



*Consent Agenda Items*  
*Meeting*  
*of the*  
*Board of Regents*

*May 29, 2025*



**MEETING LOCATION UPDATED**

**MEETING OF THE BOARD OF REGENTS  
THE TEXAS A&M UNIVERSITY SYSTEM**

**May 29, 2025  
College Station, Texas**

**REGULAR AGENDA ITEMS**

**1. COMMITTEE ON FINANCE**

- 1.1 Adoption of the Second Amendment to the Resolution Establishing the Permanent University Fund Commercial Paper Program, A&M System
- 1.2 Withdrawn

**2. COMMITTEE ON AUDIT**  
*(No agenda items)*

**3. COMMITTEE ON BUILDINGS AND PHYSICAL PLANT**

- 3.1 Approval of the Project Scope and Budget, Appropriation for Construction Services, and Approval for Construction for the Heldenfels 4th Floor Instructional Lab Renovation Project, Texas A&M University, College Station, Texas (Project No. 02-3432), Texas A&M
- 3.2 Approval of the Project Scope and Budget, Appropriation for Construction Services, and Approval for Construction for the Lillian Street Dorm Project, Tarleton State University, Stephenville, Texas (Project No. 04-3415), A&M System
- 3.3 Approval of the Project Scope and Revised Budget, Appropriation for Construction Services, and Approval for Construction for the Corpus Christi Workforce Development Project, Texas A&M Engineering Extension Service, Corpus Christi, Texas (Project No. 09-3436), TEEX
- 3.4 Approval of the Project Scope and Increased Budget, Appropriation for Pre-Construction and Construction Services, and Approval for Construction for the Penberthy Road Expansion and Multi-Use Path Project, Texas A&M University, College Station, Texas (Project No. 2024-06481), Texas A&M
- 3.5 Approval to Amend the FY 2025 – FY 2029 A&M System Capital Plan to Increase the Project Budget, and Appropriate Funding for Construction Services for the TDEM Fort Worth Warehouse Modifications Project for the Texas Division of Emergency Management (Project No. 30-24-0005), TDEM

- 3.6 Approval to Amend the FY 2025 – FY 2029 A&M System Capital Plan to Add the Sea Turtle Rehabilitation Hospital and Educational Outreach Center Project for Texas A&M University at Galveston with an FY 2025 Start Date and Appropriate Funding for Pre-Construction Services (Project No. 10-3368), Texas A&M
- 3.7 Approval to Amend the FY 2025 – FY 2029 A&M System Capital Plan to Add the Campus Facility Improvements 2025 Project for Texas A&M University at Galveston with an FY 2025 Start Date and Appropriate Funding for Pre-Construction Services (Project No. 10-90332), Texas A&M
- 3.8 Approval to Amend the FY 2025 – FY 2029 A&M System Capital Plan to Add the San Antonio Complex Project for Texas A&M Engineering Extension Service with an FY 2025 Start Date and Appropriate Funding for Pre-Construction Services (Project No. 09-3441), TEEX
- 3.9 Approval to Amend the FY 2025 – FY 2029 A&M System Capital Plan to Change the Fiscal Year Designation for Project Initiation and Increase the Project Planning Amount for the Athletics Complex Project for Texas A&M University-Texarkana and Appropriate Funding for Pre-Construction Services (Project No. 22-3439), TAMUT
- 3.10 Approval to Amend the FY 2025 – FY 2029 A&M System Capital Plan to Change the Fiscal Year Start Date and Increase the Project Planning Amount and to Appropriate Funding for Pre-Construction Services for the Renovate and Repurpose Binnion Hall Project for East Texas A&M University (Project No. 21-3438), ETAMU

#### Informational Report

Report on System Construction Projects Authorized by the Board

#### **4. COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS**

*(No agenda items)*

#### **COMMITTEE ON RESEARCH**

*(No agenda items)*

#### **5. THE TEXAS A&M UNIVERSITY SYSTEM BOARD OF REGENTS (not assigned to Committee)**

##### Executive Session Items

- 5.1 \*Consideration and Possible Approval of Revisions to System Policy 08.01, *Civil Rights Protections and Compliance*, A&M System
- 5.2 \*Authorization to Negotiate a Potential Settlement of a Claim or Proceed with Litigation, in Accordance with System Policy 09.04, *Litigation*, Arising from Defects in the Construction of the Texas A&M Maritime Academy Hall at Texas A&M University at Galveston, A&M System
- 5.3 \*Authorization to Negotiate and Execute a Cooperative Agreement and Other Related Documents with the United States Department of Transportation Maritime Administration, Texas A&M

*\*Certified by the general counsel or other appropriate attorney as confidential or information that may be withheld from public disclosure in accordance with Section 551.1281 and Chapter 552 of the Texas Government Code.*

- 5.4 \*Authorization to Purchase a Privatized Student Housing Project in College Station, Texas and Terminate the Related Ground Lease and Management Agreement, Texas A&M
- 5.5 \*Authorization to Negotiate and Execute an Amendment to the Existing Lease in the Building Located at 1303 San Antonio Street, Austin, Travis County, Texas, A&M System
- 5.6 \*Authorization to Negotiate and Execute an Amendment to the Master Lease Agreement for Student Housing at the Fireside District Apartments in Stephenville, Erath County, Texas, Tarleton
- 5.7 \*Authorization to Purchase Property Located at 852 N. Cain Street in Stephenville, Erath County, Texas, Tarleton
- 5.8 \*Authorization to Acquire Approximately 0.2440 Acres of Land Located at 1380 W. Frey in Stephenville, Erath County, Texas Either by Eminent Domain Proceedings or by Purchase, Tarleton
- 5.9 \*Authorization for the Disposition of Approximately 29.04 Acres of Land Located in Montgomery County, Texas, TFS
- 5.16 \*Authorization to Negotiate a Potential Settlement of *Carl Greig v. Texas A&M University-Texarkana*; Cause No. 5:23-cv-00030; U.S. District Court, Eastern District of Texas, Texas A&M-Texarkana

#### Regular Items

- 5.10 Adoption of a Resolution Honoring Regent Michael J. Plank for His Outstanding Dedication and Service as a Member of the Board of Regents of The Texas A&M University System and Bestowing the Title of Regent Emeritus, BOR, A&M System
- 5.11 (Placeholder) Adoption of a Resolution Honoring Chancellor John Sharp for His Outstanding Dedication and Service as Chancellor of The Texas A&M University System and Bestowing the Title of Chancellor Emeritus, BOR, A&M System
- 5.12 Adoption of a Resolution Recognizing Mr. Cage Sawyers for His Service as the 2024-2025 Student Member of the Board of Regents of The Texas A&M University System and Bestowing the Title of Student Regent Emeritus, BOR A&M System
- 5.13 Adoption of a Resolution Honoring Mr. Andrew H. Card, Jr. for his Outstanding Dedication and Service to the Bush School of Government and Public Service at Texas A&M University and the George and Barbara Bush Foundation, Texas A&M
- 5.14 Adoption of a Resolution Honoring Mr. William Robert “Billy” Lemmons Jr. ’83 for His Outstanding Dedication and Service as Trustee of the Texas A&M Foundation, Texas A&M
- 5.15 Appointment of Members to the University Lands Advisory Board, BOR A&M System

*\*Certified by the general counsel or other appropriate attorney as confidential or information that may be withheld from public disclosure in accordance with Section 551.1281 and Chapter 552 of the Texas Government Code.*



**6. CONSENT AGENDA ITEMS**The Texas A&M University System/Board of Regents

- 6.1 Approval of Minutes, BOR
- 6.2 Approval of Fiscal Year 2026 Holiday Schedules, A&M System
- 6.3 Granting of the Title of Emeritus, May 2025, A&M System
- 6.4 Confirmation of Appointment and Commissioning of Peace Officers, A&M System
- 6.5 Approval for Dr. Nadeem Chaudhary, System Employee, to Serve as President, CEO, and Employee of TrafNAC, LLC, a Business Entity that Proposes to License Technology from The Texas A&M University System, A&M System
- 6.6 Approval of Changes to the Admissions Standards for System Member Universities for the 2026-27 Academic Year, A&M System
- 6.7 Approval of Revisions to System Policy 32.02, *Discipline and Dismissal of Employees*, A&M System

East Texas A&M University

- 6.8 Approval of Academic Tenure, May 2025, ETAMU
- 6.9 Granting of Faculty Development Leave for FY 2026, ETAMU
- 6.10 Approval of a New Bachelor of Arts or a Bachelor of Science Degree Program with a Major in Secondary Education and Authorization to Request Approval from the Texas Higher Education Coordinating Board, ETAMU
- 6.11 Approval of a New Bachelor of Science Degree Program with a Major in Biochemistry and Authorization to Request Approval from the Texas Higher Education Coordinating Board, ETAMU
- 6.12 Approval of a New Bachelor of Science Degree Program with a Major in Sports Media Studies and Authorization to Request Approval from the Texas Higher Education Coordinating Board, ETAMU
- 6.13 Approval of a New Master of Education Degree Program with a Major in Instructional Design and Authorization to Request Approval from the Texas Higher Education Coordinating Board, ETAMU
- 6.14 Approval of a New Master of Science Degree Program with a Major in Organizational Leadership and Authorization to Request Approval from the Texas Higher Education Coordinating Board, ETAMU
- 6.15 Approval of a New Master of Science Degree Program with a Major in Public Safety and Authorization to Request Approval from the Texas Higher Education Coordinating Board, ETAMU

*\*Certified by the general counsel or other appropriate attorney as confidential or information that may be withheld from public disclosure in accordance with Section 551.1281 and Chapter 552 of the Texas Government Code.*

- 6.16 Authorization to Award an Honorary Degree to Mr. Scott Wheeler, ETAMU

Prairie View A&M University

- 6.17 Approval of Academic Tenure, May 2025, PVAMU

Tarleton State University

- 6.18 Naming of the Event Center, Tarleton

Texas A&M International University

- 6.19 Approval of Academic Tenure, May 2025, TAMIU

- 6.20 Granting of Faculty Development Leave for FY 2026, TAMIU

Texas A&M University

- 6.21 \*Authorization for the President to Negotiate and Execute New Employment Contracts for the Head Tennis Coach and Three Assistant Football Coaches, Texas A&M

- 6.22 Approval of Academic Tenure, May 2025, Texas A&M

- 6.23 Approval of a New Bachelor of Science Degree Program with a Major in Behavioral and Cognitive Neuroscience and Authorization to Request Approval from the Texas Higher Education Coordinating Board, Texas A&M

- 6.24 Approval of a New Bachelor of Science Degree Program with a Major in Bioinformatics and Authorization to Request Approval from the Texas Higher Education Coordinating Board, Texas A&M

- 6.25 Approval of a New Master of Engineering Degree Program with a Major in Space Engineering and Authorization to Request Approval from the Texas Higher Education Coordinating Board, Texas A&M

- 6.26 Approval of a New Master of Science Degree Program with a Major in Microelectronics and Semiconductors and Authorization to Request Approval from the Texas Higher Education Coordinating Board, Texas A&M

- 6.27 \*Authorization to Establish Two Quasi-Endowments in the System Endowment Fund, Texas A&M

- 6.28 \*Naming of Athletics Facilities and Related Structures, Texas A&M

- 6.29 \*Naming of Areas and Spaces in and Around the George H.W. Bush Presidential Center, Texas A&M

- 6.30 \*Naming of the Engineering Innovation and Entrepreneurship Program in the College of Engineering, Texas A&M

- 6.31 \*Naming of a Space in the Maritime Transportation Building, Texas A&M

*\*Certified by the general counsel or other appropriate attorney as confidential or information that may be withheld from public disclosure in accordance with Section 551.1281 and Chapter 552 of the Texas Government Code.*

- 6.32 \*Naming of Spaces Within the Linda & Dennis Clark '68 Small Animal Teaching Hospital, Texas A&M
- 6.33 \*Naming of Spaces within the Instructional Laboratory and Innovative Learning Building (ILSQ), Texas A&M

Texas A&M University-Central Texas

- 6.34 Approval of Academic Tenure, May 2025, A&M-Central Texas
- 6.35 Granting Faculty Development Leave for FY 2026, A&M-Central Texas

Texas A&M University-Corpus Christi

- 6.36 Approval of Academic Tenure, May 2025, A&M-Corpus Christi
- 6.37 Granting of Faculty Development Leave for FY 2026, A&M-Corpus Christi
- 6.38 \*Naming of the 470-foot Gallery Space Located on the First Floor of the Chaparral Downtown Building, A&M-Corpus Christi
- 6.39 \*Naming of the Electronic Keyboard Lab in the New Arts and Media Building on the Campus of Texas A&M University-Corpus Christi, A&M-Corpus Christi
- 6.40 \*Naming of a Practice Room in the New Arts and Media Building on the Campus of Texas A&M University-Corpus Christi, A&M-Corpus Christi

Texas A&M University-Kingsville

- 6.41 Approval of Academic Tenure, May 2025, Texas A&M-Kingsville
- 6.42 Approval of a New Master of Science Degree Program with a Major in Architectural Engineering, and Authorization to Request Approval from the Texas Higher Education Coordinating Board, Texas A&M-Kingsville
- 6.43 Approval of a New Master of Science Degree Program with a Major in Space and Aeronautical Engineering and Authorization to Request Approval from the Texas Higher Education Coordinating Board, Texas A&M-Kingsville
- 6.44 \*Naming of the Texas A&M University-Kingsville Rodeo Facility, Texas A&M-Kingsville
- 6.45 \*Naming of the Texas A&M University-Kingsville Music Education Complex, Texas A&M-Kingsville

Texas A&M University-San Antonio

- 6.46 Approval of Academic Tenure, May 2025, A&M-San Antonio

Texas A&M University-Texarkana

- 6.47 Approval of Academic Tenure, May 2025, TAMUT
- 6.48 Granting of Faculty Development Leave for FY 2026, TAMUT
- 6.49 Approval of a New Master of Science Degree Program with a Major in Adapted Physical Activity and Authorization to Request Approval from the Texas Higher Education Coordinating Board, TAMUT
- 6.50 Approval of a New Master of Science Degree Program with a Major in Computer Science and Authorization to Request Approval from the Texas Higher Education Coordinating Board, TAMUT
- 6.51 \*Naming of Area in the John F. Moss Library, TAMUT

West Texas A&M University

- 6.52 Approval of Academic Tenure, May 2025, WTAMU
- 6.53 Approval of a New Doctor of Philosophy Degree Program with a Major in Computing and Digital Learning, and Authorization to Request Approval from the Texas Higher Education Coordinating Board, WTAMU
- 6.54 Approval of a New Doctor of Philosophy Degree Program with a Major in Engineering and Computational Science, and Authorization to Request Approval from the Texas Higher Education Coordinating Board, WTAMU

Texas A&M AgriLife Extension Service

*(No consent agenda items)*

Texas A&M AgriLife Research

- 6.55 \*Naming of a Room and Facility in the Animal Reproductive Biotechnology Center Located on the RELLIS Campus, AgriLife Research

Texas A&M Engineering Experiment Station

*(No consent agenda items)*

Texas A&M Engineering Extension Service

*(No consent agenda items)*

Texas A&M Forest Service

- 6.56 Authorization to Execute FY 2025 Certain Federal Non-research Grant Agreements and any Amendments, Modifications or Extensions, TFS

Texas A&M Veterinary Medical Diagnostic Laboratory

*(No consent agenda items)*

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Texas A&M Transportation Institute

*(No consent agenda items)*

Texas Division of Emergency Management

*(No consent agenda items)*

|                           |   |
|---------------------------|---|
| A&M System .....          | The Texas A&M University System   |
| A&M-Central Texas .....   | Texas A&M University-Central Texas  |
| A&M-Corpus Christi .....  | Texas A&M University-Corpus Christi   |
| A&M-San Antonio .....     | Texas A&M University-San Antonio  |
| A/E.....                  | Architect/Engineer  |
| AgriLife Extension.....   | Texas A&M AgriLife Extension Service  |
| AgriLife Research .....   | Texas A&M AgriLife Research   |
| BOR .....                 | Board of Regents  |
| FP&C.....                 | Facilities Planning and Construction  |
| ETAMU .....               | East Texas A&M University   |
| POR.....                  | Program of Requirements   |
| PUF .....                 | Permanent University Fund   |
| PVAMU .....               | Prairie View A&M University   |
| RELLIS .....              | Respect, Excellence, Leadership, Loyalty, Integrity and<br>Selfless Service |
| RFS.....                  | Revenue Financing System  |
| TAMHSC .....              | Texas A&M Health Science Center   |
| TAMIU .....               | Texas A&M International University  |
| TAMUG .....               | Texas A&M University at Galveston   |
| TAMUT .....               | Texas A&M University-Texarkana  |
| Tarleton.....             | Tarleton State University   |
| TEES.....                 | Texas A&M Engineering Experiment Station                                    |
| TEEX.....                 | Texas A&M Engineering Extension Service                                     |
| Texas A&M at Qatar.....   | Texas A&M University at Qatar   |
| Texas A&M .....           | Texas A&M University  |
| Texas A&M-Kingsville..... | Texas A&M University-Kingsville   |
| TDEM.....                 | Texas Division of Emergency Management                                      |
| TFS.....                  | Texas A&M Forest Service  |
| THECB.....                | Texas Higher Education Coordinating Board                                   |
| TTI.....                  | Texas A&M Transportation Institute  |
| TVMDL.....                | Texas A&M Veterinary Medical Diagnostic Laboratory                          |
| UTIMCO.....               | The University of Texas/Texas A&M Investment Management<br>Company          |
| WTAMU.....                | West Texas A&M University   |

**Agenda Item No. 6.1**

**THE TEXAS A&M UNIVERSITY SYSTEM  
Office of the Board of Regents  
May 14, 2025**

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of Minutes

I recommend adoption of the following minute order:

**“The following minutes are approved:**

**February 5, 2025, Workshop Meeting,  
February 6, 2025, Regular Meeting,  
February 7, 2025, Workshop Meeting,  
February 24, 2025, Special Meeting,  
February 28, 2025, Special Telephonic Meeting,  
March 7, 2025, Special Meeting,  
March 10, 2025, Telephonic Meeting,  
March 28, 2025, Special Telephonic Meeting,  
April 22, 2025, Special Meeting, and  
May 12, 2025, Special Telephonic Meeting.”**

Respectfully submitted,

Vickie Burt Spillers  
Executive Director

Attachments (10)

Agenda Item No.

