of education may grant a charter on the application of an eligible entity, including a college district or other institution of higher education, for an open-enrollment charter school to operate in a facility of a commercial or nonprofit entity, an eligible entity, or
a school district, including a home-rule school district. *Education Code* 12.101(a); 19 TAC Ch. 100, Subch. A, AA

**Note:** For provisions regarding instructional partnerships with public school districts, including the provision of dual credit, see policy GH.
Tests shall be administered by authorized contracted testing centers under applicable state law and rules of the State Board of Education. Entities eligible to serve as official testing centers include: an accredited school district; an institution of higher education; an education service center; a local workforce development board; a United States Department of Labor One-Stop Career Center; a United States Department of Labor Job Corps Center; a public or private correctional institution; a public or private technical institution or career preparation school; any other public or private postsecondary institution offering academic or technical education or vocational training under a certificate program or an associate degree program; and an independent, stand-alone testing center.

The appropriate official of an eligible entity desiring to provide the testing service to residents in the community must request approval from the Texas Education Agency (TEA) to apply for authorization from the authorized testing organization. If the need for a testing center in the location exists, the appropriate entity official, in writing, shall inform the state administrator appointed by the commissioner of education that the establishment of an official testing center is requested at that particular entity. The contract to operate a center shall be between the applicant entity and the authorized testing organization and its partners.

19 TAC 89.41, .42(a)–(b)

TEST MATERIALS
A testing center may administer the test by paper or computer, as appropriate, at the testing center to eligible candidates who are 16 years of age or older. 19 TAC 89.42(d)

EXAMINEES
ELIGIBILITY
Verification that any person being tested meets the eligibility requirements in 19 Administrative Code 89.43 will be provided according to procedures established by the TEA. 19 TAC 89.43(b)

IDENTIFICATION
Test centers shall require each examinee to present a driver’s license or Texas Department of Public Safety identification card, or a government-issued identification card (both national and foreign), provided that the identification includes date of birth, photograph, address, and signature. The examinee must also meet the age, residency, and other requirements of 19 Administrative Code Chapter 89, Subchapter C. 19 TAC 89.44

EXAMINEES WITH DISABILITIES
An applicant with a physical disability who is unable to mark an answer sheet may be assisted by the chief examiner or proctor. The examinee must read the questions without assistance and indicate the answer for the proctor to mark.

An applicant who is unable to take the printed form of the test may be administered a taped version of the test upon written authoriza-
An applicant with a visual impairment may take the test in a Braille, large print, or taped version.

19 TAC 89.46

RETESTING
An examinee who fails to achieve a minimum passing score on one or more of the tests may retest on the tests he or she failed, except for instances in which the American Council on Education establishes that scores may not be combined across a General Educational Development test series, in which case the examinee must successfully complete the full battery of tests in a series. Each retest must be on a different form of the test. 19 TAC 89.45

WITHDRAWAL OF AUTHORIZATION
The authorization to function as an official testing center may be withdrawn by the TEA if the testing center is in violation of SBOE rules. 19 TAC 89.42(c)
An official General Educational Development (GED) testing center shall be located at one or more College District facilities designated by the Board.

**PROCEDURES**

The College President or designee shall develop written procedures concerning the operation of the center. The procedures shall:

1. Address the selection, requisition, and permanent storage of restricted test materials;
2. Address the provision of a suitable place for administering the test;
3. Include a written emergency plan; and
4. Address other operational matters as appropriate.

**TESTING SCHEDULE**

The College President or designee shall annually publish a testing schedule in appropriate College District publications.

**CHIEF EXAMINER**

The College President or designee shall designate a qualified chief examiner and shall seek authorization for the designation of that individual, as well as any subsequent changes to the chief examiner, from the Texas Education Agency (TEA). The chief examiner shall attend training annually as required by law.

**FEES**

In accordance with law, the Board shall approve a fee for the administration of the test, and the College District shall submit the amount and any subsequent changes to TEA for approval.

**ANNUAL REPORT**

The College President or designee shall report to the Board annually concerning the center, including the number of tests administered and the fees received for administering the test.
Community interest courses shall not be eligible for state appropriations. *19 TAC 9.115(c)*
Institutions of higher education, including college districts, shall be permitted to offer driver education courses for the purpose of preparing students to obtain a Texas driver's license if approved by the State Board of Education (SBOE). Institutions of higher education shall be subject to the rules and regulations regarding driver education of the SBOE. *Education Code 51.308; 19 TAC 9.26*
Student transcripts shall contain a record of each state-funded course attempted by a student at the transcripting institution, including a college district. This includes all courses for which the student was enrolled as of the official census date each term, including developmental education courses, courses that were not completed, courses that were dropped, and courses that were repeated.

The student transcript or an addendum to the transcript certified by the appropriate institutional official shall contain a record of the student's status in regard to the Texas Success Initiative (TSI). The document should include the status for each section of a test taken for TSI purposes (reading, mathematics, writing) with information as to how the student met the TSI requirement. The information provided should enable receiving institutions to use the transcript or the addendum as a single source of information to determine the student's TSI status.

