



**The Legislature and Higher Education:
Impact on Institutions and Students**

Academic Advising Information

Legislation	Intent	Institutional Impact	Student Impact
<p>Chapter 13, Subchapter F- Formula Funding and Tuition Charges for Repeated and excess Credit Hours.</p> <p>30 Hour Rule (formerly the 45 Hour Rule)</p>	<p>The State expects to realize savings resulting from the exclusion of funding for excess undergraduate semester credit hours from the funding formulas of the board. The savings will be used to finance the Toward Excellence, Access, & Success (TEXAS) grant program.</p> <p>Intended to provide financial incentives for institutions to facilitate the progress of students through their academic programs</p> <p>Provide incentives for students to complete their degree programs expeditiously.</p>	<p>Institutions may charge a higher rate of tuition to students with repeated or excess hours.</p> <p>Becomes effective for students who enroll first time in the fall 2006 semester, who exceed by more than 30 hours, the number of hours required for completion of the degree plan in which the student is enrolled.</p> <p>Exemptions include: hours for remedial and developmental courses if within the 27- hour limit for 2-year colleges; special topics and seminar courses; courses that are repeated but involve different or more advanced content each time they are taken; independent study; continuing education courses that must be</p>	<p>Students may be charged a higher rate of tuition if they have repeated, or excess hours.</p> <p>Previously attempted courses from which the student withdraws before the official census date shall not count as an attempted course.</p> <p>This also applies to Dual Credit students.</p>

		repeated to retain professional certification.	
120 Hour Rule	Intended to provide financial incentives for institutions to facilitate the progress of students through their academic programs and incentives for students to complete their degree programs expeditiously.	<p>Applies to institutions offering the bachelor's degree and above. A minimum of 120 hours is required for the bachelor's degree or equivalent.</p> <p>Community colleges need to make available academic advising so students are informed of the consequences of taking excessive hours that might not be accepted in transfer or count toward a degree.</p>	Students may be charged a higher tuition rate for taking excessive semester credit hours.
Pilot Project to Award Incentives to Students Contracting to Graduate in a Timely Manner	Shorten the time to degree completion/acquisition.	<p>Each institution participating awards incentives to students who contract to graduate in a timely manner and fulfill other conditions of the contract.</p> <p>Each participating institution shall notify incoming students of the option of participating no later than the 6th week of the student's first semester or term.</p> <p>If a course required for degree completion is not available to a student in the sequence required by the degree, the institution must provide the required course(s) or permanently waive the required enrollment, allow a substitution or provide other means for obtaining the information.</p>	<p>An undergraduate student may make a written request to participate in the pilot, and is eligible to receive the incentive(s) if all conditions of the contract are met.</p> <p>Each participating student must earn at least 30 required or elective credit hours each academic year and maintain good academic standing.</p> <p>Students must work with an academic advisor to select a degree program (major) not later than the end of the student's first academic year at the institution, and earn additional credit hours, if</p>

			<p>the degree requires more than 60 credit hours for an associate degree.</p> <p>Transfer students are not eligible to participate in this incentive program.</p> <p>Students seeking a certificate are not eligible to participate.</p> <p>Students may not enter into a contract after the end of the 2009-2010 academic year. This pilot expires August 31, 2014.</p>
<p>Formula Funding Exceptions; THECB Rules, Chapter 13, Subchapter B, 13.25</p>	<p>State may disallow formula funding reimbursement for semester credit hours or contact hours attempted by a student 3 or more times if: 1) the course contains the same content; 2) that student has enrolled in any course other than non-degree credit developmental courses.</p> <p>Reallocate state funds to other higher education access initiatives.</p>	<p>An institution may charge a higher tuition rate, not to exceed the rate charged to nonresident undergraduate students, to a student who enrolls for the second (or third) time in a completed course, even though those hours may be submitted for formula funding, or to a student whose hours may no longer be submitted for formula funding.</p> <p>Institutions shall track the progress of students and shall identify and assist those students who are approaching the limitations on formula funding.</p> <p>Community colleges shall inform each</p>	<p>A student shall be exempted from payment of higher tuition for any course repeated in the final semester or term before graduation, if the course is taken for the purpose of receiving a grade that will satisfy a degree requirement.</p>