## **AGENDA ITEM BRIEFING**

**Submitted by:** John Sharp, Chancellor  
The Texas A&M University System

**Subject:** Approval of Fiscal Year 2026 Holiday Schedules

**Proposed Board Action:**

Approve the 2025-2026 holiday schedules for The Texas A&M University System.

**Background Information:**

In accordance with Chapter 662, Texas Government Code, state employees will be entitled to observe **15** holidays during the fiscal year ending August 31, 2026. Section [662.011](#) of the Government Code allows institutions of higher education to adjust their schedules within the total number of holidays authorized by law. Pursuant to System Policy [31.04, Holidays](#), the holiday schedule is submitted by the chancellor for approval by the Board of Regents.

Recommendations by the system members are incorporated into the attached agenda item and reviewed by the chancellor. Exceptions to the holiday schedule proposed by the system are listed individually.

**A&M System Funding or Other Financial Implications:**

None.

**Strategic Plan Imperative(s) this Item Addresses:**

This item advances all eight Strategic Imperatives by helping each member attract and retain the best workforce.



**THE TEXAS A&M UNIVERSITY SYSTEM**

Office of the Chancellor

May 9, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of Fiscal Year 2026 Holiday Schedules

I recommend adoption of the following minute order:

**“Holidays for the fiscal year ending August 31, 2026, for the System Offices of The Texas A&M University System, Prairie View A&M University, Texas A&M University, Texas A&M University at Galveston, Texas A&M University Health Science Center, Texas A&M Engineering Extension Service, Texas A&M Engineering Experiment Station, Texas A&M Transportation Institute, Texas A&M AgriLife Extension Service (A&M campus employees), Texas A&M AgriLife Research (A&M campus employees), Texas A&M Forest Service, and West Texas A&M University are as follow:**

| <b>Holiday</b>                     | <b>Number of Days</b> | <b>Dates</b>                             |
|------------------------------------|-----------------------|--|
| <b>Labor Day</b>                   | <b>1</b>              | <b>September 1, 2025</b>                 |
| <b>Thanksgiving</b>                | <b>2</b>              | <b>November 27-28, 2025</b>              |
| <b>Winter Break</b>                | <b>7</b>              | <b>December 24, 2025-January 1, 2026</b> |
| <b>Martin Luther King, Jr. Day</b> | <b>1</b>              | <b>January 19, 2026</b>                  |
| <b>Spring Break</b>                | <b>2</b>              | <b>March 12-13, 2026</b>                 |
| <b>Memorial Day</b>                | <b>1</b>              | <b>May 25, 2026</b>                      |
| <b>Emancipation Day</b>            | <b>1</b>              | <b>June 19, 2026</b>                     |

**Exceptions are established as set forth below:**

**The proposed holiday schedule for East Texas A&M University is as follows:**

| <b>Holiday</b>                     | <b>Number of Days</b> | <b>Dates</b>                             |
|------------------------------------|-----------------------|--|
| <b>Labor Day</b>                   | <b>1</b>              | <b>September 1, 2025</b>                 |
| <b>Thanksgiving</b>                | <b>2</b>              | <b>November 27-28, 2025</b>              |
| <b>Winter Break</b>                | <b>8</b>              | <b>December 24, 2025-January 2, 2026</b> |
| <b>Martin Luther King, Jr. Day</b> | <b>1</b>              | <b>January 19, 2026</b>                  |
| <b>Spring Break</b>                | <b>1</b>              | <b>March 13, 2026</b>                    |
| <b>Memorial Day</b>                | <b>1</b>              | <b>May 25, 2026</b>                      |
| <b>Emancipation Day</b>            | <b>1</b>              | <b>June 19, 2026</b>                     |

The proposed holiday schedule for Tarleton State University is as follows:

| <b>Holiday</b>              | <b>Number of Days</b> | <b>Dates</b>                      |
|-----------------------------|-----------------------|-----------------------------------|
| Labor Day                   | 1                     | September 1, 2025                 |
| Thanksgiving                | 2                     | November 27-28, 2025              |
| Winter Break                | 7                     | December 24, 2025-January 1, 2026 |
| Martin Luther King, Jr. Day | 1                     | January 19, 2026                  |
| Spring Break                | 2                     | March 19-20, 2026                 |
| Memorial Day                | 1                     | May 25, 2026                      |
| Emancipation Day            | 1                     | June 19, 2026                     |

The proposed holiday schedule for Texas A&M International University is as follows:

| <b>Holiday</b>              | <b>Number of Days</b> | <b>Dates</b>                      |
|-----------------------------|-----------------------|-----------------------------------|
| Thanksgiving                | 2                     | November 27-28, 2025              |
| Winter Break                | 10                    | December 22, 2025-January 2, 2026 |
| Martin Luther King, Jr. Day | 1                     | January 19, 2026                  |
| Memorial Day                | 1                     | May 25, 2026                      |
| Emancipation Day            | 1                     | June 19, 2026                     |

The proposed holiday schedule for Texas A&M University-Central Texas is as follows:

| <b>Holiday</b>              | <b>Number of Days</b> | <b>Dates</b>                      |
|-----------------------------|-----------------------|-----------------------------------|
| Labor Day                   | 1                     | September 1, 2025                 |
| Veterans Day                | 1                     | November 11, 2025                 |
| Thanksgiving                | 2                     | November 27-28, 2025              |
| Winter Break                | 7                     | December 24, 2025-January 1, 2026 |
| Martin Luther King, Jr. Day | 1                     | January 19, 2026                  |
| Spring Break                | 1                     | March 20, 2026                    |
| Memorial Day                | 1                     | May 25, 2026                      |
| Emancipation Day            | 1                     | June 19, 2026                     |

**The proposed holiday schedule for Texas A&M University-Corpus Christi is as follows:**

| <b>Holiday</b>              | <b>Number of Days</b> | <b>Dates</b>                      |
|-----------------------------|-----------------------|-----------------------------------|
| Labor Day                   | 1                     | September 1, 2025                 |
| Thanksgiving                | 2                     | November 27-28, 2025              |
| Winter Break                | 7                     | December 24, 2025-January 1, 2026 |
| Martin Luther King, Jr. Day | 1                     | January 19, 2026                  |
| Spring Break                | 2                     | March 12-13, 2026                 |
| Memorial Day                | 1                     | May 25, 2026                      |
| Emancipation Day            | 1                     | June 19, 2026                     |

**The proposed holiday schedule for Texas A&M University-Kingsville is as follows:**

| <b>Holiday</b>              | <b>Number of Days</b> | <b>Dates</b>                      |
|-----------------------------|-----------------------|-----------------------------------|
| Labor Day                   | 1                     | September 1, 2025                 |
| Thanksgiving                | 2                     | November 27-28, 2025              |
| Winter Break                | 7                     | December 24, 2025-January 1, 2026 |
| Martin Luther King, Jr. Day | 1                     | January 19, 2026                  |
| Spring Break                | 2                     | March 19-20, 2026                 |
| Memorial Day                | 1                     | May 25, 2026                      |
| Emancipation Day            | 1                     | June 19, 2026                     |

**The proposed holiday schedule for Texas A&M University-San Antonio is as follows:**

| <b>Holiday</b>              | <b>Number of Days</b> | <b>Dates</b>                      |
|-----------------------------|-----------------------|-----------------------------------|
| Labor Day                   | 1                     | September 1, 2025                 |
| Thanksgiving                | 2                     | November 27-28, 2025              |
| Winter Break                | 8                     | December 24, 2025-January 2, 2026 |
| Martin Luther King, Jr. Day | 1                     | January 19, 2026                  |
| Spring Break                | 1                     | March 13, 2026                    |
| Memorial Day                | 1                     | May 25, 2026                      |
| Emancipation Day            | 1                     | June 19, 2026                     |

**The proposed holiday schedule for Texas A&M University-Texarkana is as follows:**

| <b>Holiday</b>              | <b>Number of Days</b> | <b>Dates</b>                      |
|-----------------------------|-----------------------|-----------------------------------|
| Labor Day                   | 1                     | September 1, 2025                 |
| Thanksgiving                | 2                     | November 27-28, 2025              |
| Winter Break                | 8                     | December 24, 2025-January 2, 2026 |
| Martin Luther King, Jr. Day | 1                     | January 19, 2026                  |
| Spring Break                | 1                     | March 13, 2026                    |
| Memorial Day                | 1                     | May 25, 2026                      |
| Emancipation Day            | 1                     | June 19, 2026                     |

**The proposed holiday schedule for the Texas Division of Emergency Management is as follows:**

| <b>Holiday</b>              | <b>Number of Days</b> | <b>Dates</b>                           |
|-----------------------------|-----------------------|--|
| Labor Day                   | 1                     | September 1, 2025                      |
| Veterans Day                | 1                     | November 11, 2025                      |
| Thanksgiving                | 2                     | November 27-28, 2025                   |
| Winter Break                | 4                     | December 24-26, 2025 & January 1, 2026 |
| Martin Luther King, Jr. Day | 1                     | January 19, 2026                       |
| Presidents' Day             | 1                     | February 16, 2026                      |
| San Jacinto Day             | 1                     | April 21, 2026                         |
| Memorial Day                | 1                     | May 25, 2026                           |
| Emancipation Day            | 1                     | June 19, 2026                          |
| Independence Day            | 1                     | July 3, 2026 (observed)                |
| LBJ's Birthday              | 1                     | August 27, 2026                        |

**The proposed holiday schedule for Texas A&M University School of Law<sup>1</sup>**

| <b>Holiday</b>              | <b>Number of Days</b> | <b>Dates</b>                      |
|-----------------------------|-----------------------|-----------------------------------|
| Labor Day                   | 1                     | September 1, 2025                 |
| Thanksgiving                | 2                     | November 27-28, 2025              |
| Winter Break                | 9                     | December 22, 2025–January 1, 2026 |
| Martin Luther King, Jr. Day | 1                     | January 19, 2026                  |
| Memorial Day                | 1                     | May 25, 2026                      |
| Emancipation Day            | 1                     | June 19, 2026                     |

<sup>1</sup> Distance education students and graduate students in the School of Law at the San Antonio location have classes scheduled on March 12 and 13, 2026, which is scheduled as A&M System holidays. Changing the academic calendar would result in pushing final exams back two days. Because most students in these programs are working professionals, this change in the academic calendar could have a negative impact on these students.

**The proposed holiday schedule for Texas A&M University School of Dentistry<sup>1</sup>**

| <b>Holiday</b>                     | <b>Number of Days</b> | <b>Dates</b>                             |
|------------------------------------|-----------------------|--|
| <b>Labor Day</b>                   | <b>1</b>              | <b>September 1, 2025</b>                 |
| <b>Thanksgiving</b>                | <b>2</b>              | <b>November 27-28, 2025</b>              |
| <b>Winter Break</b>                | <b>8</b>              | <b>December 23, 2025–January 1, 2026</b> |
| <b>Martin Luther King, Jr. Day</b> | <b>1</b>              | <b>January 19, 2026</b>                  |
| <b>Memorial Day</b>                | <b>1</b>              | <b>May 25, 2026</b>                      |
| <b>Emancipation Day</b>            | <b>1</b>              | <b>June 19, 2026</b>                     |
| <b>Independence Day</b>            | <b>1</b>              | <b>July 3, 2026 (observed)</b>           |

<sup>1</sup> The School of Dentistry is requesting an alternate schedule to accommodate responsibilities for clinical operations.

**The proposed holiday schedule for Texas A&M University at Qatar<sup>1</sup> is as follows:**

| <b>Holiday</b>                               | <b>Number of Days</b> | <b>Dates</b>                |
|--|-----------------------|-----------------------------|
| (Standard workweek is Sunday-Thursday)       |                       |                             |
| <b>Qatar National Day<sup>2</sup></b>        | <b>1</b>              | <b>December 18, 2025</b>    |
| <b>Semester Break</b>                        | <b>7</b>              | <b>December 21-29, 2025</b> |
| <b>Qatar National Sports Day<sup>3</sup></b> | <b>1</b>              | <b>February 10, 2026</b>    |
| <b>Eid Al-Fitr (projected)<sup>4</sup></b>   | <b>3</b>              | <b>March 22-24, 2026</b>    |
| <b>Eid Al-Adha (projected)<sup>4</sup></b>   | <b>3</b>              | <b>May 27-31, 2026</b>      |

<sup>1</sup> Texas A&M at Qatar’s proposed schedule does NOT observe Thanksgiving Day, Martin Luther King, Jr. Day, Emancipation Day, Memorial Day, or Independence Day as required by System Policy 31.04, *Holidays*. However, the Board of Regents may choose to waive this requirement in light of the fact that Texas A&M at Qatar is required to observe eight days of state/cultural holidays (of 15 total days) and also attempts to adopt a schedule similar to that of other academic institutions in Education City.

Texas A&M is required in its agreement with the Qatar Foundation for Education, Science and Community Development to “abide by the applicable laws and regulations of the State of Qatar, and shall respect the cultural, religious and social customs of the State of Qatar.”

<sup>2</sup> Qatar National Day is a national commemoration of Qatar’s unification in 1878 and celebrated annually on December 18<sup>th</sup>.

<sup>3</sup> The State of Qatar issued an Emiri decree that the 2<sup>nd</sup> Tuesday of February each year would be a required holiday. This holiday, Qatar National Sports Day, is to promote sports and physical activity.

<sup>4</sup> The Eid holidays will automatically shift if the State of Qatar starts these holidays on a different day than proposed above. The number of days for the holidays will not change.

Agenda Item No.  
May 9, 2025

**The proposed holiday schedules for Texas A&M Veterinary Medical Diagnostic Laboratory and certain units of Texas A&M AgriLife Research and Texas A&M AgriLife Extension Service are shown on the attached exhibit.**

**The chancellor is hereby authorized to modify the holiday schedules when such a change is deemed to be in the public interest.”**