Student transcripts created after September 1, 2000, should be maintained by the institutions in a format suitable for electronic interchange. The format of transcripts shall be the format that is used to store the most transcripts by Texas institutions of higher education as of September 1, 1998, or another format adopted by a majority of the members of the Texas Association of Collegiate Registrars and Admissions Officers.

Student transcripts or an addendum to the transcript certified by the appropriate institutional official shall identify all courses completed in satisfaction of the core curriculum as specified in 19 Administrative Code 4.28(h) (relating to Transfer of Credit, Core Curriculum and Field of Study Curricula).

19 TAC 4.7
Each institution of higher education, including each college district, that offers freshmen-level courses shall adopt and implement a policy to grant undergraduate course credit to entering freshmen students who have successfully completed the International Baccalaureate (IB) Diploma Program, who have achieved required scores on one or more examinations in the Advanced Placement (AP) Program or the College-Level Examination Program (CLEP), or who have successfully completed one or more courses offered through concurrent enrollment in high school and at an institution of higher education.

In the policy, the institution shall:

1. Establish the institution’s conditions for granting course credit, including the minimum required scores on CLEP examinations, AP examinations, and examinations for courses constituting the IB Diploma Program; and

2. Based on the correlations between subject matter and content of courses offered by each institution of higher education and the subject matter and content of courses and examinations in the IB Diploma Program, the AP Program, and the CLEP as identified by the Coordinating Board, in consultation with the Texas Education Agency, under Education Code 51.968(f), identify the specific course credit or other academic requirements of the institution, including the number of semester credit hours or other course credit, that the institution will grant to a student who successfully completes the diploma program, who successfully completes a course through concurrent enrollment, or who achieves required scores on CLEP examinations or AP examinations.

*Education Code* 51.968(c), (f)

Each institution of higher education shall report its policy to the Coordinating Board and shall include a copy of the policy with the institution’s undergraduate student application materials, including application materials available on the institution’s Internet website.

On request of an applicant for admission as an entering freshman, the institution of higher education, based on information provided by the applicant, shall determine and notify the applicant regarding:

1. The amount and type of any course credit that would be granted to the applicant under the policy; and

2. Any other academic requirement that the applicant would satisfy under the policy.
Except as otherwise provided above, an institution of higher education shall grant at least 24 semester credit hours (SCH) or equivalent course credit in appropriate subject areas to an entering freshman student for successful completion of the IB Diploma Program. The institution may grant fewer than 24 SCH if the student received a score of less than four on an examination administered as part of the diploma program. The institution may grant fewer credit hours only with respect to courses that are substantially related to the subject of that examination.

*Education Code 51.968(b)–(e)*

** COURSE CREDIT FOR MILITARY TRAINING **

An institution of higher education, including a college district, shall consider, in determining whether to award course credit toward a degree offered by the institution for the student's completion of certain military training:

1. Any official military record presented to the institution by the student that describes the substance of the training completed by the student and verifies the student's successful completion of that training; and

2. Whether the substance of that training satisfies the purpose of the course for which the student seeks credit as described in the institution's course catalog.

This section applies to a student who is admitted to the institution, including a student who has been readmitted to the institution under Education Code 51.9242. [See FBA(LEGAL)]

*Education Code 51.3041*

** COURSE CREDIT FOR MILITARY SERVICE **

An institution of higher education, including a college district, shall award to an undergraduate student who is admitted to the institution, including a student who is readmitted under Education Code 51.9242, course credit for all physical education courses required by the institution for an undergraduate degree and for additional semester credit hours, not to exceed 12, that may be applied to satisfy any elective course requirements for the student's degree program for courses outside the student's major or minor if the student graduated from a public or private high school accredited by a generally recognized accrediting organization or from a high school operated by the U.S. Department of Defense and is an honorably discharged former member of the Armed Forces of the United States who completed at least two years of service in the Armed Forces or was discharged because of a disability.

This section does not prohibit an institution of higher education from awarding additional course credit for a student's military service as the institution considers appropriate.
An institution of higher education may adopt rules requiring reasonable proof from a student of the fact and duration of the student's military service and of the student's military discharge status.

_Education Code 51.3042_

The governing board of each general academic teaching institution and each public junior college within a 100-mile radius of that institution shall adopt a policy to enhance the transfer of students based on the recommendations of the permanent advisory committee established under Education Code 51.3521. _Education Code 51.352(f) [See GI]_

In its course catalogs and on its website, each institution of higher education shall publish guidelines addressing the practices of the institution regarding the transfer of course credit. In the guidelines, the institution must identify a course by using the common course numbering system approved by the Coordinating Board. _Education Code 61.830_

All successfully completed lower-division academic courses that are identified by the Texas Common Course Numbering System and published in the Lower-Division Academic Course Guide Manual shall be fully transferable among public institutions and shall be substituted for the equivalent course at the receiving institution. Except in the case of courses belonging to a Coordinating Board-approved Field of Study Curriculum, applicability of transferred courses to requirements for specific degree programs is determined by the receiving institution. Each institution of higher education shall identify in its undergraduate catalog each lower-division course that is substantially equivalent to an academic course listed in the current edition of the Lower Division Academic Course Guide Manual. _19 TAC 4.24(a), .25(a)_

Responsibilities for universities regarding requirements and limitations on transfer of lower-division courses, penalties for noncompliance with transfer rules, and resolution of transfer disputes are found in the 19 Administrative Code 4.25, 4.26, and 4.27.