<p>27 hour cap for Developmental Education</p>	<p>Allows state reimbursement for developmental courses taken three or more times if it falls within the 27-hour limit.</p>	<p>student of the individual's progress toward the limitations on formula funding and shall disclose the institution's tuition policy for students who exceed the limitations when the student has accumulated 70 or more hours.</p> <p>Institutions shall not submit for formula funding any hours for remedial and development courses for which a student has exceeded 27 hours of remedial and developmental courses in a public community college.</p> <p>Requires more attention to assessment and placement and more emphasis on student success and completion of developmental education courses. Implications for advising and placement.</p>	<p>Students may retake developmental education courses (for a third or more times) within the 27 hour limit, without institutional penalty.</p>
<p>Rider 50 (3-Peat) Tuition for Repeated Courses HB 994</p>	<p>To discourage students from repeating courses; prevent state from "paying" more than one time for course reimbursement.</p> <p>Effective with the 2005-2006 academic year and applies to a</p>	<p>Since the institution cannot submit excess hours for state reimbursement, charging a higher tuition rate allows the institution to cover some of the difference in funds lost due to non-reimbursement by the state.</p>	<p>Students may be charged a higher tuition than would otherwise be charged if the student has previously enrolled in the same course or a course of substantially the same content and level two or more times.</p>

	student who enrolls for at least the third time in the same or substantially similar course.		Students who take the same course for the 3 rd or more times (at ACC) will be charged higher tuition (\$60/SCH) rate. This impacts ECS, senior citizens and audit students. It does not impact continuing education students.
6 Limit on Course Withdrawals	Discourage students from accruing excessive withdrawals which increases the cost of education and delays time to degree or certificate completion.	<p>Procedures are still in the development stages to manage this process and determine the penalty.</p> <p>Institutions must exercise reasonableness in determining the consequences and in granting permission to students who request to withdraw from more than 6 courses.</p> <p>Institutions must take responsibility and initiative in advising students of the consequences of excessive course withdrawals.</p>	<p>Students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career, unless for good cause, as identified.</p> <p>There will now be a penalty for students who are passing in a course but withdraw so they can attempt to make a higher course grade.</p> <p>Students with excessive withdrawals from a course may experience a negative impact on their financial aid, veterans' benefits, international student status, and/or academic standing.</p> <p>Students need to be responsible for</p>

			seeking advice before making the decision to register for, or withdraw from a course.
SCH limitation for Associate Degree	An academic associate degree program must consist of a minimum of 60 SCH and a maximum of 66 SCH. The limit of 66 hours is the maximum number of lower-division hours that a university is compelled to accept in transfer.	<p>Institution must advise students of the limitation of the number of hours in an associate degree, modify degree plans to reflect the maximum number of hours, and ensure this information is reflected in publications used by students and faculty.</p> <p>Institutions may develop 2+2 or other articulation agreements with transfer institutions to assist students in transferring hours in excess of 66 that will be counted toward a degree.</p> <p>Incumbent on community college's advisors to work with transfer institutions.</p>	<p>Students must work with an academic advisor in planning the degree plan and avoid taking courses in excess of those required for degree completion.</p> <p>Students should confer with an advisor at the institution to which they wish to transfer to determine if course work will transfer and count toward degree completion.</p> <p>Very difficult for most students to navigate another school's system.</p>
<p>Transfer of Credit: Requirements and Limitations</p> <ul style="list-style-type: none"> • Core Curriculum 	Provides for the development and implementation of policies that encourage the free and appropriate transferability of lower division course credit among institutions of higher education; provide for the smooth transfer of lower division credit through core curricula, field of study curricula, and a procedure for the resolution of transfer	<p>Institutions must identify a core curriculum of 42-48 hours which when completed allows students to achieve the Intellectual Competencies and Exemplary Objectives identified by the state as required by the educated student.</p> <p>The institution must document, for the Higher Education Coordinating Board that students</p>	<p>By taking this block of core courses that cover the intellectual competencies, students can transfer this block of courses to any other publicly supported institution of higher education in the state.</p> <p>Students should work with an</p>