Respectfully submitted,

John Sharp  
Chancellor

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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Ray Bonilla  
General Counsel

| Request for Alternate Holiday Schedule for Agencies/Units Reporting through the Vice Chancellor for Agriculture & Life Sciences - 2025 - 2026 |                          |                              |                                      |   |                             |                               |                         |                          |  |            |
|---|--------------------------|------------------------------|--------------------------------------|---|-----------------------------|-------------------------------|-------------------------|--------------------------|--|------------|
|   | Adopt System<br>Schedule | Labor Day                    | Thanksgiving                         | Winter Break                                      | M.L. King, Jr. Day          | Spring Break                  | Memorial Day            | Emancipation Day         | Other - Please Elaborate   | Total = 15 |
|   | (Blue Headings)          | September 1,<br>2025 (1 day) | November 27-<br>28, 2025 (2<br>days) | December 24, 2025-<br>January 1, 2026 (7<br>days) | January 19, 2026<br>(1 day) | March 12-13,<br>2026 (2 days) | May 25, 2026 (1<br>day) | June 19, 2026 (1<br>day) |  |            |
| Texas A&M AgriLife Extension Districts,<br>Extension Units & Research Centers   |                          |                              |                                      |   |                             |                               |                         |                          |  |            |
| District 2 & Lubbock  |                          | 1                            | 2                                    | 7   | 1                           |                               | 1                       | 1                        | 2-March 19-20, 2026  | 15         |
| District 4 & Dallas   |                          | 1                            | 2                                    | 7   | 1                           |                               | 1                       | 1                        | 2-Floating Holidays (to be used prior to 8/31/26)  | 15         |
| District 7 & San Angelo/Sonora  |                          | 1                            | 2                                    | 7   | 1                           |                               | 1                       | 1                        | 2-Floating Holidays (to be used prior to 8/31/26)  | 15         |
| District 8 & Stephenville   |                          | 1                            | 2                                    | 7   | 1                           |                               | 1                       | 1                        | 2-March 19-20, 2026  | 15         |
| District 11 & Corpus Christi  |                          | 1                            | 2                                    | 8-Dec. 23-31, 2025 &<br>January 1, 2026           | 1                           |                               | 1                       | 1                        | 1-July 3, 2026   | 15         |
| Dallas, Research  |                          | 1                            | 2                                    | 7   | 1                           |                               | 1                       | 1                        | 2-Floating Holidays (to be used prior to 8/31/26)  | 15         |
| El Paso   |                          | 1                            | 2                                    | 7   | 1                           |                               | 1                       | 1                        | 2-Floating Holidays (to be used prior to 8/31/26)  | 15         |
| McGregor  |                          | 1                            | 2                                    | 4-December 24-26,<br>2025 & January 1,<br>2026    | 1                           |                               | 1                       | 1                        | 5-Floating Holidays (to be used prior to 8/31/26)  | 15         |
| Temple - Blackland  |                          | 1                            | 2                                    | 7   | 1                           |                               | 1                       | 1                        | 2-Floating Holidays (to be used prior to 8/31/26)  | 15         |
| Temple-Riesel USDA Agricultural Research<br>Service   |                          | 1                            | 1-November 27,<br>2025               | 2-December 25, 2025<br>& January 1, 2026          | 1                           |                               | 1                       | 1                        | 1-Columbus Day 10/13/2025, 1-Veteran's Day<br>(11/11/2025), 1-President's Day (2/16/2026), 1- July 3<br>2026 , 4- Floating Holidays to be used prior to<br>8/31/2026 | 15         |
| Wildlife Services-San Antonio   |                          | 1                            | 2                                    | 7   | 1                           |                               | 1                       | 1                        | 1-President's Day (2/16/2026), 1-July 3, 2026  | 15         |
| Expanded Nutrition Program  |                          |                              |                                      |   |                             |                               |                         |                          |  |            |
| Cameron County  |                          | 1                            | 2                                    | 7   | 1                           |                               | 1                       | 1                        | 2-Floating Holidays (to be used prior to 8/31/26)  | 15         |
| Dallas County   |                          | 1                            | 2                                    | 3-December 25-26,<br>2025 & January 1,<br>2026    | 1                           |                               | 1                       | 1                        | 1-Cesar Chavez Day (3/31/26), 5-Floating days to be<br>used prior to 8/31/26   | 15         |
| Fort Bend County  |                          | 1                            | 2                                    | 3-December 24-25,<br>2025 & January 1,<br>2026    | 1                           |                               | 1                       | 1                        | 1-Fort Bend County Fair Day (9/26/25), 1-Veteran's Day<br>(11/11/25), 1-Good Friday (4/3/26), 3-Floating days to<br>be used prior to 8/31/26                         | 15         |
| Tarrant County  |                          | 1                            | 2                                    | 5-December 23-26,<br>2025 & January 1,<br>2026    | 1                           |                               | 1                       | 1                        | 1-President's Day (2/16/26), 1-Cesar Chavez Day<br>(3/31/26), 1-Good Friday (April 3, 2026), 1-July 3, 2026  | 15         |
| Texas A&M Veterinary Medical Diagnostic Laboratory  |                          |                              |                                      |   |                             |                               |                         |                          |  |            |
|   |                          | 1                            | 2                                    | 4-December<br>24,25,31, 2025 &<br>January 1, 2026 | 1                           |                               | 1                       | 1                        | 1-Columbus Day (10/13/25), 1-Veteran's Day<br>(11/11/25), 1-President's Day (2/16/26), 2-Floating days<br>to be used prior to 8/31/26                                | 15         |

Agenda Item No.

**THE TEXAS A&M UNIVERSITY SYSTEM**  
Office of the Vice Chancellor for Academic Affairs  
March 5, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Granting of the Title of Emeritus, May 2025, The Texas A&M University System

In accordance with System Policy [31.08, Emeritus](#), the designation of “Emeritus,” to be added to the rank or position upon retirement of a person, may be granted by the board upon the recommendation of the chancellor.

The chief executive officers of The Texas A&M University System recognize individuals from their respective institutions and agencies, as shown on the attached Emeritus list, who have made outstanding contributions through their dedicated and loyal service.

I recommend adoption of the following minute order:

**“In recognition of long and distinguished service to The Texas A&M University System, the Board of Regents hereby confirms the recommendation of the chancellor and confers the title of “Emeritus” upon the individuals as shown in the attached exhibit, Emeritus Title List No. 25-03, and grants all rights and privileges of this title.”**

Respectfully submitted,

James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer



**THE TEXAS A&M UNIVERSITY SYSTEM  
CONFIRMATION OF EMERITUS TITLES  
EMERITUS TITLE LIST NO. 25-03**

ITEM  
EXHIBIT

| <b>System Member<br/>Honoree</b> | <b>Years of<br/>Service</b> | <b>Current<br/>Rank</b> | <b>Title Conferred</b> | <b>Effective Date</b> |
|----------------------------------|-----------------------------|-------------------------|------------------------|-----------------------|
|----------------------------------|-----------------------------|-------------------------|------------------------|-----------------------|

**EAST TEXAS A&M UNIVERSITY**

|                            |    |           |  |   |
|----------------------------|----|-----------|--|---|
| Dr. Jackie Ray<br>Thompson | 12 | Professor | Professor Emeritus<br>of Educational<br>Leadership | Upon Approval by the<br>Board/Awarded<br>Posthumously |
|----------------------------|----|-----------|--|---|

**TEXAS A&M INTERNATIONAL UNIVERSITY**

|                  |    |           |                    |   |
|------------------|----|-----------|--------------------|---|
| Dr. Pablo Arenaz | 16 | President | President Emeritus | Upon Approval by the<br>Board/Awarded<br>Posthumously |
|------------------|----|-----------|--------------------|---|

**TEXAS A&M UNIVERSITY**

|                     |    |           |   |   |
|---------------------|----|-----------|---|---|
| Dr. Marvin L. Adams | 33 | Professor | Professor Emeritus<br>of Nuclear<br>Engineering | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
|---------------------|----|-----------|---|---|

|                    |    |                      |   |   |
|--------------------|----|----------------------|---|---|
| Dr. Harold P. Boas | 40 | Regents<br>Professor | Regents Professor<br>Emeritus of<br>Mathematics | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
|--------------------|----|----------------------|---|---|

|              |    |   |  |   |
|--------------|----|---|--|---|
| Nora S.Cargo | 32 | Director of<br>Scholarships<br>& Military<br>Benefits | Director Emerita of<br>Scholarships &<br>Military Benefits | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
|--------------|----|---|--|---|

|                      |   |                              |  |   |
|----------------------|---|------------------------------|--|---|
| Dr. Paula S. deWitte | 8 | Professor of<br>the Practice | Professor of the<br>Practice Emerita of<br>Computer Science<br>& Engineering | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
|----------------------|---|------------------------------|--|---|

|                             |    |                        |   |   |
|-----------------------------|----|------------------------|---|---|
| Dr. Alex (Gwo-Ping)<br>Fang | 17 | Associate<br>Professor | Associate Professor<br>Emeritus of<br>Engineering<br>Technology &<br>Industrial<br>Distribution | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
|-----------------------------|----|------------------------|---|---|

|                     |    |           |   |   |
|---------------------|----|-----------|---|---|
| Dr. Vikram K. Kinra | 40 | Professor | Professor Emeritus<br>of Aerospace<br>Engineering | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
|---------------------|----|-----------|---|---|

| <b>System Member<br/>Honoree</b> | <b>Years of<br/>Service</b> | <b>Current<br/>Rank</b> | <b>Title Conferred</b>   | <b>Effective Date</b>   |
|----------------------------------|-----------------------------|-------------------------|--|---|
| Dr. F. Barry Lawrence            | 28                          | Professor               | Professor Emeritus<br>of Engineering<br>Technology &<br>Industrial<br>Distribution | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
| Dr. V. Jorge Leon                | 33                          | Professor               | Professor Emeritus<br>of Engineering<br>Technology &<br>Industrial<br>Distribution | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
| Dr. Jyh-Charn (Steve)<br>Liu     | 36                          | Professor               | Professor Emeritus<br>of Computer<br>Science &<br>Engineering                      | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
| Dr. Robin R. Murphy              | 17                          | Professor               | Professor Emerita<br>of Computer<br>Science &<br>Engineering                       | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
| Dr. Lynne A. Opperman            | 28                          | Regents<br>Professor    | Regents Professor<br>Emerita of<br>Biomedical<br>Sciences                          | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
| Dr. Edwin Chappell<br>Price Jr.  | 31                          | Senior<br>Professor     | Professor Emeritus<br>of Agricultural<br>Economics                                 | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
| Dr. Allison C. Rice-<br>Ficht    | 41                          | Regents<br>Professor    | Regents Professor<br>Emerita of Cell<br>Biology & Genetics                         | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
| Dr. Kathryn E. F.<br>Shamberger  | 11                          | Associate<br>Professor  | Associate Professor<br>Emerita of<br>Oceanography                                  | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
| Dr. Emil J. Straube              | 38                          | Professor               | Professor Emeritus<br>of Mathematics   | Upon Approval by the<br>Board and the<br>Honoree's Retirement |

| <b>System Member<br/>Honoree</b>      | <b>Years of<br/>Service</b> | <b>Current<br/>Rank</b>                | <b>Title Conferred</b>  | <b>Effective Date</b>   |
|---------------------------------------|-----------------------------|--|---|---|
| Dr. Steven D. Taliaferro              | 47                          | Associate<br>Professor                 | Associate Professor<br>Emeritus of<br>Mathematics   | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
| Mr. William P. "Chip"<br>Winslow III  | 6                           | Professor of<br>the Practice           | Professor of the<br>Practice Emeritus<br>of Landscape<br>Architecture &<br>Urban Planning | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
| <sup>1</sup> Mr. Michael K. Young     | 10                          | Professor                              | Professor Emeritus<br>of Law and<br>International<br>Affairs                              | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
| <sup>2</sup> Dr. Behbood Ben<br>Zoghi | 37                          | Visiting<br>Instructional<br>Professor | Professor Emeritus<br>of Engineering<br>Technology &<br>Industrial<br>Distribution        | Upon Approval by the<br>Board and the<br>Honoree's Retirement |

<sup>1</sup> Mr. Michael K. Young received President Emeritus at the January 7, 2021 board meeting.

<sup>2</sup> Dr. Behbood Ben Zoghi served as Assistant Professor (1987-1993), Associate Professor (1993-1999), and Professor (1999-2024). After retirement from Texas A&M University on August 31, 2024, Dr. Behbood Ben Zoghi was rehired into a non-tenure track faculty position in January 2025.

| <b>System Member<br/>Honoree</b> | <b>Years of<br/>Service</b> | <b>Current<br/>Rank</b> | <b>Title Conferred</b> | <b>Effective Date</b> |
|----------------------------------|-----------------------------|-------------------------|------------------------|-----------------------|
|----------------------------------|-----------------------------|-------------------------|------------------------|-----------------------|

#### **TEXAS A&M UNIVERSITY-CORPUS CHRISTI**

|                   |    |                        |   |   |
|-------------------|----|------------------------|---|---|
| Dr.Kirk Cammarata | 22 | Associate<br>Professor | Associate Professor<br>Emeritus of<br>Biology | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
|-------------------|----|------------------------|---|---|

#### **TEXAS A&M UNIVERSITY-SAN ANTONIO**

|                              |    |           |                                     |   |
|------------------------------|----|-----------|-------------------------------------|---|
| Dr. Daniel Glaser-<br>Segura | 14 | Professor | Professor Emeritus<br>of Management | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
|------------------------------|----|-----------|-------------------------------------|---|

| <b>System Member<br/>Honoree</b> | <b>Years of<br/>Service</b> | <b>Current<br/>Rank</b> | <b>Title Conferred</b>                   | <b>Effective Date</b>   |
|----------------------------------|-----------------------------|-------------------------|--|---|
| Dr. Edward B.<br>Westermann      | 15                          | Regents<br>Professor    | Regents Professor<br>Emeritus of History | Upon Approval by the<br>Board and the<br>Honoree's Retirement |

#### **TEXAS A&M AGRILIFE EXTENSION SERVICE**

|                      |    |  |  |   |
|----------------------|----|--|--|---|
| Mr. Stephen W. Gowin | 29 | County<br>Extension<br>Agent–<br>Ag/NR                                 | County Extension<br>Agent Ag/NR–<br>Emeritus   | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
| Mrs. Paula Butler    | 20 | Regional<br>Program<br>Leader  | Regional Program<br>Leader – Emeritus  | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
| Dr. Steve George     | 40 | Professor and<br>Extension<br>Specialist<br>Ornamental<br>Horticulture | Professor and<br>Extension<br>Specialist<br>Ornamental<br>Horticulture –<br>Emeritus | Upon Approval by the<br>Board and the<br>Honoree's Retirement |

#### **TEXAS A&M VETERINARY MEDICAL DIAGNOSTIC LABORATORY**

|                       |    |   |  |   |
|-----------------------|----|---|--|---|
| Ms. Terry Dobrovolsky | 19 | Quality<br>Assurance &<br>Safety<br>Program<br>Director | Quality Assurance<br>& Safety Program<br>Director Emeritus | Upon Approval by the<br>Board and the<br>Honoree's Retirement |
|-----------------------|----|---|--|---|

Agenda Item No.

## **AGENDA ITEM BRIEFING**

**Submitted by:** Dr. Keith Jemison, Associate Vice Chancellor for Law Enforcement and Security  
The Texas A&M University System

**Subject:** Confirmation of Appointment and Commissioning of Peace Officers

**Proposed Board Action:**

In accordance with System Policy [34.06, Appointment, Commissioning and Authority of Peace Officers](#), the Board of Regents may confirm the appointment and commissioning of peace officers by the presidents of their respective members of The Texas A&M University System, as shown in the exhibit.

**Background Information:**

Presidents of member universities are authorized by system policy to appoint and commission campus police as peace officers, subject to confirmation by the Board of Regents.

**A&M System Funding or Other Financial Implications:**

None.

**Strategic Plan Imperative(s) this Item Advances:**

5. The A&M System will provide services that respond to the needs of the people of Texas by providing a safe place to learn, work and visit. Peace officers are an imperative part of providing these services to Texans.

Agenda Item No.

**THE TEXAS A&M UNIVERSITY SYSTEM**  
System Office of Law Enforcement and Security  
April 4, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Confirmation of Appointment and Commissioning of Peace Officers

I recommend adoption of the following minute order:

***“In accordance with System Policy 34.06, Appointment, Commissioning and Authority of Peace Officers, the Board of Regents of The Texas A&M University System confirms the appointment and commissioning of campus peace officers by the presidents of their respective system member universities, in accordance with the requirements of the law, and as shown in the exhibit, attached to the official minutes, subject to their taking the oath required of peace officers.”***

Respectfully submitted,

Dr. Keith Jemison  
Associate Vice Chancellor for  
Law Enforcement and Security

**Approval Recommended:**

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John Sharp  
Chancellor

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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Walter V. Wendler, President  
West Texas A&M University

**Approved for Legal Sufficiency:**

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Ray Bonilla  
General Counsel

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Juan J. Castillo, Interim President  
Texas A&M International University

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Dr. Robert Vela, President  
Texas A&M University-Kingsville

The Texas A&M University System  
Appointed and Commissioned Peace Officers

ITEM  
EXHIBIT

| <b>University Officer's Name</b>              | <b>Title</b>  | <b>Hire Date</b> |
|---|---------------|------------------|
| <b>TEXAS A&amp;M INTERNATIONAL UNIVERSITY</b> |               |                  |
| Chavana, Ricardo                              | Peace Officer | 02/03/2025       |
| Gamez, Missie A                               | Peace Officer | 01/06/2025       |
| <b>TEXAS A&amp;M UNIVERSITY-KINGSVILLE</b>    |               |                  |
| Campos, Johnny                                | Peace Officer | 03/07/2025       |
| Ramos, Hope                                   | Peace Officer | 02/07/2025       |
| <b>WEST TEXAS A&amp;M UNIVERSITY</b>          |               |                  |
| Norris, Tollerson Jr.                         | Peace Officer | 01/21/2025       |

## AGENDA ITEM BRIEFING

**Submitted by:** Joe Elabd, PhD, Vice Chancellor for Research  
The Texas A&M University System

**Subject:** Approval for Dr. Nadeem Chaudhary, System Employee, to Serve as President, CEO, and Employee of TrafNAC, LLC, a Business Entity that Proposes to License Technology from The Texas A&M University System

### Proposed Board Action:

Approve for Dr. Nadeem Chaudhary, a part-time Senior Research Engineer at Texas A&M Transportation Institute (TTI), to serve in his individual capacity as President, CEO, and employee of TrafNAC, LLC, a business entity that proposes to enter into a non-exclusive license agreement with The Texas A&M University System (A&M System) for technology developed by Dr. Chaudhary.

### Background Information:

Dr. Chaudhary obtained his Bachelor of Science from UCE Taxila, Pakistan and his Master of Engineering and PhD in industrial engineering from Texas A&M University, and joined TTI in 1984. Dr. Chaudhary has been a key member of the various teams that developed the PASSER family of software works, developing efficient heuristic methods to optimize traffic signal timing in multiple traffic networks. The original PASSER software was developed in the 1970's by TTI for Texas Department of Transportation and underwent significant development and versioning through 2010, when work ended on the software.

Dr. Chaudhary is working to continue development and refinement of the PASSER family of technologies. TrafNAC, LLC desires to enter into a non-exclusive license agreement with the A&M System, to include technologies relating to the PASSER technology. TrafNAC, LLC will further develop and commercialize these technologies, associated systems and methods for signal timing optimization and related training, support and consulting.