Two-year public colleges shall notify students who intend to transfer to baccalaureate degree programs of possible limitations on lower-division coursework that may be applied toward a baccalaureate degree program at a general academic teaching institution. Notification to students must occur no later than the semester or term during which students are expected to accumulate the 39th semester credit hour of academic coursework.

The notification shall include 19 Administrative Code 4.25(f) (relating to Requirements and Limitations) and may include additional
transfer information that will help students make informed decisions about coursework.

Colleges may notify students either through the mail or through electronic means targeted directly at affected students such as electronic mail, pop-up notices on an electronic registration or advising page, or information included in the students’ grade reports. Listing the information on lower-division transfer limits in the institution’s catalog, while strongly recommended, is not sufficient to satisfy the requirements of this section.

19 TAC 9.77

If a student successfully completes the 42-hour core curriculum at an institution of higher education, that block of courses may be transferred to any other institution of higher education and must be substituted for the receiving institution’s core curriculum. A student shall receive academic credit for each of the courses transferred and may not be required to take additional core curriculum courses at the receiving institution. Education Code 61.822(c); 19 TAC 4.28(c)

A student who transfers from one institution of higher education to another without completing the core curriculum of the sending institution shall receive academic credit from the receiving institution for each of the courses that the student has successfully completed in the core curriculum of the sending institution. Following receipt of credit for these courses, the student may be required to satisfy further course requirements in the core curriculum of the receiving institution. Education Code 61.822(d); 19 TAC 4.28(e)

Each student must meet the number of SCH in each foundational component area; however, an institution receiving a student in transfer is not required to apply to the fulfillment of a foundational component area requirement SCH beyond the number of SCH specified in a foundational component area. 19 TAC 4.28(f)

For a student who transfers to a public institution from a college or university that is not a Texas public institution of higher education, courses the student completed prior to admission should be evaluated to determine whether they apply to one of the institution’s core curriculum component areas. Only those courses the institution has accepted for transfer that can demonstrate fulfillment of the foundational component area content descriptions, core objectives, and SCH required for the appropriate foundational component area or areas should be applied to the institution’s core curriculum. 19 TAC 4.28(j)
If a student successfully completes a field of study curriculum developed by the Coordinating Board, that block of courses may be transferred to a general academic teaching institution and must be substituted for that institution’s lower-division requirements for the degree program for the field of study into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.

A student who transfers from one institution of higher education to another without completing the field of study curriculum of the sending institution shall receive academic credit from the receiving institution for each of the courses that the student has successfully completed in the field of study curriculum of the sending institution. Following receipt of credit for these courses, the student may be required to satisfy further course requirements in the field of study curriculum of the receiving institution.

_Education Code 61.823(b)–(c); 19 TAC 4.32(b)–(c)_

Institutions of higher education shall follow the following procedures in the resolution of credit transfer disputes involving lower-division courses:

1. If an institution of higher education does not accept course credit earned by a student at another institution of higher education, the receiving institution shall give written notice to the student and to the sending institution that transfer of the course credit is denied and shall include in that notice the reasons for denying the credit. Attached to the written notice shall be these procedures for resolution of transfer disputes for lower-division courses, accompanied by clear instructions outlining the procedure for appealing the decision to the commissioner.

2. A student who receives notice as specified in item 1 may dispute the denial of credit by contacting a designated official at either the sending or the receiving institution.

3. The two institutions and the student shall attempt to resolve the transfer of the course credit in accordance with Coordinating Board rules and guidelines.

4. If the transfer dispute is not resolved to the satisfaction of the student or the sending institution within 45 days after the date the student received written notice of denial, the sending institution may notify the commissioner in writing of the request for transfer dispute resolution, and the institution that denies the course credit for transfer shall notify the commissioner in writing of its denial and the reasons for the denial.
The commissioner or the commissioner's designee shall make the final determination about a dispute concerning the transfer of course credit and give written notice of the determination to the involved student and institutions.

The Coordinating Board shall collect data on the types of transfer disputes that are reported and the disposition of each case that is considered by the commissioner or the commissioner’s designee.

If a receiving institution has cause to believe that a course being presented by a student for transfer from another school is not of an acceptable level of quality, it should first contact the sending institution and attempt to resolve the problem. In the event that the two institutions are unable to come to a satisfactory resolution, the receiving institution may notify the commissioner, who may investigate the course. If its quality is found to be unacceptable, the Coordinating Board may discontinue funding for the course. Each institution of higher education shall publish in its course catalogs the procedures specified above.