<ul style="list-style-type: none"> • Field of Study 	<p>disputes.</p> <p>Facilitates the transfer of course credit forming the foundation of a baccalaureate degree, from one publicly supported higher education institution to another without the loss of credit</p> <p>A mandated Core Curriculum facilitates the acceptance of courses satisfying the lower division requirements for a bachelor's degree at a general academic teaching institution</p> <p>Academic associate degree programs must incorporate the institution's approved core curriculum (Section 4.28, Title 19, Part 1, Chapter 9, Subchapter J).</p> <p>Established a set of courses that satisfies the lower-division requirements for a baccalaureate degree in a specific academic area at a general academic teaching institution.</p>	<p>have effectively met the objectives for each course listed in the core curriculum.</p> <p>Both the Core Curriculum and Field(s) of Study must be available to student for purposes of planning their degree program/major.</p> <p>All public colleges and universities must accept transfer of credit for successfully completed courses that fulfill the lower-division portion of the institution's Core Curriculum.</p> <p>Institutions which adopt a Field of Study must provide all courses in the accepted field, or make provisions for students to obtain the material</p>	<p>instructor or academic advisor to ensure the appropriate selection of courses is made from those available in the core curriculum component areas.</p> <p>Students at any Texas college or university must have completed the "core curriculum" in order to receive an undergraduate degree.</p> <p>The Field of Study for the degree program, to which the student plans to transfer, must be followed explicitly.</p> <p>Students successfully completing a</p>
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			field of study curriculum developed by the Board, that block of courses may be transferred to a general academic teaching institution and must be substituted for that institutions lower-division requirements for the degree program for the field of study into which the student transfers, and the student will receive full academic credit toward the degree program for the block of courses transferred.
ACGM	Official publication that lists a basic core of general academic courses which are freely transferable among all public institutions of higher education in Texas.	<p>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.</p> <p>Each institution shall be required to accept in transfer into a baccalaureate degree program the number of lower-division credit hours in the program which are allowed for their non-transfer students in that program.</p> <p>No institution shall be required to accept in transfer more credit hours in the major area of a degree program that the number set out in any applicable Board-approved Field of Study Curriculum for that program.</p>	Students who transfer must be provided support services appropriate to meet their needs, and the support services should be comparable to those provided to non-transfer students regularly enrolled at the institutions, including an orientation program similar to that provided to entering freshman enrollees.

		<p>An institution of higher education may deny the transfer of credit in courses with a grade of “D” as applicable to the student’s field of study curriculum courses, core curriculum courses, or major.</p> <p>No university shall be required to accept in transfer or toward a degree program, more than sixty-six (66) semester credit hours of lower-division academic credit. They may choose to accept additional credit hours.</p>	
TCCNS (Texas Common Course Numbering System)	Course numbering system that assigns common course numbers to lower-division academic courses in order to facilitate the transfer of courses among institutions of higher education by promoting consistency in course designation and identification.	<p>Applies to academic courses and degree programs; does not apply to workforce or technical degree programs.</p> <p>Institutions must accept in transfer courses that are identified by the TCCNS and published in the Lower Division ACGM and substituted for the equivalent course at the receiving institution.</p> <p>Institutions may be assessed a penalty for requiring a student to retake a course that is substantially equivalent to a course already taken at another institution, in violation of compliance of the transfer rules.</p>	<p>Students benefit from having more of their coursework accepted in transfer.</p> <p>Students have access to the transfer dispute resolution process when course work is not accepted by a receiving institution.</p>
Notification to Students of Possible Lower-Division Transfer Limitations	Establishment of policies that would assist Texas higher education students by making	Two-year colleges are required to inform students enrolled in academic associate degree programs of the maximum number of semester credit hours (66sch) of lower-	Students who are not informed risk not having all of their credit courses accepted in transfer at a receiving institution.

<p>39 Hour Rule</p>	<p>transfer among institutions easier and more efficient.</p> <p>Students must be notified of the courses that will transfer to another institution during the semester in which they achieve 39 hours of transfer credit.</p>	<p>division course work that typically transfers to senior institutions under Coordinating Board rules.</p> <p>College must notify student by letter, e-mail, or another appropriate means during the semester in which the student is scheduled to reach 39 SCH of academic (not workforce education) course work. Two-year public colleges shall notify students who intend to transfer to baccalaureate degree programs of possible limitations on lower-division course work that may be applied toward a baccalaureate degree program at a general academic teaching institution.</p> <p>Notification to students must occur no later than the semester or term during which the student is expected to accumulate the 39th semester credit hour of academic course work.</p>	
<p>HB1, Sec.508. Programs to Enhance Student Success</p>	<p>Legislation designed primarily to address public school finance, property tax relief, public school accountability, also included is legislation regarding high school success and college-readiness. Intent: enhance college-readiness/workforce readiness Increased student success in secondary school</p>	<p>Focus on excellent teaching and learning; Focus on student access and success respond quickly to needs of business and industry; respond effectively to needs of school districts; partner interactively with all levels of public education, P-16; provide best undergraduate teaching in higher education; provide innovative faculty and staff to address the State's challenges of Closing the Gaps.</p>	<p>Summer higher education bridge programs in math, science, and English; Incentive programs for higher education to implement innovational developmental education initiatives; Financial assistance for educationally disadvantaged students who take college entrance</p>