Pursuant to [Texas Education Code §51.912](#) and Section 2 of System Regulation [17.01.08, Outside Activities – Business Entities Having an Intellectual Property Agreement with the System](#), Board of Regents approval is required for Dr. Chaudhary to serve in his individual capacity as President, CEO, and employee of TrafNAC, LLC.

Financial conflicts of interest have been evaluated under System Regulation [15.01.03, Financial Conflicts of Interest in Sponsored Research](#). A financial conflict of interest management plan has been issued by the A&M System Associate Vice Chancellor and Chief Research Compliance Officer, in cooperation with TTI, to mitigate those conflicts of interest that might arise given Dr. Chaudhary's financial interests with and fiduciary responsibility to TrafNAC, LLC, and his role as an employee of TTI. Any financial conflicts of interest in research that may arise in the future will be managed by TTI.



Agenda Item No.  
Agenda Item Briefing

Dr. Chaudhary's request for permission for consulting and external professional employment under System Regulation [31.05.01, Faculty Consulting and/or External Professional Employment](#) has been approved.

**A&M System Funding or Other Financial Implications:**

None.

**Strategic Plan Imperative(s) this Item Advances:**

Approval of this agenda item will advance the A&M System strategic imperative of enabling the A&M System to provide services that respond to the needs of the people of Texas and support the mission of TTI. In particular, approval will enable the A&M System to license intellectual property developed in part by Dr. Chaudhary to TrafNAC, LLC, which will enable TrafNAC, LLC to offer services and products that incorporate the intellectual property, strengthening the optimization of traffic signal timing in the state of Texas and elsewhere.

Agenda Item No.

**THE TEXAS A&M UNIVERSITY SYSTEM**

Office of the Vice Chancellor for Research

May 29, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval for Dr. Nadeem Chaudhary, System Employee, to Serve as President, CEO, and Employee of TrafNAC, LLC, a Business Entity that Proposes to License Technology from The Texas A&M University System

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System approves for Dr. Nadeem Chaudhary, an employee of Texas A&M Transportation Institute, to serve in his individual capacity as President, CEO, and employee of TrafNAC, LLC, a business entity that proposes to license technology from The Texas A&M University System relating to the research, development, licensing, or exploitation of intellectual property conceived, created, discovered, invented or developed by Dr. Chaudhury.”**

Respectfully submitted,

Joe Elabd, PhD  
Vice Chancellor for Research

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

## **AGENDA ITEM BRIEFING**

**Submitted by:** Presidents, Member Universities  
The Texas A&M University System

**Subject:** Approval of Changes to the Admissions Standards for System Member Universities for the 2026-27 Academic Year

### **Proposed Board Action:**

Approve changes to the admissions standards for the 2026-27 academic year for member universities (academic institutions) of The Texas A&M University System.

### **Background Information:**

System Policy [\*11.04, Admissions Standards\*](#) states that each academic institution must prepare, on a schedule determined by the chancellor, specific admissions standards for its institution with any changes from the previous year noted. Any changes to admissions standards, upon endorsement by the chancellor, will be submitted to the Board of Regents for approval.

In response to System Policy *11.04*, presidents of the academic institutions, or their representatives, have submitted their annual proposed changes to the admissions standards for the next academic year for consideration at the May 2025 Board meeting. These standards are documented and are attached to the agenda item as exhibits.

Changes to the 2025-26 academic year admissions standards are documented on the table exhibits through annotation.

### **A&M System Funding or Other Financial Implications:**

None.

### **Strategic Plan Imperative(s) this Item Advances:**

Approval of this agenda item will advance the A&M System strategic imperative 1 to allow all qualified students to find a place in the A&M System and enable them to pursue their ambitions and interests.

Agenda Item No.

**THE TEXAS A&M UNIVERSITY SYSTEM**

Office of the Chancellor

April 2, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of Changes to the Admissions Standards for System Member Universities  
for the 2026-27 Academic Year

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System hereby approves the changes to the admissions standards of the member universities of The Texas A&M University System for the 2026-27 academic year, as shown in the attached exhibits, copies of which are attached to the official minutes.”**

Respectfully submitted,

John Sharp  
Chancellor

**Approval Recommended:**

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

**Approved for Legal Sufficiency:**

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Ray Bonilla  
General Counsel

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

## Admission Standards

THE TEXAS A&M  
UNIVERSITY SYSTEM

## Prairie View A&amp;M University

## Freshman

## ADMISSION STANDARDS WITH CHANGES

## General

## Application Fee

\$40 non-refundable fee

\$50 non-refundable fee for International students

Admission Under  
Uniform Admission  
Policy\*

Top 25%

Standards for Full  
Admission<sup>1</sup>

Automatic Admission Requirements/Test Optional:  
Automatic Admission includes completion of the required courses and any one of the following:

- \* Rank in top ~~50%~~ 35% of graduating class or
- \* Cumulative GPA of ~~2.8~~ 3.2 or higher on a 4.0 scale or
- \* SAT of 1060 or higher or ACT of 21 or higher

High School  
Program,  
Curriculum or  
Course Work<sup>2</sup>

Official high school transcript or GED certificate for all students.  
Texas residents must complete one of the following high school programs: Foundation, Foundation Distinguished or Foundation with Endorsements.

Applicants must have successfully completed the following courses in high school:

English/Language Arts (4 credits)  
Mathematics (3 credits)  
Science (3 credits)  
Social Studies (3 credits)  
Language other ~~than~~ than English (2 credits)

Conditional  
Admission and  
Requirements for  
Full Admission

Applicants who do not meet ~~regular~~ automatic admission requirements based on GPA, class ranking, and/or SAT/ACT scores ~~and GPA~~ will be automatically reviewed using a holistic review that includes academic performance and rigor as well as, extracurricular activities, community service, talents and awards, leadership skills, employment, and other factors that support a student's ability to succeed at the university by the university's admission committee.

At the completion of this review, students will be:

- 1.) Granted full admission,
- 2.) Granted conditional admission or
- 3.) Denied admission

Students who are not granted full admission out of the holistic review may be admitted conditionally and ~~will~~ may be required to attend a 5-week summer program and complete assigned core curriculum courses. The number of students granted into the programs may be limited. Students who earn at least a 2.0 GPA at the end of the summer bridge program will be granted full admission for the fall but may have conditions that must be met for continued enrollment.

Students who appeal their admission decision and are admitted from an appeal decision will be admitted conditionally and will have conditions that must be met for continued enrollment.

|   |   |
|---|---|
| <b>Early Admission for students from ISD's with an MOU with PVAMU</b> | <p>Top 25% of ranked juniors at the end of the junior year</p> <p>3.00 GPA (recalculated) on a 4.00 scale</p> <p>SAT 900 (ERW + Math) or 17 ACT or higher</p> <p>Graduation on the recommended or foundation high school program with endorsement</p> |
|---|---|

|   |  |
|---|--|
| <b>International Applicant English Proficiency Requirements**</b> | <p>TOEFL:</p> <p>500 - Paper based;</p> <p>64 - Internet based</p> |
|---|--|

|                  |  |
|------------------|--|
| <b>Footnotes</b> | <p>The following footnote/column heading explanations apply to all System campuses:</p> <p>* Uniform Admission Policy</p> <p>19 Texas Administrative Code Part 1 Chapter 5 Subchapter A Rule §5.5</p> <p>(a) Each public university shall admit first-time undergraduate students for each semester in accordance with Texas Education Code §§51.801 - 51.809.</p> <p>(b) All applicants from Texas schools accredited by a generally recognized accrediting agency and who graduate in the top 10 percent of their high school class or who graduate in the top 25 percent of their high school class, to the extent the governing board of a general academic teaching institution has adopted such an admission policy, shall be admitted to a general academic teaching institution if the student meets the following conditions:</p> <p>(1) The student has met one of the following:</p> <p>(A) Successfully completed the distinguished level of achievement under the Foundation, Recommended, or Advanced High School Program from a Texas public high school as outlined under Texas Education Code, §28.025, as well as, 19 TAC §§74.63, 74.64, 74.73, and 74.74 (relating to the distinguished level of achievement under the Foundation, Recommended High School Program, or Distinguished Achievement High School Program--Advanced High School Program);</p> <p>(B) Successfully completed a curriculum from a high school in Texas other than a public high school that is equivalent in content and rigor to the distinguished level of achievement under the Foundation, the Recommended, or Advanced High School Program as outlined under subsection (c) of this section;</p> <p>(C) Satisfied ACT's College Readiness Benchmarks on the ACT assessment; or</p> <p>(D) Earned on the SAT assessment a minimum score of 480 on the Evidenced-Based Reading and Writing (ERW) test and a minimum score of 530 on the mathematics test (no combined score).</p> <p>1 In March 2016, the College Board began the administration of a redesigned version of the SAT. The new SAT consists of two sections, Evidence-Based Reading and Writing (ERW) and Mathematics. Each section is scored on a scale of 200 to 800 with a total score range between 400 and 1600. The previous SAT consisted of three sections, Writing, Critical Reading and Mathematics. Each section was scored on a scale of 200 to 800 with a total score range between 600 and 2400. Universities will currently accept both versions of the SAT for admission decisions.</p> <p>2 House Bill 5 of the 83rd Texas Legislature established the new Foundation High School Program as the default graduation program for all students entering high school beginning in 2014. The bill replaced the Minimum High School Program, Recommended High School Program, and Distinguished Achievement Program with the Foundation High School Program. A student must earn at least 22 and one-half credits to complete the foundation program. In addition, it calls for a set of endorsements which consist of a related series of</p> |
|------------------|--|

courses that are grouped together by interest or skill set. Endorsements provide students with in-depth knowledge of subject area.

A student may earn the Distinguished Level of Achievement by going beyond the Foundation High School Program which requires a total of 26 credits, including Algebra II, a fourth science credit and an endorsement. A student must earn this designation to be eligible for Top 10 percent automatic admission to a Texas public university.

Students may earn an additional acknowledgment on their transcripts because of outstanding performance in areas such as dual credit courses and bilingualism and biliteracy; on Advanced Placement, International Baccalaureate, PSAT, ACT ASPIRE, the SAT or ACT exams; or by earning a state-, nationally- or internationally-recognized business or industry certification.

Foundation High School Program (22 credits) include:

English (4 credits) • English I • English II • English III • An advanced English course  
Mathematics (3 credits) • Algebra I • Geometry • An advanced math course  
Science (3 credits) • Biology • Integrated Physics & Chemistry or an advanced science course  
• An advanced science course  
Social Studies (3 credits) • World History or World Geography • U.S. History  
• U.S. Government (one-half credit) • Economics (one-half credit)  
Languages Other Than English (2 credits) • 2 credits in the same language or  
• 2 credits from Computer Science I, II, III  
Physical Education (1 credit) Fine Arts (1 credit) Electives (5 credits)  
Speech: Demonstrated proficiency

#### Endorsements

Consist of a related series of courses grouped together by interest or skill set. Include four credits in both math and science and two additional elective credits. Total credits with endorsements 26.

- STEM
- Business & Industry
- Public Services
- Arts & Humanities
- Multidisciplinary

#### Distinguished Level of Achievement

- 4 credits in math including Algebra II
- 4 credits in science
- At least one endorsement

\*\* International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE).

## Texas A&M University

### Freshman

### ADMISSION STANDARDS WITH CHANGES

#### General

#### Application Fee

\$75 non-refundable fee

\$90 non-refundable fee for international ~~and Qatar~~ applicants

#### Admission Under Uniform Admission Policy\*

Top 10%

|  |   |
|--|---|
| <b>Standards for Full Admission<sup>1</sup></b>                              | Admit from Review (all campuses):<br>A holistic assessment of a complete application includes recognizing elements of excellence through extracurricular involvement, leadership, community service, achievement, and evaluation of other non-cognitive variables.  |
| <b>High School Program, Curriculum or Course Work<sup>2</sup></b>            | <del>Students entering for the fall 2018 and after, t</del> The Foundation High School Program with at least one endorsement will be required for admission consideration. It is strongly recommended that students complete one or more available endorsement(s) that include Algebra II or its equivalent, biology, chemistry and physics, as well as four years of English, Math, Social Studies, and Science.   |
| <b>International Applicant English Proficiency Requirements<sup>**</sup></b> | TOEFL: <del>550 paper</del> ; 80 internet based ( <del>i-BT taken within 2 years of enrollment</del> )<br>Or TOEFL Essentials score of 8.5 ( <del>taken within 2 year of enrollment</del> ).<br>Or SAT <del>verbal of 500 or New SAT</del> EBRW of 560; ACT English 21<br>Or IELTS of 6.0 on overall band ( <del>taken within 2 years of enrollment</del> ).<br><del>Or a minimum PTE Academic score of 53</del><br><del>Or an English 3 score of 67</del><br>Or completing all four years in a US high school  |
| <b>Other Requirements</b>  | Applicants may be required to submit college transcripts if the student enrolled in dual credit while in high school;<br>Catalog has complete list of additional requirements   |
| <b>Test Optional Policy</b>  | Texas A&M University does not require SAT or ACT scores as part of the freshman application.<br><br>All students will be evaluated on academic rigor and their performance in their coursework.   |
| <b>Other Admission Offers and Requirements for Participation</b>             | TAMU Aggie Gateway:<br>Students not granted full admission out of the holistic review pool may be selected for program. Must attend the designated summer session(s) and complete two assigned core curriculum courses. Students who earn at least a 2.0 GPA may continue enrollment for the fall.<br><br>Texas A&M Blinn TEAM:<br>Participating students are initially admitted to TAMU main campus; but limited to part-time enrollment. While in the program, students are limited to <u>7</u> credit hours at TAMU each semester, and the remainder at the <del>Bryan Campus of</del> Blinn College, <u>Bryan campus</u> . Students who complete 45 Blinn credit hours and 15 A&M credit hours within a two-year period, while maintaining a 2.5 grade point average at each school, are automatically eligible to matriculate to TAMU as a full-time student but not guaranteed a particular college or major (no additional application required). Students are eligible to follow existing change of curriculum guidelines to gain access to a degree-granting major while enrolled in the program. TEAM students are considered regular admits but have conditions that must be met for continued enrollment.<br><br>Texas A&M Engineering at Blinn:<br>Similar in design to the Texas A&M Blinn Team program, selected students who are interested in a major in the College of Engineering may be admitted to the Texas A&M Engineering at Blinn. Students admitted through the Top 10% <del>or as an Academic Admit</del> will be considered full admits with a limitation on the number of hours enrolled as an engineering student until successful completion of the Engineering Academy requirements. Students admitted through holistic review are guaranteed full admission to Texas A&M University upon the successful completion of the program requirements. Texas A&M Engineering at Blinn requires the successful completion of 45 credit hours at Blinn and 15 credit hours at A&M. Successful completion is defined as achieving a minimum 2.50 cumulative grade point average at both institutions (as calculated by Texas A&M University). At least 12-15 hours taken at A&M must be in three or four credit hour courses |



(with the exception of ENGR 111 or 112 that are each 2 credit hour courses). Courses taken at Blinn must satisfy the A&M Core Curriculum or an engineering degree requirement. These students are considered regular admits, but have conditions that must be met for continued enrollment. Students will utilize Engineering's Entry-To-A-Major process to gain admission to a degree-granting major.

#### Texas A&M Engineering Academies with Select Community Colleges:

Selected students who are interested in a major in the College of Engineering may be admitted to the Texas A&M Engineering Academy under current MOUs at [Alamo College Northeast Lakeview Campus](#), Austin Community College Highland Campus, Blinn College – Brenham, [El Centro College](#), [Richland College](#), [Alamo College Northeast Lakeview Campus](#), [Collin College Technical Campus](#), [Dallas College Brookhaven Campus](#), Houston Community College (HCC) [Spring Branch Campus](#), Midland College, [and Texas Southmost College](#), [South Texas College](#), [Tarrant County College](#) and [Tyler Junior College](#). Additional MOUs may include other community colleges. An academy student must enroll for a minimum of 12 total credit hours each fall and spring semester. Three to five credit hours will be taught by Texas A&M and the remainder will be from the community college. Students who successfully complete the Academy by the first summer term following their second year with a minimum GPA of 2.50 at both institutions, as calculated by Texas A&M, will be automatically admitted to Texas A&M for the following fall. These students can then apply for a change of curriculum into a degree granting major in the College of Engineering. Students apply directly to the community college. The final decision of admission is determined by Texas A&M's Office of Admissions.

#### Engineering at Galveston/[McAllen](#):

The Engineering at Galveston/McAllen programs provide students with the opportunity for admission to engineering and addresses space limitations on the main campus. Students are admitted from the pool of engineering applications originally submitted to College Station. Students who choose to enroll follow the same entry to a major process as those students currently enrolled.

#### Higher Education Center at [McAllen](#):

Students may demonstrate their preference to pursue their studies in several majors offered at the Texas A&M University Higher Education Center at McAllen by indicating McAllen as their preferred location on their Admission Application to College Station or Galveston. Students who apply to College Station or Galveston may also be offered options in McAllen on a space available basis.