*Education Code 61.826; 19 TAC 4.27*

**Nondiscrimination**

Nothing in 19 Administrative Code Chapter 4, Subchapter B restricts the authority of an institution of higher education to adopt its own grading policies so long as it treats transfer students and native students in the same manner. *19 TAC 4.24(b)*

**Withdrawal for Military Service**

If a student withdraws from an institution of higher education, including a college district, because the student is called to active military service, the institution, at the student’s option, shall:

1. Grant a student, who is eligible under the institution’s guidelines, an incomplete grade in all courses by designating “withdrawn-military” on the student’s transcript; or

2. As determined by the instructor, assign an appropriate final grade or credit to a student who has satisfactorily completed a substantial amount of coursework and demonstrated sufficient mastery of the course material.

*Education Code 54.006(f)*

**ROTC Courses Counted for Enrollment Status**

To the extent it will not adversely affect the accreditation status of an institution of higher education with the appropriate accrediting agency, the governing board of the institution, including a college district, shall count courses in which a student enrolls for the purposes of a Reserve Officers’ Training Corp (ROTC) program, including courses for which the student does not receive course credit toward the student’s degree, in determining whether the student is enrolled as a full-time student. *Education Code 51.9112(c)*
Student classification shall be based on the number of credit hours completed and the student's current course load.

The College District shall use an alphabetic system for grades. Any grade changes shall only be made by the faculty member who issued the grade, and approval of the appropriate Dean or Instructional Director shall be required. Any requests for a grade change must be made before the completion of the next fall or spring semester.

A grade point average (GPA) shall be calculated by dividing the total number of points by the total number of semester hours attempted by the student.

Grade reports shall be posted on “Campus Connect” at the end of each semester. Following the end of the eighth week of each regular semester, a student may request a statement of progress report from the instructor of each course in which the student is enrolled.

The College District shall recognize academic achievement of both part-time and full-time students. An Academic Honors list shall be published after the close of the fall and spring semesters. Honor students shall be recognized at graduation ceremonies as well.
Credit by Advanced Placement (AP) shall be available for entry-level, transfer, and currently enrolled students. Potential college freshmen or entry-level transfer students may earn course credit through the College Board’s AP Program examinations offered at select high schools in May of each year. A list of AP examinations for which students may earn college credit shall be furnished to interested students upon request.

The College District shall not award credit by examination or AP for a course in which a student is currently enrolled, a course for which a student has failed, or a course that is a prerequisite to a course for which the student has already earned credit.

A student may earn a maximum of 15 credit hours through credit by examination or AP. The College District shall award credit only after the student, while in residence, has earned 12 credit hours through classroom instruction.

Credits earned by examination or AP shall not be included in computation of grade point averages (GPAs) nor toward determination of scholastic standing and academic honors. In addition, credits earned in this manner shall not satisfy requirements for the minimum number of hours in residence required of a student to earn a certificate of completion or degree from the College District.

Standards for awarding course credit by examination or AP shall be set by the academic departments and approved by the Executive Vice President for Instruction.

The symbol “CR” rather than a grade shall be posted on a student’s transcript for credit earned in this manner. Unsuccessful attempts shall not be recorded on the transcript.

The College District shall charge a one-time fee for processing and posting credit by examination or AP to a transcript.

A student shall be urged to verify transferability with the institution to which the student intends to transfer. The receiving college or university shall determine transfer of course credit earned through examination or AP.

A student may earn course credit by demonstrating specified achievement on the subject examinations of the College Board of New York’s College-Level Examination Program (CLEP), through departmental examinations, or for learning achieved through experiences outside of typical educational settings.

The CLEP enables those who have reached a college level of education in nontraditional ways to assess the level of their achievement. This assessment takes place through general and subject
examination, and the results are used to establish college credit. The College District is designated as an open testing center and allows both currently enrolled students and members of the community to benefit from any of the college-level examinations offered through the College District. A list of courses offered through the CLEP shall be furnished to interested students upon request. A fee shall be charged for each exam.

Credit may be awarded toward completion of an Associate of Applied Science Degree, or a certificate of completion may be awarded for learning achieved through experiences outside of typical educational objectives of the student, the requirements of the curriculum, and the policy on granting credit for experience. Decisions regarding the awarding of credit shall be made by full-time faculty members. A student must demonstrate proficiency in the course competencies/objectives as listed in the syllabus to the satisfaction of a full-time faculty member who is qualified to teach the course and must achieve a passing score, generally the grade equivalent of an “A” or “B”, on a departmental examination. In exceptional cases where credit is awarded without validation through departmental examination, it shall be supported by official and verifiable documentation. A copy of all documentation in support of the award of credit shall be submitted to the Executive Vice President for Instruction with an appropriate form to request that credit be awarded.

Examples of nontraditional experiences for which credit may be awarded are military training and experience; selected work experience in business and industry; professional certificates, licenses, and other recognized credentials; learning achieved through workshops, seminars, conferences, apprenticeships, or in-house/on-the-job training; and other experiences with appropriate documentation.