<p>P-16 educational Alignment</p>	<p>Increased college-going culture in all schools Increased higher education enrollments and student success Decreased developmental education numbers and costs; Creates an educated/trained workforce to grow and sustain economic competitiveness</p> <p>Align Texas public education systems; support vertical articulation of the curriculum to assist more students to graduate from high school prepared to enter and succeed in college.</p>		<p>and college-readiness assessment instruments.</p>
<p>Sec. 5.08 Course Redesign Project</p>	<p>To improve student learning and reduce the cost of course delivery, selected higher education institutions will review and revise</p>	<p>Review and revise one or more courses from among not more than 25 entry-level lower division academic courses identified by the board;</p>	<p>Students will have access to revised entry-level lower-division academic courses.</p>

	<p>entry-level lower division academic courses.</p> <p>(effective until May 1, 2011)</p> <p>Not later than January 1, 2011, the board shall submit a summary report describing the results of the project at participating institutions of higher education to the clerks of the senate and house of representatives.</p>	<p>Draw on established best practices regarding effective course redesign techniques;</p> <p>Use information technology to enhance the effectiveness of revised courses; and determine whether any cost savings and increased student success resulted from the review and revision of courses under this section.</p> <p>No later than September 1, 2007, participating institutions shall begin offering courses that have been reviewed and revised under this agreement.</p> <p>Not later than September 1, 2009, participating institutions shall submit a report describing the results of the project at the institution.</p>	
<p>B-On- Time (Tuition set asides)</p>	<p>B-On-Time Loan program, authorized by the Texas Legislature to improve and increase access to higher education in the state of Texas. Provides eligible Texas students loans to attend colleges and universities in Texas. It is intended that the loan become a forgivable loan if the student maintains a high academic standard (graduate with a</p>	<p>The institutions financial aid office will determine student eligibility to receive the B-On-Time loan.</p> <p>The college financial aid office will notify students if funds are available to award B-On-Time loans.</p>	<p>Students must have graduated in 2002-03 or later under the recommended high school program; OR have received an associate degree from an eligible institution; be enrolled full time in an undergraduate degree or certificate program; completed FAFSA and eligible to receive federal financial aid; be a Texas resident or entitled to pay resident</p>

	<p>cumulative GPA of at least 3.0 on a 4.0 scale) and graduates within four calendar years.</p>		<p>tuition; must not already have a bachelors degree.</p> <p>Students will have their loan forgiven if they:</p> <ul style="list-style-type: none"> • complete bachelor’s degree requirements within the 4 calendar years of initial enrollment • complete within 2 calendar years after the date of initial enrollment in a public or private 2-year institution, OR • have a cumulative GPA of at least 3.0 on a 4.0 scale, with a total number of credit hours (including transfer hours and hours earned exclusively by examination) that is no more than 6 hours beyond what is required to complete the degree or certificate <p>Loans convert to zero-interest loans if the student does not meet the forgivable loan requirements. Students not qualifying for loan forgiveness must begin repayment</p>
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			<p>within six months after the student graduates or ceases to be enrolled at least half-time.</p> <p>This loan cannot be transferred from one school to another</p> <p>Students who graduate on time might also be eligible for a \$1000 tuition rebate.</p>
<p>TSI (Texas Success Initiative)</p>	<p>The TSI requires students to be assessed in reading, writing and math skills prior to enrolling in college, and to be advised based on the results of that assessment.</p> <p>It is the intent of the Texas Legislature that public institutions of higher education use the flexibility and responsibility granted to improve individualized programs to ensure the success of students in higher education.</p>	<p>Each institution determines what to do with students who do not pass one or more parts of the test.</p> <p>Institutions have the flexibility to determine the best path for individual students to take to become college ready and to demonstrate that they are indeed ready for college-level courses.</p> <p>Institutions must develop individualized plans for each student that addresses the skills deficiencies and prepares the student to perform freshman-level academic coursework.</p> <p>Institutions have the flexibility to determine when a student is ready to perform freshman-level academic coursework.</p> <p>Institutions may choose among 4 assessment</p>	<p>Students must follow the individualized program developed to address skill area deficiencies.</p>

		tests for initial or retest.	
Closing The Gaps	<p>Provide access to higher education, especially for underrepresented populations; close the gaps in participation, success, excellence, and research.</p> <p>The state and the economy benefits from an educated population; state remains competitive in the world market.</p>	<p>Institutions develop plans for closing the gaps and implement strategies for increasing numbers of underrepresented students who complete degrees or certificates.</p> <p>Institutions develop retention strategies with special emphasis for FTIC, underrepresented students and/or students with skills deficiencies. Especially important since The highest number of college dropouts generally occur in the first year.</p>	Students have access to a variety of support services designed for their academic success.