#### Program for System Admission:

Students not admitted to the main campus may select one of the A&M System Institutions [and be admitted if they meet admission requirements for their selected institution presented to them based on predetermined admissions criteria provided by their system school.](#) ~~As~~ [Students](#) complete their first year at the ~~S~~ system [Institution school](#). The program is limited to ~~7 specific areas of study majors within seven colleges~~ [\(College of Agriculture & Life Sciences, College of Architecture, College of Education & Human Development, College of Engineering, Geosciences, Liberal College of Arts and Science College of Performance, Visualization & Fine Arts, Bush School of Government & Public Service\)](#) and requires that applicants finish at least 24 transferable hours with a minimum 3.0 GPA [\(3.25 for College of Engineering\)](#) for all courses attempted in the chosen Texas A&M degree plan.

#### TAMU Galveston Gateway:

Students not granted full admission out of the holistic review pool may be selected for the program. Students must attend a 5-week summer session and complete two assigned core curriculum courses. Students who earn at least a 2.0 GPA are granted full admission for the fall.

# Texas A&M University-Corpus Christi

## Freshman

## ADMISSION STANDARDS WITH CHANGES

### General

|   |   |
|---|---|
| <b>Application Fee</b>  | <p>\$40 non-refundable fee</p> <p>\$75 non-refundable fee for international students</p> <p><u>Application fees increases by \$10 after the posted undergraduate admission deadlines.</u></p>   |
| <b>Admission Under Uniform Admission Policy*</b>                  | Top 25%   |
| <b>Standards for Full Admission<sup>1</sup></b>                   | <p>1st Quarter: Guaranteed admission; <del>T</del>est scores optional; <del>P</del>primary review of <del>unweighted</del> GPA and class rank <u>are used to (determine students' quartile)</u> from a non-ranking school.</p> <p>2nd Quarter: Guaranteed admission; <del>T</del>est scores optional; <del>P</del>primary review of <del>unweighted</del> GPA and class rank <u>are used to (determine students' quartile)</u> from a non-ranking school.</p> <p>3rd Quarter: Modified holistic review; <del>(test scores optional; R</del>review considers combination of success <del>indicators factors</del> including test scores, <del>unweighted</del> GPA, <del>and</del> high school class rank). <u>Minimum of 2.0 unweighted GPA required. to determine conditional admission or rejection. Students with a 23 ACT score or 1170 SAT score will be guaranteed full admission.</u></p> <p>4th Quarter: Modified holistic review; <del>(test scores optional; R</del>review considers combination of success <del>indicators factors</del> including test scores, <del>unweighted</del> GPA, <del>and</del> high school class rank). <u>Minimum of 2.0 unweighted GPA required. to determine conditional admission or rejection. Students with a 27 ACT score or 1270 SAT score will be guaranteed full admission.</u></p> |
| <b>High School Program, Curriculum or Course Work<sup>2</sup></b> | <p>Requires completion of prerequisite course work that indicate preparedness, to include: English (4 credits), lab sciences (4 credits), mathematics (4 credits), social studies (3 credits), foreign language (2 credits).</p> <p>Students that have not taken this preparatory coursework will be considered under the modified holistic review (as indicated for 3rd and 4th quarter applicants).</p>   |
| <b>Conditional Admission and Requirements for Full Admission</b>  | <p>Students who do not meet the requirements for full admission <del>may will</del> be <del>reviewed</del> <u>considered</u> for conditional admission <u>after going through a review process. The review process will include a review of success factors including test scores, GPA, and high school rank.</u> . Some students <del>who fall outside of the conditional admission guidelines may be granted conditional admission pending their participation in summer bridge or part of connection/pathway enrollment programs with partner community colleges.</del> <u>may be offered a pathway program (College Connection Program) to attend Del Mar College to transfer after completing transfer admission requirements.</u></p>   |
| <b>International Applicant English Proficiency Requirements**</b> | <p>TOEFL: 73 (<del>IBT</del>); (<u>Internet-Based Test</u>), 537 (Paper-Based), 205 (<del>ICBT</del>) <u>ICBT-Computer-based</u>)</p> <p>PTE Academic Score of 53</p> <p>IELTS: 6.0</p> <p>Cambridge C1 Advanced Proficiency Test (Cambridge CAE) 175</p> <p>Cambridge C2 Proficiency Test (Cambridge CPE) 180</p> <p>SAT Evidence Based Reading and Writing (EBRW) 550</p> <p>ACT English sub_score of 21</p> <p>Complete all four years in a high school within the U.S. and obtain a subsequent U.S. high school <del>degree diploma.</del></p>  |

• Successfully complete two years of instruction at a US or Canadian high school or college.  
Citizenship in one of 28 prescribed countries outside of the United States where English is one of their primary languages.  
Duolingo English Test score: 100  
Duolingo English 3 Test score: 105

## Footnotes

The following footnote/column heading explanations apply to all System campuses:

### 1 Uniform Admission Policy

19 Texas Administrative Code Part 1 Chapter 5 Subchapter A Rule §5.5

(a) Each public university shall admit first-time undergraduate students for each semester in accordance with Texas Education Code §§51.801 - 51.809.

(b) All applicants from Texas schools accredited by a generally recognized accrediting agency and who graduate in the top 10 percent of their high school class or who graduate in the top 25 percent of their high school class, to the extent the governing board of a general academic teaching institution has adopted such an admission policy, shall be admitted to a general academic teaching institution if the student meets the following conditions:

(1) The student has met one of the following:

(A) Successfully completed the distinguished level of achievement under the Foundation, Recommended, or Advanced High School Program from a Texas public high school as outlined under Texas Education Code, §28.025, as well as, 19 TAC §§74.63, 74.64, 74.73, and 74.74 (relating to the distinguished level of achievement under the Foundation, Recommended High School Program, or Distinguished Achievement High School Program--Advanced High School Program);

(B) Successfully completed a curriculum from a high school in Texas other than a public high school that is equivalent in content and rigor to the distinguished level of achievement under the Foundation, the Recommended, or Advanced High School Program as outlined under subsection (c) of this section;

(C) Satisfied ACT's College Readiness Benchmarks on the ACT assessment; or

(D) Earned on the SAT assessment a minimum score of 480 on the Evidenced-Based Reading and Writing (ERW) test and a minimum score of 530 on the mathematics test (no combined score).

### 2 STANDARDIZED TEST POLICY

Required - Test required of all applicants

Optional for All - Students choose whether or not to submit test scores as part of admission application. If submitted may be used in admission decision

Optional Plus - Non-submitters are required to supplement application with interview, writing sample or other documents

Optional for Some - Testing options are offered to some student groups, but not others (e.g. out-of-state, applying for certain programs)

Academic Threshold - Students who meet certain academic criteria (e.g. GPA) are admitted without test scores as part of the admission decision

Test Flexible - Students have the option to submit scores from other testing in place of the SAT or ACT

Test Blind - Scores may be submitted, but they will not be reviewed by admission staff to make the admission decision

3 In March 2016, the College Board began the administration of a redesigned version of the SAT. The new SAT consists of two sections, Evidence-Based Reading and Writing (ERW) and Mathematics. Each section is scored on a scale of 200 to 800 with a total score range between 400 and 1600. The previous SAT consisted of three sections, Writing, Critical Reading and Mathematics. Each section was scored on a scale of 200 to 800 with a total score range between 600 and 2400. Universities will currently accept both versions of the SAT for

admission decisions.

4 House Bill 5 of the 83rd Texas Legislature established the new Foundation High School Program as the default graduation program for all students entering high school beginning in 2014. The bill replaced the Minimum High School Program, Recommended High School Program, and Distinguished Achievement Program with the Foundation High School Program. A student must earn at least 22 and one-half credits to complete the foundation program. In addition, it calls for a set of endorsements which consist of a related series of courses that are grouped together by interest or skill set. Endorsements provide students with in-depth knowledge of subject area.

A student may earn the Distinguished Level of Achievement by going beyond the Foundation High School Program which requires a total of 26 credits, including Algebra II, a fourth science credit and an endorsement. A student must earn this designation to be eligible for Top 10 percent automatic admission to a Texas public university.

Students may earn an additional acknowledgment on their transcripts because of outstanding performance in areas such as dual credit courses and bilingualism and biliteracy; on Advanced Placement, International Baccalaureate, PSAT, ACT ASPIRE, the SAT or ACT exams; or by earning a state-, nationally- or internationally-recognized business or industry certification.

Foundation High School Program (22 credits) include:

English (4 credits)

- English I • English II • English III • An advanced English course

Mathematics (3 credits)

- Algebra I • Geometry • An advanced math course

Science (3 credits)

- Biology • Integrated Physics & Chemistry or an advanced science course • An advanced science course

Social Studies (3 credits)

- World History or World Geography • U.S. History • U.S. Government (one-half credit) • Economics (one-half credit)

Languages Other Than English (2 credits)

- 2 credits in the same language or
- 2 credits from Computer Science I, II, III

Physical Education (1 credit)

Fine Arts (1 credit)

Electives (5 credits)

Speech: Demonstrated proficiency

Endorsements

Consist of a related series of courses grouped together by interest or skill set. Include four credits in both math and science and two additional elective credits. Total credits with endorsements 26.

- STEM
- Business & Industry
- Public Services
- Arts & Humanities
- Multidisciplinary

Distinguished Level of Achievement

4 credits in math including Algebra II

- 4 credits in science
- At least one endorsement

5 International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE).

**Standardized Test Policy**

Optional. ~~e~~Encouraged as an avenue for holistic consideration and full admission if ranked in the 3rd or 4th quarter.

**Other Requirements**

~~Duolingo English Test and English 3: TAMU-CC is temporarily accepting both the Duolingo English Test and English 3 online assessments from applicants where TOEFL and IELTS exams are impacted due to Coronavirus (COVID-19) concerns. Applicants from affected countries may submit Duolingo English Test scores of 100 (105 on Duolingo English 3) to satisfy English proficiency requirements through Fall 2024.~~

## Texas A&M University-San Antonio

### Freshman

### ADMISSION STANDARDS WITH CHANGES

#### General

**Application Fee**

\$30.00 non-refundable fee  
\$50.00 non-refundable fee for international applicants

**Admission Under Uniform Admission Policy\***

Top 35%

**Standards for Full Admission<sup>1</sup>**

Students who graduated ~~d or will graduate~~ from an accredited U.S. high school ~~must and~~ meet one of the following ~~requirements to be eligible for regular admission criteria are~~ automatically admitted:

- Be in the top 35% of their high school class
- Have a cumulative GPA of 3.0 or higher on a 4.0 scale
- Have an SAT score of 1100 or higher
- Have an ACT score of 22 or higher

~~Class Rank: Top 35%~~

~~SAT Composite Score: No Minimum Test Scores Required~~

~~ACT Composite Score: No Minimum Test Scores Required~~

~~GPA  $\geq$  3.0~~

~~SAT Composite Score: No Minimum Test Scores Required~~

~~ACT Composite Score: No Minimum Test Scores Required~~

~~GPA: No Minimum~~

~~SAT Composite Score (Old/New): 1020/1100 or higher~~

~~ACT Composite Score: 22 or higher~~

**High School Program, Curriculum or Course Work<sup>2</sup>**

Recommended or Distinguished High School Program or Foundation High School Program with Endorsement(s).

**Conditional Admission and Requirements for Full Admission**

Students who do not meet the requirements for regular admission; adult students without test scores and with no college-level work who graduated five or more years prior to the application; or students who received a GED, attended school at home, attended school outside the U.S. (including international students) or attended a non-accredited high school will be reviewed through A&M-San Antonio's Committee Review Process.

The Committee Review Process may take into consideration the following additional criteria for admission:

- High School GPA
- High School class rank
- Standardized test scores
- TSI readiness
- High school attended
- Multiple Measure subject scores
- Progression of performance
- Extracurricular activities
- First generation status
- Work experience
- Personal written statements
- Letter(s) of recommendation

**International Applicant English Proficiency Requirements\*\***

[TOEFL: 500 Paper-based; 61 Internet-based](#)  
[IELTS: 6.0](#)  
[Duolingo English Test: 85](#)  
[Pearson Test of English: 43](#)

## West Texas A&M University

### Freshman

### ADMISSION STANDARDS WITH CHANGES

#### General

**Application Fee**

No application fee for domestic students [if applying via WTAMU or Apply Texas. A \\$10 service fee for applicants using Common App.](#)  
\$90.00 non-refundable fee for international applicants.

**Admission Under Uniform Admission Policy\***

Top 25%

**Standards for Full Admission<sup>1</sup>**

Top 35%  
OR  
Cumulative high school GPA of 3.0 or higher  
OR  
21 composite ACT / 1060 composite SAT / [47 CLT](#)

**High School Program, Curriculum or Course Work<sup>2</sup>**

Requires successful completion of the Distinguished Level of Achievement under the Foundation High School Program (Foundation with or without an Endorsement, but including Algebra II) or equivalent. Foundation with an Endorsement without Algebra II may be considered under an individual review admission process.

Students who do not meet the Distinguished Level of Achievement on the Foundation Plan or Recommended High School Program may qualify by satisfying the College Readiness Benchmarks on the ACT or SAT assessment: 18 English, 22 Reading, 22 Mathematics, and 23 Science on the ACT, or 1500 out of 2400 (to include the writing section) on the old SAT, or 1100 out of 1600 on the new SAT.

**Conditional Admission and Requirements for Full Admission**

Students who do not meet the class rank, GPA, or ACT/SAT minimum requirements are reviewed for admission on a competitive, individual basis, considering class rank, GPA, standardized test scores (ACT or SAT), Counselor Evaluation/Recommendation, and similar academic or student success considerations.

- Level 1: Students with 2.99-2.80 GPA, Top 35%-50%, or ACT of 18 / SAT 960: Admissions Office reviews in coordination with Academic Admissions Council for IA (Individual Approval) admission consideration and appropriate academic program placement. If admitted, a hold notification will be added to the student's profile to help with advising and academic support.

- Level 2: Students files are sent to Academic Admissions Council for IA (Individual Approval) admission consideration if below 2.79 GPA, 49% or less in their class, or 17 ACT / SAT 940 or lower. If admitted, a hold notification will be added to the student's profile to help with advising and academic support.

**International Applicant English Proficiency Requirements\*\***

TOEFL:  
525 Paper based;  
71 Internet based  
IELTS: 6.0  
PTE: 48

**East Texas A&M University****Freshman****ADMISSION STANDARDS WITHOUT CHANGES****General****Application Fee**

None  
  
\$60 enrollment fee charged upon enrollment

**Admission Under Uniform Admission Policy\***

Top 25%

**Standards for Full Admission<sup>1</sup>**

Top 30% or  
  
SAT combined math and evidence-based reading/writing score of 1060 or  
  
ACT composite score of 21 or greater

**High School Program, Curriculum or Course Work<sup>2</sup>**

Foundation High School Program with at least one endorsement will be required for admission consideration. Students are strongly recommended to complete one or more available endorsement(s) that include Algebra II or its equivalent as well as one science course from Biology, Chemistry or Physics. Students applying for top 10% automatic admission must complete the foundation curriculum with the distinguished level of achievement.

**Conditional Admission and Requirements for Full Admission**

Applicants who do not meet uniform admission or standards for full admission will be reviewed by the Admission Review Committee.

**International Applicant English Proficiency Requirements\*\***

TOEFL: 550 paper, 79 internet based  
IELTS: 6.0 overall or higher  
Duolingo: 105 or higher  
Or completion of a bachelor's degree or higher degree from a US regionally accredited university

## Footnotes

The following footnote/column heading explanations apply to all System campuses:

\* Uniform Admission Policy

19 Texas Administrative Code Part 1 Chapter 5 Subchapter A Rule §5.5

(a) Each public university shall admit first-time undergraduate students for each semester in accordance with Texas Education Code §§51.801 - 51.809.

(b) All applicants from Texas schools accredited by a generally recognized accrediting agency and who graduate in the top 10 percent of their high school class or who graduate in the top 25 percent of their high school class, to the extent the governing board of a general academic teaching institution has adopted such an admission policy, shall be admitted to a general academic teaching institution if the student meets the following conditions:

(1) The student has met one of the following:

(A) Successfully completed the distinguished level of achievement under the Foundation, Recommended, or Advanced High School Program from a Texas public high school as outlined under Texas Education Code, §28.025, as well as, 19 TAC §§74.63, 74.64, 74.73, and 74.74 (relating to the distinguished level of achievement under the Foundation, Recommended High School Program, or Distinguished Achievement High School Program--Advanced High School Program);

(B) Successfully completed a curriculum from a high school in Texas other than a public high school that is equivalent in content and rigor to the distinguished level of achievement under the Foundation, the Recommended, or Advanced High School Program as outlined under subsection (c) of this section;

(C) Satisfied ACT's College Readiness Benchmarks on the ACT assessment; or

(D) Earned on the SAT assessment a minimum score of 480 on the Evidence-Based Reading and Writing (ERW) test and a minimum score of 530 on the mathematics test (no combined score).

1 In March 2016, the College Board began the administration of a redesigned version of the SAT. The new SAT consists of two sections, Evidence-Based Reading and Writing (ERW) and Mathematics. Each section is scored on a scale of 200 to 800 with a total score range between 400 and 1600. The previous SAT consisted of three sections, Writing, Critical Reading and Mathematics. Each section was scored on a scale of 200 to 800 with a total score range between 600 and 2400. Universities will currently accept both versions of the SAT for admission decisions.