A student seeking credit for experience shall contact a faculty member in the subject area to make arrangements necessary to document proficiency. The student shall be responsible for identifying the specific experiences for which he or she seeks to be awarded credit. A fee shall be charged for credit by examination/experience placement.

To earn credit in this manner, the additional guidelines listed below shall apply:

1. The student must be currently enrolled at the College District and must have completed at least 12 semester hours of coursework at the College District.
2. Credit shall be granted only as it relates to the specific courses offered by the College District.

3. Courses for which credit is granted shall be reflected as a “CR” on the student’s transcript. The transcript shall reflect that credit was earned through a nontraditional method.

4. Examination/experience credit shall not be awarded for a course in which a student is currently enrolled, for which a grade has already been earned, for which the student received a failing grade, or that is a prerequisite to a course for which credit has already been earned by the student.

5. A maximum of 15 hours of credit examination/experience may be applied toward graduation requirements. The number of credits awarded shall not exceed the total number of credits required for the student’s specific associate degree objectives. No graduation, residency, degree, or program requirements shall be waived as a result of credits earned in this manner.

6. The student shall be urged to verify transferability with the institution to which transfer is intended, as the transfer of credit is determined by the receiving institution.
The College President or designee shall develop a schedule of final exams to occur during each final exam period designated by the Board on the academic calendar. The final exam schedule shall be published in the College District catalog.
The Board shall determine the method by which class rank will be calculated and academic honors bestowed on College District students. These provisions shall be published in the College District catalog. [For grade calculations and the awarding of credit, see EGA]
Each institution of higher education, including each college district, shall permit a student who transfers from another Texas public institution of higher education to choose a catalog for the purpose of specifying graduation requirements, based upon the dates of attendance at the receiving and transferring institutions, in the same manner that a nontransfer student may choose a catalog. 19 TAC 4.25(g)

After receiving a student transcript from a general academic teaching institution under Education Code 61.833(c), a lower-division institution of higher education, including a college district, shall review the transcript and, if the lower-division institution of higher education determines the student has earned the credits required to receive an associate degree awarded by the lower-division institution of higher education, may award the student the degree.

To be eligible, the student must:

1. Be enrolled in a general academic teaching institution;
2. Have transferred to the institution from or previously attended the lower-division institution of higher education;
3. Have earned at least 30 credit hours for coursework successfully completed at the lower-division institution of higher education; and
4. Have earned a cumulative total of at least 66 credit hours for coursework successfully completed.

Education Code 61.833(b), (d)
The Board shall establish graduation requirements in a manner consistent with applicable law. The College District catalog shall address the degrees and certificates, the semester credit hours or continuing education units, and other requirements that must be satisfied to obtain each degree or certificate awarded by the College District.

To be eligible for graduation, a student must first submit an application in accordance with procedures established by the College President and published in the College District catalog.
A student shall have the option of meeting graduation requirements of the current catalog or those outlined in the catalog under which the student entered the College District, provided the catalog is dated not more than five years prior to the expected graduation date.

A student completing course work by the conclusion of the spring semester shall be eligible to participate in the commencement ceremony held in May. Any student who completes course work during a summer term shall be eligible to participate in the commencement ceremony held in August.

To be considered a candidate for a degree or certificate, the student must have a formal degree plan on file and submit a formal application for graduation to the Admissions and Records office on or before the date specified in the College District calendar. Graduation fees must be paid to the Business Office at the time of application for the degree or certificate. An applicant for graduation shall provide official transcripts reflecting all college work applied toward the degree or certificate. Any financial obligations shall be discharged prior to graduation.

A student who has excelled academically shall graduate with specified honors. The cumulative grade point average referenced in the criteria below shall be based on all work attempted at the post-secondary level. A course that has been repeated for credit shall be counted only one time utilizing the last grade earned. The specific honors and criteria shall be as follows:

- President’s Honors – The graduate must have completed 24 hours in residence, must have met all associate degree requirements in residence, and must have a 4.0 cumulative grade point average.

- High Honors – The associate degree graduate must have completed at least 24 hours in residence and a minimum grade point average of 3.8.

- Honors – The associate degree graduate must have completed at least 24 hours in residence and a minimum cumulative grade point average of 3.5.
TEXAS SUCCESS INITIATIVE

An institution of higher education, including a college district, shall assess, by an instrument approved in 19 Administrative Code 4.56, the academic skills of each entering undergraduate student to determine the student’s readiness to enroll in freshman-level academic coursework prior to enrollment of the student. An institution may not use the assessment or the results of the assessment as a condition of admission to the institution.

An institution offering collegiate-level credit to students via a Multi-Institution Teaching Center (MITC) or a university system center, or to in-state students by distance learning delivery systems shall ensure that students are assessed as required by this policy.