2 House Bill 5 of the 83rd Texas Legislature established the new Foundation High School Program as the default graduation program for all students entering high school beginning in 2014. The bill replaced the Minimum High School Program, Recommended High School Program, and Distinguished Achievement Program with the Foundation High School Program. A student must earn at least 22 and one-half credits to complete the foundation program. In addition, it calls for a set of endorsements which consist of a related series of courses that are grouped together by interest or skill set. Endorsements provide students with in-depth knowledge of subject area.

A student may earn the Distinguished Level of Achievement by going beyond the Foundation High School Program which requires a total of 26 credits, including Algebra II, a fourth science credit and an endorsement. A student must earn this designation to be eligible for Top 10 percent automatic admission to a Texas public university.

Students may earn an additional acknowledgment on their transcripts because of outstanding performance in areas such as dual credit courses and bilingualism and biliteracy; on Advanced Placement, International Baccalaureate, PSAT, ACT ASPIRE, the SAT or ACT exams; or by earning a state-, nationally- or internationally-recognized business or industry certification.



Foundation High School Program (22 credits) include:

English (4 credits) • English I • English II • English III • An advanced English course  
Mathematics (3 credits) • Algebra I • Geometry • An advanced math course  
Science (3 credits) • Biology • Integrated Physics & Chemistry or an advanced science course  
• An advanced science course  
Social Studies (3 credits) • World History or World Geography • U.S. History  
• U.S. Government (one-half credit) • Economics (one-half credit)  
Languages Other Than English (2 credits) • 2 credits in the same language or  
• 2 credits from Computer Science I, II, III  
Physical Education (1 credit) Fine Arts (1 credit) Electives (5 credits)  
Speech: Demonstrated proficiency

#### Endorsements

Consist of a related series of courses grouped together by interest or skill set. Include four credits in both math and science and two additional elective credits. Total credits with endorsements 26.

- STEM
- Business & Industry
- Public Services
- Arts & Humanities
- Multidisciplinary

#### Distinguished Level of Achievement

- 4 credits in math including Algebra II
- 4 credits in science
- At least one endorsement

**\*\* International Applicant English Proficiency Requirements:** Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE).

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#### Standardized Test Policy

Optional for All. Students choose whether or not to submit test scores as part of admission application. If submitted may be used in rendering an admission decision.

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## Tarleton State University

### Freshman

### ADMISSION STANDARDS WITHOUT CHANGES

#### General

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|                        |                         |
|------------------------|-------------------------|
| <b>Application Fee</b> | \$50 non-refundable fee |
|------------------------|-------------------------|

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|  |         |
|--|---------|
| <b>Admission Under Uniform Admission Policy*</b> | Top 25% |
|--|---------|

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|   |   |
|---|---|
| <b>Standards for Full Admission<sup>1</sup></b> | *Top 50%<br>*3rd QTR: individual review |
|---|---|

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|   |  |
|---|--|
| <b>High School Program, Curriculum or Course Work<sup>2</sup></b> | Requires successful completion of the Foundation High School Program with an Endorsement, or the Distinguished Level of Achievement. |
|---|--|

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**Conditional Admission and Requirements for Full Admission**

Students not meeting the institutional requirements for full admission may be reviewed for conditional admission which may require participation in an enhanced support or summer program. Specific agreement conditions for admission will be enforced.

**International Applicant English Proficiency Requirements\*\***

TOEFL Internet based: 69  
TOEFL Essentials: 7  
TOEFL ITP Plus for China: 460  
IELTS: 6  
PTE: 50  
iTEP: 3.5  
Duolingo: 100

**Other Requirements**

Foreign credentials must be evaluated by an accrediting agency that is recognized by NACES or AICE

**Standardized Test Policy**

Test scores not required for admission but encouraged for those seeking scholarships and/or TSI exemption.

**Texas A&M International University****Freshman****ADMISSION STANDARDS WITHOUT CHANGES****General****Application Fee****Admission Under Uniform Admission Policy\***

Top 25%

**Standards for Full Admission<sup>1</sup>**

Rank in the top 40% of HS class; SAT/ACT scores optional. The lower 60% must have a 900 SAT (CR+M) or 980 New SAT Total, or a 19 ACT.

**High School Program, Curriculum or Course Work<sup>2</sup>**

Students must complete any of the high school graduation programs recognized by the Texas Education Agency, including the Texas Foundation High School Program with Endorsement(s), Distinguished Level of Achievement Program, the International Baccalaureate Diploma Program, or the Recommended High School Program or high school program of equivalent rigor.

**Conditional Admission and Requirements for Full Admission**

Lower 60% of HS class with 840 SAT (CR M) or 920 New SAT Total or 17 ACT composite. Applicants who do not meet ~~full admission standards may be reviewed~~ the class rank or ACT/SAT requirements will be reviewed for admission through a holistic assessment by the Undergraduate Admissions Committee.

**International  
Applicant English  
Proficiency  
Requirements\*\***

TOEFL Paper-based; 523

TOEFL Internet based: 69

IELTS: 5.5

Pearson English Language Test (PTE Academic): 47

Duolingo: 100

\*The English proficiency requirement will be waived if students obtain an ACT ENGL score of 20 or better and/or an SAT (ERW) score of 520.

**Footnotes**

The following footnote/column heading explanations apply to all System campuses:

\* Uniform Admission Policy

19 Texas Administrative Code Part 1 Chapter 5 Subchapter A Rule §5.5

(a) Each public university shall admit first-time undergraduate students for each semester in accordance with Texas Education Code §§51.801 - 51.809.

(b) All applicants from Texas schools accredited by a generally recognized accrediting agency and who graduate in the top 10 percent of their high school class or who graduate in the top 25 percent of their high school class, to the extent the governing board of a general academic teaching institution has adopted such an admission policy, shall be admitted to a general academic teaching institution if the student meets the following conditions:

(1) The student has met one of the following:

(A) Successfully completed the distinguished level of achievement under the Foundation, Recommended, or Advanced High School Program from a Texas public high school as outlined under Texas Education Code, §28.025, as well as, 19 TAC §§74.63, 74.64, 74.73, and 74.74 (relating to the distinguished level of achievement under the Foundation, Recommended High School Program, or Distinguished Achievement High School Program--Advanced High School Program);

(B) Successfully completed a curriculum from a high school in Texas other than a public high school that is equivalent in content and rigor to the distinguished level of achievement under the Foundation, the Recommended, or Advanced High School Program as outlined under subsection (c) of this section;

(C) Satisfied ACT's College Readiness Benchmarks on the ACT assessment; or

(D) Earned on the SAT assessment a minimum score of 480 on the Evidenced-Based Reading and Writing (ERW) test and a minimum score of 530 on the mathematics test (no combined score).

1 In March 2016, the College Board began the administration of a redesigned version of the SAT. The new SAT consists of two sections, Evidence-Based Reading and Writing (ERW) and Mathematics. Each section is scored on a scale of 200 to 800 with a total score range between 400 and 1600. The previous SAT consisted of three sections, Writing, Critical Reading and Mathematics. Each section was scored on a scale of 200 to 800 with a total score range between 600 and 2400. Universities will currently accept both versions of the SAT for admission decisions.

2 House Bill 5 of the 83rd Texas Legislature established the new Foundation High School Program as the default graduation program for all students entering high school beginning in 2014. The bill replaced the Minimum High School Program, Recommended High School Program, and Distinguished Achievement Program with the Foundation High School Program. A student must earn at least 22 and one-half credits to complete the foundation program. In addition, it calls for a set of endorsements which consist of a related series of courses that are grouped together by interest or skill set. Endorsements provide students with

in-depth knowledge of subject area.

A student may earn the Distinguished Level of Achievement by going beyond the Foundation High School Program which requires a total of 26 credits, including Algebra II, a fourth science credit and an endorsement. A student must earn this designation to be eligible for Top 10 percent automatic admission to a Texas public university.

Students may earn an additional acknowledgment on their transcripts because of outstanding performance in areas such as dual credit courses and bilingualism and biliteracy; on Advanced Placement, International Baccalaureate, PSAT, ACT ASPIRE, the SAT or ACT exams; or by earning a state-, nationally- or internationally-recognized business or industry certification.

Foundation High School Program (22 credits) include:

English (4 credits) • English I • English II • English III • An advanced English course  
Mathematics (3 credits) • Algebra I • Geometry • An advanced math course  
Science (3 credits) • Biology • Integrated Physics & Chemistry or an advanced science course  
• An advanced science course  
Social Studies (3 credits) • World History or World Geography • U.S. History  
• U.S. Government (one-half credit) • Economics (one-half credit)  
Languages Other Than English (2 credits) • 2 credits in the same language or  
• 2 credits from Computer Science I, II, III  
Physical Education (1 credit) Fine Arts (1 credit) Electives (5 credits)  
Speech: Demonstrated proficiency

#### Endorsements

Consist of a related series of courses grouped together by interest or skill set. Include four credits in both math and science and two additional elective credits. Total credits with endorsements 26.

- STEM
- Business & Industry
- Public Services
- Arts & Humanities
- Multidisciplinary

#### Distinguished Level of Achievement

- 4 credits in math including Algebra II
- 4 credits in science
- At least one endorsement

\*\* International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE).

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## Texas A&M University-Kingsville

### Freshman

### ADMISSION STANDARDS WITHOUT CHANGES

#### General

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|                        |  |
|------------------------|--|
| <b>Application Fee</b> | \$40 non-refundable enrollment fee for U.S. students             |
|                        | \$75 non-refundable application fee for international applicants |

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|  |         |
|--|---------|
| <b>Admission Under<br/>Uniform Admission<br/>Policy*</b> | Top 25% |
|--|---------|

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**Standards for Full Admission<sup>1</sup>**

Required to meet ONE of the following:

- Rank in top 25 percent of graduating class
- Have a composite ACT score of 19 or better
- Have a minimum combined SAT of 1000
- Have a minimum cumulative core high school GPA of 2.70 (on a 4.0 scale)\*

\*Core GPA includes all High School Math, English, Science, Social Studies, and foreign language courses

**High School Program, Curriculum or Course Work<sup>2</sup>**

Must complete the Texas Foundation High School Program with Endorsement(s), Distinguished Level of Achievement, the International Baccalaureate Diploma Program, Texas Recommended High School Program, or a high school program of equivalent rigor.

**Conditional Admission and Requirements for Full Admission**

Students who do not meet Assured Admission Criteria can be admitted through the Individual Review process. This involves a holistic review of academic achievements, extracurricular activities, community service, talents and awards and other factors that support a student's ability to succeed at Texas A&M University-Kingsville. We encourage applicants who do not meet assured admission criteria to highlight their achievements on their Apply Texas application.

**International Applicant English Proficiency Requirements\*\***

College of Arts & Sciences and College of Engineering:  
TOEFL: 550 Paper Based; 79 Internet Based  
IELTS: 6.5  
PTE: 53

Other colleges:  
TOEFL: 500 Paper Based; 61 Internet Based  
IELTS: 6.0  
PTE: 44

All Colleges:  
Duolingo: 100  
New SAT Reading 36; ACT English 27

Completing all four years in a US high school

TAMUK ELTC completion of program letter with a minimum average of 90% and levels from Low Advanced, Advanced Plus or High Advanced.

**Standardized Test Policy**

Optional for All – Students choose whether or not to submit test scores as part of admission application. If submitted may be used in admission decision

**Other Requirements**

All international students must submit a transcript evaluation from an approved Foreign Credential Evaluation Service.

**Texas A&M University-Texarkana****Freshman**

ADMISSION STANDARDS WITHOUT CHANGES

**General**

|   |   |
|---|---|
| <b>Application Fee</b>  | <p>\$30 non-refundable fee U.S. applicants</p> <p>\$50 non-refundable fee International applicants</p>  |
| <b>Admission Under Uniform Admission Policy*</b>                  | Top 25% of graduating high school class   |
| <b>Standards for Full Admission<sup>1</sup></b>                   | <p>Required to meet ONE of the following:</p> <ul style="list-style-type: none"> <li>• Rank in top 30 percent of their graduating class</li> <li>• Have a composite ACT score of 21 or better</li> <li>• Have a minimum combined SAT (taken prior to March 2016) of 980</li> <li>• Have a minimum combined SAT (taken March 2016 or later) of 1060</li> <li>• Have a minimum cumulative high school GPA of 2.75 (on a 4.0 scale)</li> </ul> <p>(ACT and SAT equivalents based on comparison chart at <a href="http://www.act.org">www.act.org</a>.)</p> |
| <b>High School Program, Curriculum or Course Work<sup>2</sup></b> | <p>Recommended or Distinguished High School Program, Foundation High School Program with at least one Endorsement.</p> <p>4 years of English, Math (3 of the courses must be Algebra I, II, Geometry, and a higher math), Science (2 must come from Biology I, Chemistry I, or Physics), and 2 years of Foreign Language</p>  |
| <b>Conditional Admission and Requirements for Full Admission</b>  | We no longer offer alternative admission standards.   |
| <b>International Applicant English Proficiency Requirements**</b> | <p>TOEFL:</p> <p>550 paper based</p> <p>71 internet based</p>   |

## Admission Standards

THE TEXAS A&M  
UNIVERSITY SYSTEM

## Tarleton State University

## Transfer

## ADMISSION STANDARDS WITH CHANGES

## Admissions Standards

**Application Fee** \$50 non-refundable fee

**Admissions Standards**

All campuses:  
24 or more SCH – Minimum 2.0 GPA (Enrollment at Waco, RELIS and Online locations additionally requires TSI complete)

Stephenville and Fort Worth Campuses Only:  
12 to 23 SCH - Minimum 2.5 GPA

**Use of High School Record**

Stephenville and Fort Worth campuses only:

No completed college credit - Must meet first-time freshman standards

1 to 11 SCH - Minimum 2.0 college GPA and must meet first-time freshmen standards

12 to 23 SCH - 2.0 to 2.49 college GPA and must meet first-time freshmen standards

**Conditional Admission and Requirements for Full Admission**

Students not meeting the institutional requirements may request individual review of their application.

**Number of Articulation Agreements and Requirements for Admission**

Admission requirements for Distinguished College Partner agreements are the same as transfer admission requirements.

**International Applicant English Proficiency Requirements\*\***

TOEFL Internet based: 69  
TOEFL Essentials: 7  
TOEFL ITP Plus for China: 460  
IELTS: 6  
PTE: 50  
iTEP: 3.5  
Duolingo: 100

**Other Requirements**

Foreign credentials must be evaluated by an accrediting agency that is recognized by NACES or AICE.  
Must be eligible to enroll at all institutions previously attended and submit all transcripts.

**Footnotes**

\*\*International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE).

**Admissions Standards**

|   |   |
|---|---|
| <b>Application Fee</b>  | <p>\$75 non-refundable fee<br/>           \$90 non-refundable fee for international <del>&amp; Qatar applicants</del><br/> <del>\$80 \$60</del> Nursing application fee (NursingCAS), \$75 <del>ApplyTexas</del> <u>Application</u> fee<br/>           \$35 Dental Hygiene non-refundable fee</p>   |
| <b>Admissions Standards</b>   | <p>2.5 GPA on at least 24 graded semester hours of transferable course work to be considered. Decision based on appropriate course work for given degree plan. Admission criteria vary by college. Exceptions to this requirement are granted upon agreement between the academic departments and the Office of Admissions.</p> <p><u>HSC: Public Health</u><br/> <u>3.00 GPA on at least 42 graded semester hours of transferable work (core curriculum and required prerequisites to be considered as a transfer student.</u></p> <p>HSC: Nursing<br/>           Admission is competitive and students must complete all prerequisite courses with a grade of "C." Minimum GPA of 3.3 (on a 4.0 scale) <del>recommended both for pre-requisite GPA and GPA in Nursing science courses.</del> <u>required both for overall GPA and GPA in Science courses.</u></p> <p>HSC: Dental Hygiene<br/>           Strongly recommended that applicants present with a high GPA since admission is competitive. Students must earn a minimum grade of "C" in each of the prerequisite courses.</p> |
| <b>Use of High School Record</b>  | <p>Not required for admission decision, but high school transcript displaying a graduation date must be submitted by end of the first term of enrollment.</p>   |
| <b>Number of Articulation Agreements and Requirements for Admission</b> | <p>College specific articulation agreements are coordinated through the academic colleges. Automatic admission requirements, program location determination and participation guidelines vary are managed by the appropriate college.</p>   |
| <b>International Applicant English Proficiency Requirements**</b>       | <p>TOEFL: 80 Internet based (i-BT <del>taken within 2 years of enrollment</del>)<br/> <u>Or TOEFL Essentials score of 8.5 (taken within 2 year of enrollment).</u><br/>           Or <del>old SAT verbal of 500 or new</del> SAT EBRW of 560; <del>Or</del> ACT English 21<br/>           Or IELTS of 6.0 on overall band <u>(taken within 2 year of enrollment).</u><br/> <u>Or Transfer from an accredited U.S. institution of higher education with at least 30 semester credit hours including the equivalent to Texas A&amp;M's ENGL 103 or ENGL 104 with a grade of C or better.</u><br/> <del>Or a minimum PTE Academic score of 53</del><br/>           Or completing all four years in a US high school</p> <p>HSC: Nursing<br/>           TOEFL: <del>587 Paper</del>; 83 Internet based (taken within 2 years)<br/>           Or IELTS minimum score of 6.0 overall band.</p>  |



## Other Requirements

Catalog has complete list of additional requirements.