Education Code 51.3062(b); 19 TAC 4.55(a), (d)–(e)

DEFINITIONS

“COURSE PAIRING”

“Course pairing” (also known as mainstreaming) is an instructional strategy whereby students are enrolled or reenrolled simultaneously in a developmental education course and/or intervention and the entry-level freshman course of the same subject matter within the same semester. The developmental component provides support that advances students’ success in the entry-level freshman course. 19 TAC 4.53(7)

“DEVELOPMENTAL COURSEWORK AND / OR INTERVENTION”

“Developmental coursework and/or intervention” means non-degree-credit coursework and/or activity designed to address a student’s strengths and needs in the areas of reading, writing, integrated reading and writing (IRW), mathematics, and student success. 19 TAC 4.53(8)

“ENTRY-LEVEL COURSE”

“Entry-level course” (sometimes referred to as entry-level freshman coursework) means any course for academic credit in which a freshman student typically enrolls. The course shall not have prerequisites and is open to any student meeting Texas Success Initiative (TSI) standards as defined in 19 Administrative Code 4.57, below, and/or meeting at least one of the exemptions or waivers as defined in 19 Administrative Code 4.54, below. These courses (or their local equivalent in the Texas Common Core Numbering System) include, but are not limited to: ENGL 1301, HIST 1301, PSYC 2301, GOVT 2305/2306, MATH 1314/1414/1324/1332/1342, SOCI 1301, PHIL 1301, SPCH 1311/1315, COSC 1401, HUMA 1301, ARTS 1301, and BIOL 1306/1406. 19 TAC 4.53(12)

“MATHEMATICS PATHWAY MODELS”

“Mathematics Pathway Models” are developmental and basic academic skills coursework/interventions that prepare students for academic/workforce training programs and careers. 19 TAC 4.53(14)
“Non-course-competency-based developmental education interventions,” also known as non-semester-length interventions or NCBO, are interventions that use learning approaches designed to address a student’s identified weaknesses and effectively and efficiently prepare the student for college-level work. These interventions must be overseen by an instructor of record, must not fit traditional course frameworks, and cannot include advising or learning support activities already connected to a traditional course; interventions may include, but are not limited to, tutoring, supplemental instruction, or labs. 19 TAC 4.53(17)

Under exceptional circumstances, an institution may permit a student to enroll in freshman-level academic coursework without assessment but shall require the student to be assessed not later than the end of the first semester of enrollment in freshman-level academic coursework. 19 TAC 4.55(a)

Prior to the administration of an approved instrument, an institution shall provide to the student a pre-assessment activity(ies) that addresses at a minimum the following components in an effective and efficient manner, such as through workshops, orientations, and/or online modules:

1. Importance of assessment in students’ academic career.

2. Assessment process and components, including practice with feedback of sample test questions in all disciplinary areas.

3. Developmental education options including course-pairing, non-course-based, modular, and other non-conventional interventions.

4. Institutional and/or community student resources (e.g., tutoring, transportation, childcare, and financial aid).

19 TAC 4.55(b)

Beginning with the institution’s first class day of the academic year (fall) 2013, an institution of higher education, including a college district, shall use the Texas Success Initiative (TSI) Assessment offered by the College Board as the only Coordinating Board-approved assessment instrument under this title. Any previously employed assessments (ACCUPLACER, Compass, THEA, Asset, Compass ESL, ACCUPLACER ESL) can no longer be used for entering students who initially enroll in any course on or after the institution’s first class day in fall 2013. Education Code 51.3062(c); 19 TAC 4.56

The following minimum passing standards (also known as "cut scores") for reading and mathematics on the TSI Assessment shall
be used by an institution to determine a student's readiness to enroll in freshman-level academic coursework:

1. Phase I as defined in 19 Administrative Code 4.53(21) - Reading 351; Mathematics 350;
2. Phase II as defined in 19 Administrative Code 4.53(21) - Reading 355; Mathematics 356; and
3. Final Phase as defined in 19 Administrative Code 4.53(21) - Reading 359; Mathematics 369.

The following standards on the TSI Assessment may be used by an institution for consideration of courses and/or interventions addressing the educational and training needs of students at the Adult Basic Education (ABE) levels (below the following cut scores, with no phase-in period):

1. Reading 342;
2. Writing 350; and

The Phase I, II, and Final Phase college readiness passing standard for the writing portion of the TSI Assessment is an essay score of 5. However, an essay score of 4 will meet this standard if the student also meets the multiple choice writing standard of 363.

An institution shall not require higher Phase I, II, and Final Phase college readiness standards on any or all portions of the TSI Assessment to determine a student's readiness to enroll in any entry-level freshman course.

Determination of applicable Phase I, II, and Final Phase standards as defined above is based on the student's initial TSI Assessment testing date in any subject area. TSI Assessment results are valid for five years from the date of testing.

*Education Code 51.3062(f); 19 TAC 4.57*

**TSI ASSESSMENT TIME PERIODS**

For phase-in of TSI Assessment college-ready standards, the following time periods shall be applicable:

1. Phase I--Start date: institution's first class day of fall 2013; expiration: the day immediately before the first class day of fall 2017;
2. Phase II--Start date: institution's first class day of fall 2017; expiration: the day immediately before the first class day of fall 2019; and
3. Final Phase--Start date: institution's first class day of fall 2019; no expiration.