Applicants are required to submit transcripts from all previously attended colleges and universities in which they previously enrolled

HSC: College of Nursing – 59 hours of prerequisite coursework, HESI Admissions Exam, timed written and verbal assessments and clear criminal background check.

HSC: Dental Hygiene – 60 hours of prerequisite course work core complete at incoming institution. TSI assessment, interview, comprehensive biographical sketch, 16 hours of verified observation of a dental hygienist, and three professional references.

## Footnotes

### Other Admission Offers and Requirements for Participation

#### Program for Transfer Admission (PTA):

The Program for Transfer Admission (PTA) offers transfer students a unique opportunity to be automatically admitted to Texas A&M University. PTA is designed for students attending Texas community colleges. The program is limited to majors within six colleges (College of Agriculture & Life Sciences, College of Architecture, College of Education & Human Development, College of Arts & Sciences, College of Performance, Visualization & Fine Arts, Bush School of Government & Public Service and requires that applicants finish at least 30 transferable hours with a minimum 3.2 cumulative GPA for all courses attempted in the chosen Texas A&M degree plan.

Texas A&M Engineering Academies with Select Community Colleges: Selected students who are interested in a major in the College of Engineering may be admitted to the Texas A&M Engineering Academy under current MOUs at Alamo College Northeast Lakeview Campus, Austin Community College Highland Campus, Blinn College Brenham, Collin College Technical Campus, Dallas College Brookhaven Campus, Houston Community College (HCC), Midland College, South Texas College, Tarrant County College and Tyler Junior College. Additional MOUs may include other community colleges. An academy student must enroll for a minimum of 12 total credit hours each fall and spring semester. Three to five credit hours will be taught by Texas A&M and the remainder will be from the community college. Students who successfully complete the Academy by the first summer term following their second year with a minimum GPA of 2.50 at both institutions, as calculated by Texas A&M, will be automatically admitted to Texas A&M for the following fall. These students can then apply for a change of curriculum into a degree granting major in the College of Engineering. Students apply directly to the community college. The final decision of admission is determined by Texas A&M's Office of Admissions.

## Texas A&M University-Corpus Christi

### Transfer

### ADMISSION STANDARDS WITH CHANGES

#### Admissions Standards

#### Application Fee

\$40 non-refundable application fee  
\$75 non-refundable application fee for international students

Application fees increase by \$10 after the posted undergraduate admission deadlines.

#### Application Fee

\$40 non-refundable application fee  
\$75 non-refundable application fee for international students

Application fees increase by \$10 after the posted undergraduate admission deadlines.

|   |   |
|---|---|
| <b>Standards for Full Admission<sup>1</sup></b>                   | <u>24 transferrable credits and 2.0 minimum GPA.</u>  |
| <b>Standards for Full Admission<sup>1</sup></b>                   | <u>24 transferrable credits and 2.0 minimum GPA.</u>  |
| <b>International Applicant English Proficiency Requirements**</b> | <u>TOEFL: 73 (Internet-Based Test), 537 (Paper-Based), 205 (ICBT - Computer-Based).</u><br><u>PTE: Academic score of 53</u><br><u>IELTS: 6.0</u><br><u>Cambridge C1 Advanced Proficiency Test (Cambridge CAE): 175</u><br><u>Cambridge C2 Proficiency Test (Cambridge CPE): 180</u><br><u>SAT Evidence Based Reading and Writing: 550</u><br><u>ACT English sub score: 21</u><br><u>Complete all four years in a high school within the US and obtain a subsequent US high school diploma.</u><br><u>Successfully complete two years of instruction at a US or Canadian high school or college.</u><br><u>Citizenship in one of the 28 prescribed countries outside of the United States where English is one of their primary languages.</u><br><u>Duolingo English Test score: 100</u><br><u>Duolingo English 3 Test score: 105</u> |
| <b>International Applicant English Proficiency Requirements**</b> | <u>TOEFL: 73 (Internet-Based Test), 537 (Paper-Based), 205 (ICBT - Computer-Based).</u><br><u>PTE: Academic score of 53</u><br><u>IELTS: 6.0</u><br><u>Cambridge C1 Advanced Proficiency Test (Cambridge CAE): 175</u><br><u>Cambridge C2 Proficiency Test (Cambridge CPE): 180</u><br><u>SAT Evidence Based Reading and Writing: 550</u><br><u>ACT English sub score: 21</u><br><u>Complete all four years in a high school within the US and obtain a subsequent US high school diploma.</u><br><u>Successfully complete two years of instruction at a US or Canadian high school or college.</u><br><u>Citizenship in one of the 28 prescribed countries outside of the United States where English is one of their primary languages.</u><br><u>Duolingo English Test score: 100</u><br><u>Duolingo English 3 Test score: 105</u> |

## Texas A&M University-San Antonio

### Transfer

### ADMISSION STANDARDS WITH CHANGES

#### Admissions Standards

|                             |  |
|-----------------------------|--|
| <b>Application Fee</b>      | <del>\$30 non-refundable fee-</del><br><del>\$50 non-refundable fee for international applicants</del>   |
| <b>Admissions Standards</b> | <p>Transfer Students with less than 30 earned semester credit hours (not including developmental courses) must meet the following:<br/> First-year student admission criteria.<br/> Cumulative college transfer grade point average (GPA) of 2.0 on a 4.0 scale.<br/> Submit SAT or ACT scores <u>(optional)</u>.</p> <p>Transfer Students with 30 or more earned semester credit hours (not including developmental courses) must meet the following:<br/> Cumulative college transfer grade point average (GPA) of 2.0 on a 4.0 scale.</p> |

|   |   |
|---|---|
| <b>Use of High School Record</b>  | <del>Required for students with less than 30 SCH-transferrable course work</del>  |
| <b>Number of Articulation Agreements and Requirements for Admission</b> | <del>All five Alamo Colleges-</del><br><del>Coastal Bend College-</del><br><del>Collin College-</del><br><del>Laredo Community College-</del><br><del>Richland College-</del><br><del>Southwest Texas Junior College-</del><br><del>UT Health Science Center-</del><br><del>Southwest Texas Junior College-</del><br><del>Blinn College-</del><br><br><del>Admission requirements are the same for all transfer students.</del> |
| <b>International Applicant English Proficiency Requirements**</b>       | TOEFL:<br>500 Paper-based;<br>61 Internet-based<br><u>Duolingo English Test: 85</u><br><u>Pearson Test of English: 43</u><br>IELTS: 6.0   |
| <b>Other Requirements</b>   | <del>Must be eligible to return to previous institution and submit official transcripts from all colleges attended-</del><br><del>Students on an F-1 Visa cannot be conditionally admitted.</del>   |
| <b>Footnotes</b>  | <del>**International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE).</del>  |

## West Texas A&M University

### Transfer

#### ADMISSION STANDARDS WITH CHANGES

#### Admissions Standards

|   |   |
|---|---|
| <b>Application Fee</b>  | No application fee for domestic students <u>if applying via WTAMU or Apply Texas. A \$10 service fee for applicants using Common App.</u><br><br>International: \$90 non-refundable fee |
| <b>Admissions Standards</b>   | Must have a 2.0 GPA in at least 12 graded semester hours of transferable course work. Only courses with grades of C or better will transfer.  |
| <b>Use of High School Record</b>  | If less than 12 transferable college-level credit hours earned after leaving high school, criteria for freshman admission will be utilized.   |
| <b>Number of Articulation Agreements and Requirements for Admission</b> | Destination WT with Amarillo College, Clarendon College, Frank Phillips College and South Plains College.   |

|   |  |
|---|--|
| <b>International Applicant English Proficiency Requirements**</b> | <p>TOEFL:<br/>525 Paper based;<br/>71 Internet based</p> <p>IELTS: 6.0</p> <p>PTE: 28</p>  |
| <b>Other Requirements</b>   | Must not be suspended from another college or university.  |
| <b>Footnotes</b>  | ** International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE). |

## East Texas A&M University

### Transfer

### ADMISSION STANDARDS WITHOUT CHANGES

#### Admissions Standards

|   |   |
|---|---|
| <b>Application Fee</b>  | <p>None</p> <p>\$60 enrollment fee (charged upon enrollment)</p>  |
| <b>Admissions Standards</b>   | Transfer admission to A&M-Commerce is based on a minimum cumulative GPA of 2.0 (on a 4.0 scale) in at least 12 SCH of transferrable college course work (excluding developmental courses).  |
| <b>Use of High School Record</b>  | Required for students with less than 12 SCH of transferable college coursework and Second Chance Program  |
| <b>Number of Articulation Agreements and Requirements for Admission</b> | <p>39 Articulation Agreements</p> <p>Admissions standards will be the same as transfer students</p>   |
| <b>International Applicant English Proficiency Requirements**</b>       | <p>TOEFL: 550 Paper based, 79 Internet based</p> <p>IELTS 6.0 overall or higher</p> <p>Duolingo: 105 or higher</p> <p>Or completion of a bachelor's degree or higher degree from a US regionally accredited university</p>            |
| <b>Other Requirements</b>   | Must be eligible to return to all previously attended institutions and submit transcripts from all colleges attended.   |
| <b>Footnotes</b>  | **International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). |

## Prairie View A&M University

### Transfer

### ADMISSION STANDARDS WITHOUT CHANGES

## Admissions Standards

|                        |  |
|------------------------|--|
| <b>Application Fee</b> | \$40 non-refundable fee<br><br>\$50 non-refundable fee for International student |
|------------------------|--|

|                             |  |
|-----------------------------|--|
| <b>Admissions Standards</b> | Minimum 2.0 GPA in at least 15 semester hours of transferrable coursework (excluding developmental courses). |
|-----------------------------|--|

|                                  |   |
|----------------------------------|---|
| <b>Use of High School Record</b> | Required for students with less than 15 SCH transferrable course work |
|----------------------------------|---|

|   |  |
|---|--|
| <b>Number of Articulation Agreements and Requirements for Admission</b> | Articulation Agreements with the following:<br>Lone Star College System<br>Houston Community College System<br>Alamo Colleges and<br>Wharton County Junior College. Admission requirements are the same for all transfer students. |
|---|--|

|   |                          |
|---|--------------------------|
| <b>International Applicant English Proficiency Requirements**</b> | TOEFL<br>500 Paper based |
|---|--------------------------|

|                           |   |
|---------------------------|---|
| <b>Other Requirements</b> | Must be eligible to return to previous institution and submit transcripts from all colleges attended. |
|---------------------------|---|

|                  |   |
|------------------|---|
| <b>Footnotes</b> | **International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE). |
|------------------|---|

## Texas A&M International University

### Transfer

### ADMISSION STANDARDS WITHOUT CHANGES

#### Admissions Standards

|                        |      |
|------------------------|------|
| <b>Application Fee</b> | None |
|------------------------|------|

|                             |   |
|-----------------------------|---|
| <b>Admissions Standards</b> | Cumulative minimum GPA of 2.0 in at least 24 SCH of college-level course work (excludes developmental courses). |
|-----------------------------|---|

|                                  |   |
|----------------------------------|---|
| <b>Use of High School Record</b> | If less than 24 transferable college-level credit hours are earned after high school, criteria for freshmen admission will be utilized. |
|----------------------------------|---|

|   |  |
|---|--|
| <b>Number of Articulation Agreements and Requirements for Admission</b> | Laredo Community College<br>Southwest Texas Junior College<br>Lone Star College System<br>Admissions standards will be the same as transfer students |
|---|--|

|   |   |
|---|---|
| <b>International Applicant English Proficiency Requirements**</b> | TOEFL Paper-based; 523<br>TOEFL Internet-based; 69<br><br>Pearson English Language Test (PTE Academic): 47<br><br>IELTS: 5.5<br><br>Duolingo: 100<br><br>*The English proficiency requirement will be waived if students obtain an ACT ENGL score of 20 or better and/or an SAT (ERW) score of 520. |
|---|---|

## Texas A&M University-Central Texas

### Transfer

### ADMISSION STANDARDS WITHOUT CHANGES

#### Admissions Standards

|   |  |
|---|--|
| <b>Application Fee</b>  | \$30 non-refundable fee<br><br>\$100 non-refundable fee for international students   |
| <b>Admissions Standards</b>   | <ul style="list-style-type: none"> <li>• Minimum 2.0 cumulative transfer GPA on a 4.0 scale</li> <li>• Minimum 30 academic, college-level transferable semester hours. Applicants pursuing an Applied Science, Aviation Science, or Nursing degree may meet this requirement utilizing select workforce education credit from an approved Associate of Applied Science degree upon completion of 45 hours, to include a minimum of 15 academic semester credit hours.</li> </ul> |
| <b>Use of High School Record</b>  | No   |
| <b>Number of Articulation Agreements and Requirements for Admission</b> | <ul style="list-style-type: none"> <li>• Alamo Colleges District</li> <li>• Austin Community College</li> <li>• Central Texas College</li> <li>• Interstate Passport</li> <li>• Lone Star College</li> <li>• McLennan Community College</li> <li>• Temple College</li> <li>• Texas State Technical College</li> </ul> <p>Admissions standards for these participants are the same for all transfer students.</p>   |
| <b>International Applicant English Proficiency Requirements**</b>       | TOEFL:<br>520 Paper-based;<br>69 Internet-based;<br>or<br>IELTS: 6<br>or<br>Completion of English 1301 and English 1302 with a C or better<br>or<br>Earned an undergraduate or graduate degree in one of the prescribed countries approved by the State Board for Educator Certification to satisfy the language proficiency requirement.  |
| <b>Other Requirements</b>   | Must be eligible to return to all previously attended institutions and submit all transcripts. Foreign credentials must be evaluated by an accrediting agency that is recognized by the U.S.   |

**Footnotes**

**\*\*International Applicant English Proficiency Requirements:** Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE).

**Texas A&M University-Kingsville****Transfer****ADMISSION STANDARDS WITHOUT CHANGES****Admissions Standards****Application Fee**

\$40 non-refundable enrollment fee for U.S. students \$75 non-refundable application fee for international applicants

**Admissions Standards**

Cumulative 2.0 GPA for applicants with at least 12 graded semester credit hours of transferrable course work (not including developmental courses).  
To be accepted to the College of Engineering applicant must have 2.5 GPA.

**Use of High School Record**

Applicants with less than 12 semester credit hours must also meet freshman requirements which include high school performance and entrance test scores.

**Number of Articulation Agreements and Requirements for Admission**

Del Mar College  
Houston Community College  
Victoria College  
Coastal Bend Community College  
Blinn College  
South Texas College  
Wharton College  
Alamo Colleges  
Texas State Technical College  
Alvin Community College  
Laredo College  
Texas Southmost College  
Lone Star College

**International  
Applicant English  
Proficiency  
Requirements\*\***

College of Arts & Sciences and College of Engineering:

TOEFL:

550 Paper; 79 Internet based

IELTS: 6.5

PTE: 53

Other Colleges:

TOEFL:

500 Paper

61 Internet based

IELTS: 6.0

PTE: 44

All Colleges:

Duolingo: 100

Students who have earned at least 12 transferable semester credits AND completed English composition 1 & 2, with grades of C or better in each, in university-level courses from an accredited U.S. college or university, or an institution of higher education in one of the countries listed above, are exempt from TOEFL. ESL courses will not count as transferable courses. No online English courses are accepted for English proficiency.

**Other  
Requirements**

Must be eligible to return to previous institution.

All international students must submit a transcript evaluation from an approved Foreign Credential Evaluation Service.

**Footnotes**

\*\* International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE).

**Texas A&M University-Texarkana**

**Transfer**

ADMISSION STANDARDS WITHOUT CHANGES

**Admissions Standards**

**Application Fee**

\$30 non-refundable application fee U.S. applicants

\$50 non-refundable application fee International Applicants

**Admissions  
Standards**

Minimum 2.0 cumulative GPA in all college level work completed after high school.