19 TAC 4.53(21)

ADVISING PROGRAM

Each institution of higher education shall establish a program to advise students regarding coursework and other means by which students can develop the academic skills required to successfully complete college-level work. Education Code 51.3062(g)

FAILURE TO MEET MINIMUM STANDARDS

For holistic placement of non-exempt students not meeting standards as defined in 19 Administrative Code 4.57(a) and (b) (relating to College Ready and ABE Standards), above, institutions shall use for determination of appropriate courses and/or interventions the TSI Assessment results and accompanying Diagnostic Profile, along with consideration of one or more of the following:

1. High school grade point average/class ranking;
2. Prior academic coursework and/or workplace experiences;
3. Non-cognitive factors (e.g., motivation, self-efficacy); and
4. Family-life issues (e.g., job, childcare, transportation, finances).

19 TAC 4.55(c)

For each student who fails to meet the minimum passing standards described in 19 Administrative Code 4.57, above, an institution shall establish a program to advise the student regarding developmental education necessary to ensure the readiness of that student in performing freshman-level academic coursework. 19 TAC 4.58(a)

Students enrolled in a mathematics pathway model (e.g., New Mathways Project, modular/Emporium models, etc.) must be clearly informed of the consequences of successful completion of this model which will result in meeting the mathematics college readiness standard only for specific college credit courses and that changing degree plans may require additional developmental education coursework/interventions. 19 TAC 4.58(d)

READINESS EDUCATION PLAN

If a student fails to meet the assessment standards described above, the institution of higher education shall work with the student to develop a plan to assist the student in becoming ready to perform freshman-level academic coursework. The plan must be designed on an individual basis to provide the best opportunity for each student to attain that readiness.
The institution of higher education may refer a student to developmental coursework as considered necessary by the institution to address a student’s deficiencies in the student’s readiness to perform freshman-level academic coursework [see EFAC].

The commissioner may by rule require a college district to adopt uniform standards for the placement of a student under Education Code 51.3062.

Each plan for academic success shall:

1. Be designed on an individual basis to provide the best opportunity for each student to succeed in obtaining his or her career and/or academic goals. At a minimum, the individual plan shall address:
   a. Career advising;
   b. Course-based and/or non-course-based developmental education options;
   c. Campus and/or community student-support services/resources;
   d. Degree plan or plan of study;
   e. Regular interactions between student and designated point of contact (e.g., advisor, faculty member, peer and/or community mentor, and the like);
   f. Registration for next semester/next steps; and
   g. Differentiated placement.

2. Provide to the student a description of the appropriate developmental education considered necessary to ensure the readiness of that student to perform freshman-level academic coursework.

3. Provide to the student an appropriate measure for determining readiness to perform freshman-level academic coursework, as described in 19 Administrative Code 4.59, below.

Education Code 51.3062(h)–(i–1); 19 TAC 4.58(b)

An institution shall determine when a student is ready to perform entry-level freshman coursework using:

1. Developmental education coursework and/or intervention learning outcomes developed by the Coordinating Board based on the Texas College and Career Readiness Standards; and
2. Student performance on one or more appropriate assessments, including scores resulting from a student’s retaking of the TSI Assessment.

As indicators of readiness, institutions shall consider, as appropriate:

1. Performance in developmental education.

2. Performance in appropriate nondevelopmental coursework.

A student may retake an assessment instrument, subject to availability, at any time to determine readiness to perform entry-level freshman coursework.

An institution shall, as soon as practicable and feasible, indicate a student's readiness in reading, mathematics, and writing on the transcript of each student. Student readiness in mathematics is indicated as either:

1. Ready for any entry-level freshman mathematics coursework; or

2. Ready only for non-Algebra intensive courses, including MATH 1332/1342/1442 or their local equivalent.

*Education Code 51.3062(j)–(k); 19 TAC 4.59*

**REPORTING**

At the end of each semester, the institution shall report to the Coordinating Board the following information for undergraduate students: social security number, semester credit hours, grade points earned, ethnicity, gender, date of birth, TSI status, initial assessment instrument, score on initial assessment, type of developmental education received for each area (reading, mathematics, writing), grade in first related nondevelopmental course, and the results of any subsequent assessment. *19 TAC 4.60(b)*

Institutions shall analyze and report to the Coordinating Board, on a schedule to be determined by the commissioner, the fiscal and/or instructional impacts of the following on student outcomes:

1. Technological delivery of developmental education courses that allows students to complete coursework;

2. Diagnostic assessments to determine a student’s specific educational needs to allow for appropriate developmental instruction;

3. Modular developmental education course materials;
4. Use of tutors and instructional aides to supplement developmental education course instruction as needed for particular students;

5. Internal monitoring mechanisms used to identify a student’s area(s) of academic difficulty;

6. Periodic updates of developmental education course materials; and

7. Assessments after completion of a developmental education intervention to determine a student’s readiness for entry-level academic coursework.

19 TAC 4.60(a)

EXEMPTIONS FOR CERTAIN STUDENTS

Any student who has been determined to be exempt in mathematics, reading, and/or writing shall not be required to enroll in developmental coursework and/or interventions in the corresponding area of exemption. The following students shall be exempt from the requirements of Administrative Code Title 19, including the TSI, whereby exempt students shall not be required to provide any additional demonstration of college readiness and shall be allowed to enroll in any entry-level freshman course as defined in 19 Administrative Code 4.53(12):

SAT OR ACT SCORES

1. For a period of five years from the date of testing, a student who is tested and performs at or above the following standards that cannot be raised by institutions:
   a. ACT: composite score of 23 with a minimum of 19 on the English test shall be exempt for both the reading and writing sections of the TSI Assessment, and/or 19 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment; or
   b. SAT: a combined critical reading (formerly “verbal”) and mathematics score of 1070 with a minimum of 500 on the critical reading test shall be exempt for both reading and writing sections of the TSI Assessment, and/or 500 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment.

   Education Code 51.3062(p); 19 TAC 4.54(a), (d)

STATE ASSESSMENTS

2. For a period of five years from the date of testing, a student who is tested and performs at or above the following standards that cannot be raised by institutions:

   TAKS
   a. On the eleventh grade exit-level Texas Assessment of Knowledge and Skills (TAKS) with a minimum scale
score of 2200 on the mathematics section and/or a minimum scale score of 2200 on the English language arts section with a writing subsection score of at least 3, shall be exempt from the TSI Assessment required under Title 19 for those corresponding sections; or

b. STAAR end-of-course (EOC) with a minimum score of Level 2 on the English III shall be exempt from the TSI Assessment required under this title for both reading and writing, and a minimum score of Level 2 on the Algebra II EOC shall be exempt from the TSI Assessment required under this title for the mathematics section.

Education Code 51.3062(q)-(q-1); 19 TAC 4.54(a)(3) [For TAAS exemptions, see 19 TAC 4.54(a)(2)]

3. A student who has graduated with an associate or baccalaureate degree from an institution of higher education.

4. A student who transfers to an institution from a private or independent institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed college-level coursework as determined by the receiving institution.

5. A student who has previously attended any institution and has been determined to have met readiness standards by that institution. For students meeting non-Algebra intensive readiness standards in mathematics as defined in 19 Administrative Code 4.59(d)(1)(B) (relating to determination of readiness to perform entry-level freshman coursework), institutions may choose to require additional preparatory coursework/interventions for Algebra intensive courses, including MATH 1314/1324/1414 or their local equivalent. It is the institution's responsibility to ensure that students are clearly informed of the consequences of successful completion of a mathematics pathways model which results in meeting the mathematics college readiness standard only for specific courses.

6. A student who is enrolled in a certificate program of one year or less (Level-One certificates, 42 or fewer semester credit hours or the equivalent) at a public junior college, a public technical institute, or a public state college.

Education Code 51.3062(r); 19 TAC 4.54(a)
spect to the content area of the course. This exemption applies only at the institution of higher education that partners with the school district in which the student is enrolled to provide the course. Additionally, an institution of higher education may enter into a Memorandum of Understanding with a partnering institution of higher education to accept the exemption for the college preparatory course. *Education Code 51.3062(q-2); 19 TAC 4.54(a)*

### MILITARY EXPERIENCE

8. A student who is serving on active duty as a member of the armed forces of the United States, the Texas National Guard, or for at least the three-year period preceding enrollment, as a member of a reserve component of the armed forces of the United States; or

9. A student who on or after August 1, 1990, was honorably discharged, retired, or released from active duty as a member of the armed forces of the United States or the Texas National Guard or service as a member of a reserve component of the armed forces of the United States.

*Education Code 51.3062(r); 19 TAC 4.54(a)*

### NOT SEEKING A CREDENTIAL

An institution of higher education may exempt a non-degree-seeking or non-certificate-seeking student. *Education Code 51.3062(s); 19 TAC 4.54(b)*

### ESOL WAIVER

An institution may grant a temporary waiver from the required assessment for students with demonstrated limited English proficiency in order to provide appropriate English Speakers of Other Languages/English as a Second Language (ESOL/ESL) coursework and interventions. The waiver must be removed after the student attempts 15 credit hours of developmental ESOL coursework or prior to enrolling in entry-level freshman coursework, whichever comes first, at which time the student would be administered the TSI Assessment. Funding limits as defined in Education Code 51.3062(l)(1) and (2) for developmental education still apply. *19 TAC 4.54(c)*
CONSTITUTION DAY

Each educational institution that receives federal funds for a fiscal year shall hold an educational program on the U.S. Constitution on September 17 of such year for the students served by the educational institution. 

_Pub. L. 108-447, Section 111, Division J (Dec. 8, 2004)_