**Use of High School  
Record**

No



|   |  |
|---|--|
| <b>Number of Articulation Agreements and Requirements for Admission</b> | Four articulation agreements that indicate admissions requirements as established for all students   |
| <b>International Applicant English Proficiency Requirements**</b>       | TOEFL:<br>550 Paper based;<br>71 Internet based;<br><br>6.0 IELTS  |
| <b>Footnotes</b>  | ** International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE). |

# Admission Standards

THE TEXAS A&M  
UNIVERSITY SYSTEM

## East Texas A&M University

### Graduate

### ADMISSION STANDARDS WITH CHANGES

### General

|   |   |
|---|---|
| Application Fee   | <del>\$50.00 non-refundable application fee for domestic applicants</del><br><del>\$75.00 non-refundable application fee for international applicants</del>   |
| Previous Degree(s)  | <del>Must hold baccalaureate degree and/or higher from a regionally accredited college or university (degrees from institutions outside the US are evaluated for equivalency to US degrees). Some programs may require a master's degree from a regionally accredited university.</del>   |
| Undergraduate Cumulative GPA                                | <del>For Master's programs - a minimum undergraduate GPA of 2.75</del><br><del>2.0 overall or 3.0 on (last 60 SCH). Some programs may have higher minimum GPA requirements.</del><br><del>For Doctoral programs - a minimum undergraduate GPA of 2.75</del><br><del>overall, or 3.0 on (last 60 SCH), or 3.40 overall on graduate work.</del> |
| GRE+  | <del>Official score may be required. Some master's programs provide options for the GRE, such as other standardized test scores or a higher minimum GPA.</del>  |
| GMAT+ (Business only)                                       | <del>Official score may be required. Some master's programs provide options for the GMAT, such as other standardized test scores or a higher minimum GPA.</del>   |
| International Applicant English Proficiency Requirements ** | <del>TOEFL: 550 Paper-based, 79 Internet-based</del><br><del>IELTS 6.0 overall or higher</del><br><del>PTE: 5.3 or higher</del><br><del>Duolingo: 105 or higher</del><br><del>Or completion of a bachelor's degree or higher degree from a US regionally accredited university</del>  |
| Other Requirements  | <del>See individual department for additional specific requirements.</del>  |

## Tarleton State University

## Graduate

## ADMISSION STANDARDS WITH CHANGES

### General

#### Application Fee

\$50 non-refundable fee

International:  
\$50 non-refundable fee

#### Previous Degree(s)

Must hold baccalaureate degree or higher from ~~a regionally accredited college~~ an institution holding an accreditation recognized by either the Texas Higher Education Coordinating Board or university the U.S. Department of Education (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)

#### Undergraduate Cumulative GPA

Conditional: Minimum 2.5 GPA on last 60 hours or overall, writing sample.

Full: Minimum 3.0 GPA on last 60 hours or overall

See individual departments for specific requirements

#### GRE+

For programs requiring the GRE, official scores required.

See individual departments for specific requirements.

#### GMAT+ (Business only)

#### Other Requirements

International applicants: Foreign credentials must be evaluated by an accrediting agency that is recognized by the U.S.  
Must have a reliable financial sponsor.

Masters/Doctoral: Submit a 600 word statement of purpose addressing goals for pursuing grad school

See individual department for additional specific requirements.

#### International Applicant English Proficiency Requirements \*\*

A minimum TOEFL score of 80

A minimum IELTS score of 6

A minimum PTE score of 53

A minimum TOEFL ITP Plus for China score of 543

A minimum iTEP score range of 3.5-3.9

A minimum TOEFL Essentials score of 8

A minimum Duolingo score of 110

A minimum of level 9 completion from The Language Company.

## Tarleton State University

## Graduate

## ADMISSION STANDARDS WITH CHANGES

### Ed.D. Educational Leadership

**Application Fee** \$50 non-refundable fee

International: \$50 non-refundable fee

**Previous Degree(s)** Master's degree from accredited college or university.

**Undergraduate Cumulative GPA** Minimum of 18 hrs of graduate or undergraduate course work in administration, management or leadership.

**GRE+** Official scores required

**International Applicant English Proficiency Requirements**  
\*\*

A minimum TOEFL score of 80;

A minimum IELTS score of 6;

A minimum PTE score of 53;

A minimum TOEFL ITP Plus for China score of 543;

A minimum iTEP score range of 3.5-3.9;

A minimum TOEFL Essentials score of 8;

A minimum Duolingo score of 110.

[A minimum of level 9 completion from The Language Company.](#)

**Other Requirements** Cover Letter and Resume, Letters of Reference, Face-to-Face interview and Graduate Writing Assessment

## Tarleton State University

## Graduate

## ADMISSION STANDARDS WITH CHANGES

### Ph.D. Criminal Justice

**Application Fee** \$50 non-refundable fee

**Previous Degree(s)** Master's degree from accredited college or university.

**Undergraduate Cumulative GPA** Conditional: Minimum 2.5 GPA on last 60 hrs. or overall, writing sample.

Full: Minimum 3.0 GPA on last 60 hrs. or overall.

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

Not approved for international students at this time.

**Other  
Requirements**

Letters of Reference (3) and Face-to-Face interview

Applicants to Tarleton's Ph.D. in criminal justice program must have the following in order to attain unconditional admission:

- a) Completed a Master's degree in criminal justice or closely related field with thesis or equivalent writing product (i.e., professional research paper, capstone paper, or other appropriate writing sample)
- b) GPA of 3.3 or higher on all completed Master's work

~~c) Completion of the Graduate Record Exam (GRE) with acceptable scores (i.e., analytical writing score of at least 4.7) indicating likelihood of graduate-level success\*~~ Three letters of

recommendation indicating candidate's skills and capacity to be successful in the doctoral program (preferably from individuals with knowledge of student's academic capacity)

~~e) d)~~ Personal statement should outline academic and research interest.

~~f) e)~~ A successful interview with the graduate advisor.

~~g) f)~~ Thesis/writing sample and resume.

Probationary admission is possible at the discretion of the graduate admissions committee if the student does not satisfy the GPA requirement, but demonstrates excellence in other areas of the admission criteria and acceptable GRE scores. In order to transition from probationary to unconditional status, the student must complete at least 3 doctoral level courses with a B or better. Students in probationary status will not be allowed to participate in comprehensive exams or defend their prospectus or dissertation.

~~\*GRE substitution may be obtained at the discretion of the graduate admissions committee. Criteria for GRE substitution will encompass candidate's interview, proof of writing excellence, and at least 5 years of professional work in the criminal justice system.~~

## Ph.D. Animal and Natural Resource Sciences

**Application Fee** \$50 non-refundable fee

**Previous Degree(s)** Master's degree from accredited college or university.

**Undergraduate Cumulative GPA** Conditional: Minimum 2.5 GPA on last 60 hrs. or overall, writing sample.  
Full: Minimum 3.0 GPA on last 60 hrs. or overall.

**GRE+** Official scores required.

**International Applicant English Proficiency Requirements** Not approved for international students at this time.  
\*\*

### Other Requirements

Letters of Reference (3) and Face-to-Face interview

Applicants to Tarleton's Ph.D. in Animal and Natural Resource Sciences program must have the following in order to attain unconditional admission:

- a) Completed a Master's degree in Animal and Natural Resource Sciences or closely related field with thesis or equivalent writing product (i.e., professional research paper, capstone paper, or other appropriate writing sample)
- b) GPA of 3.3 or higher on all completed Master's work
- c) ~~Completion of the Graduate Record Exam (GRE) with acceptable scores (i.e., analytical writing score of at least 4.7) indicating likelihood of graduate-level success\*~~
- d) Three letters of recommendation indicating candidate's skills and capacity to be successful in the doctoral program (preferably from individuals with knowledge of student's academic capacity)
- e) d) Personal statement (between 600-1000 words) should outline academic and research interest, detailing the applicant's motivation for pursuing the doctoral degree as well as areas of research interest they wish to pursue.
- f) e) A successful interview with the graduate advisor.
- g) f) Thesis/writing sample and professional resume.

Probationary admission is possible at the discretion of the graduate admissions committee if the student does not satisfy the GPA

requirement, but demonstrates excellence in other areas of the admission criteria and acceptable GRE scores. In order to transition from probationary to unconditional status, the student must complete at least 3 doctoral level courses with a B or better. Students in probationary status will not be allowed to participate in comprehensive exams or defend their prospectus or dissertation.

~~\*GRE substitution may be obtained at the discretion of the graduate admissions committee. Criteria for GRE substitution will encompass candidate's interview, proof of writing excellence, and at least 5 years of professional work in the Animal and Natural Resource Sciences.~~

## Tarleton State University

### Graduate

### ADMISSION STANDARDS WITH CHANGES

### TSU 2026-2027 OTD - Doctor of Occupational Therapy

|   |   |
|---|---|
| <b>Application Fee</b>  | <u>\$50 non-refundable fee</u>  |
| <b>Previous Degree(s)</b>   | <u>Must hold baccalaureate degree or higher from an institution holding an accreditation recognized by either the Texas Higher Education Coordinating Board or the U.S. Department of Education (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees).</u>   |
| <b>Undergraduate Cumulative GPA</b>                                   | <u>Minimum 3.0 GPA</u>  |
| <b>International Applicant English Proficiency Requirements</b><br>** | <u>Not approved for international students at this time.</u>  |
| <b>Other Requirements</b>   | <u>Applicants to Tarleton s OTD - Doctor of Occupational Therapy program must have the following in order to attain unconditional admission:</u><br><u>a) Submitted OTCAS application</u><br><u>b) Personal statement (between 600-1000 words) should outline academic and professional interest, detailing the applicant s motivation for pursuing the doctoral degree as well as areas of professional interest they wish to pursue.</u><br><u>c) A successful interview with the graduate advisor.</u><br><u>d) Professional resume.</u> |

## Texas A&M International University

### Graduate

### ADMISSION STANDARDS WITH CHANGES

#### General

##### Application Fee

\$35 non-refundable fee  
\$50 for international students

##### Previous Degree(s)

Must hold baccalaureate degree or higher from a ~~regionally accredited~~ college or university of recognized standing.

##### Undergraduate Cumulative GPA

Composite of undergraduate GPA (overall or last 60SCH)

##### GRE+

For programs requiring the GRE, official scores are required. See individual departments for specific requirements.

##### GMAT+ (Business only)

For programs requiring the GMAT, official scores are required. See individual departments for specific requirements.

##### International Applicant English Proficiency Requirements \*\*

TOEFL Paper-based; 550  
TOEFL Internet based: 79  
  
Pearson English Language Test (PTE Academic): 53  
  
IELTS: 6.5

##### Other Requirements

Statement of purpose.  
  
See individual departments for additional requirements.

## Texas A&M University

### Graduate

### ADMISSION STANDARDS WITH CHANGES

#### General

##### Application Fee

\$65 non-refundable fee  
  
\$90 non-refundable fee for international ~~& Qatar applicants.~~  
  
Some app fees are paid by the department.  
  
Full-time, part-time and executive MBA program;  
\$175 non-refundable fee



|                                     |   |
|-------------------------------------|---|
|                                     | <p>\$200 non-refundable fee for international students</p> <p>EngineeringCAS Graduate Admissions Application:<br/>An additional \$58 per application is charged to students by Liaison for submission through EngineeringCAS</p> <p>GraduateCAS Graduate Admissions Application: An additional \$24 per application is charged to students by Liaison for submission through GraduateCAS.</p>   |
| <b>Previous Degree(s)</b>           | <p>Must hold baccalaureate degree or higher from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)</p> <p><del>SPH Dr. PH.</del> <u>School of Public Health DrPH.</u>: Master s degree from a college or university accredited by an institutional accrediting agency.</p> <p>College of Nursing MSN: Bachelor s degree in Nursing from a CCNE or NLNAC accredited program and unencumbered RN license.</p> <p>College of Nursing DNP: Graduate degree in Nursing from a CCNE or NLNAC accredited program and unencumbered RN license.</p> |
| <b>Undergraduate Cumulative GPA</b> | See individual department for additional specific requirements.   |
| <b>GRE+</b>                         | <p>Texas A&amp;M University graduate programs do not require standardized test scores from graduate applicants, except for those who receive approved exceptions to require standardized test scores. These exceptions will be noted on program websites and in printed materials.</p> <p>Official scores are required in the following degree programs:</p> <p>College of Agriculture and Life Sciences<br/>PHD - Agricultural Economics</p> <p><del>School</del><u>College</u> of Architecture<br/>MS - Construction Management<br/>PHD - Construction Science</p>  |

College of Arts and Sciences

PHD - Economics

PHD - Industrial/Organizational Psychology

PHD and MS - Mathematics

MS - Maritime Archaeology and Conservation

MS - Psychological Sciences

MS - Maritime Archaeology and Conservation

Bush School of Government

MIA - International Affairs - Applicants with less than a 3.2 GPA.

Monitored internally by Bush School Admissions.

PHD – Political Science

Mays Business School

MS/ and MBA – Analytics - On-Campus and Distance Combined Program

MBA and PHD - Business Administration

MS - Business

MS - Finance

MS - Human Resource Management - On Campus

MRE - Land Economics and Real Estate

PHD - Management

MS - Management Information Systems - On Campus

MS - Marketing

MBA - Mays Professional MBA Program

MS - Quantitative Finance

MS- Supply Chain and Analytics

School College of Education and Human Development

EDD - Curriculum and Instruction - Distance

College of Engineering

MS - Engineering Management

MS - Engineering Management - Distance

MEN - Industrial Engineering - On Campus

MEN - Industrial Engineering - Distance

MS and PHD - Industrial Engineering

MEN - Petroleum Engineering - On Campus; Non-U.S. Bachelor's or Master's Degree Holders Only

MEN - Petroleum Engineering - Distance; Non U.S. Bachelor's or Master's Degree Holders Only

MS and PHD - Petroleum Engineering - Non-U.S. Bachelor's or Master's Degree Holders Only

MS, MEN, and PHD - Industrial Engineering

MS, MEN, and PHD - Petroleum Engineering - Non-U.S. Bachelor's

or Master's Degree Holders Only

**GMAT+  
(Business  
only)**

MEN - System Engineering  
Official transcripts from each academic institution attended  
(not more that five years old)

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

International applicants must meet English Language Proficiency Requirement for Admission and attain Verification for registration.

- TOEFL: -iBT overall score of at least 80 ~~Internet-based~~ (taken within 2 years) or ; —
- TOEFL-Essentials: overall score of at least 8.5 (taken within 2 years);
- IELTS Academic: overall score of at least 6.0 on overall band or (taken within 2 years);
- GRE: 146 verbal score of at least 146 (taken within 5 years) ; or
- GMAT: 22 verbal score of at least 22.; or higher or

International applicants ~~must meet English Language Proficiency requirements for verification at minimum~~ may also meet the ELP Requirements through citizenship with certain English-speaking countries, or attain Alternative Verification by holding a bachelor's degree or higher from an accredited academic institution within the United States.

**Other  
Requirements**

See individual departments for additional specific requirements.

**Texas A&M University**

**Graduate**

ADMISSION STANDARDS WITH CHANGES

**College of Nursing M.S.N.**

**Application  
Fee**

\$75 non-refundable fee (Nursing CAS Application)

**Previous  
Degree(s)**

College of Nursing MSN: Bachelor's degree in Nursing from a Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN), or National League for Nursing Commission for Nursing Education Accreditation (NLNAC CNEA) accredited program and unencumbered RN license.

College of Nursing DNP: Graduate degree in Nursing from a Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN), or

National League for Nursing Commission for Nursing Education Accreditation (NLNAC-CNEA) accredited program and unencumbered RN license.

**Undergraduate Cumulative GPA**

Recommended minimum cumulative overall GPA of 3.00 or higher in all graduate course work as well as in last 60 hours of undergraduate coursework. Official transcripts from each academic institution attended.

**International Applicant English Proficiency Requirements**  
\*\*

TOEFL 587 Paper; 95 Internet based (taken within 2 years)  
Or IELTS minimum score of 6.0 overall band.

**Other Requirements**

Completion of an elementary statistics course (minimum grade of “C”)  
Timed written and verbal assessments;  
Professional resume; and three academic and/or professional references  
Current, unencumbered Registered Nurse license  
DNP: Completion of an elementary statistics course (minimum grade of “B”)  
Timed verbal and written assessments  
Professional resume and three academic and/or professional references  
Current, unencumbered Registered Nurse license

**Texas A&M University**

**Graduate**

ADMISSION STANDARDS WITH CHANGES

**College of Nursing D.N.P.**

**Application Fee**

\$75 non-refundable fee (Nursing-CAS Application)

**Previous Degree(s)**

College of Nursing MSN: Bachelor s degree in Nursing from a CCNE or NLNAC accredited program and unencumbered RN license.  
College of Nursing DNP: Graduate Professional degree in Nursing from a CCNE or NLNAC accredited program and unencumbered RN license.  
Official transcripts from each academic institution attended.

**Undergraduate Cumulative GPA**

Recommended minimum cumulative overall GPA of 3.00 or higher in both all undergraduate course work as well as in last 60 hours of undergraduate course work.

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

TOEFL 587 Paper; 95 Internet based (taken within 2 years)  
Or IELTS minimum score of 6.0 overall band-

**Other  
Requirements**

Completion of an elementary statistics course (minimum grade of “C”)  
Timed written and verbal assessments,-  
Professional resume,-and three academic and/or professional references  
Current, unencumbered Registered Nurse license  
DNP: Completion of an elementary statistics course (minimum grade of “B”)  
Timed verbal and written assessments  
Professional resume and three academic and/or professional references  
Current, unencumbered Registered Nurse license

**Texas A&M University**

**Graduate**

ADMISSION STANDARDS WITH CHANGES

**School of Law J.D., LL.M and M. Jur. Programs**

**Application  
Fee**

Juris Doctor \$65 non-refundable fee  
  
Master of Laws \$65 non-refundable fee  
  
Master of Jurisprudence - \$65 non-refundable fee  
  
International Students (All programs) \$90 non-refundable fee  
(GraduateCAS Processing fee of \$24 for ML, MJ and Intl Students).

**Previous  
Degree(s)**

Juris Doctor - Must hold baccalaureate degree or higher from a college or university accredited by an institutional accrediting agency. Foreign degrees are evaluated for U.S. equivalency.  
  
Master of Laws – Earned J.D. from ABA-accredited law school. Foreign educated lawyers must possess an equivalent degree.  
  
Master of Jurisprudence – Earned Bachelor’s degree from accredited school. Foreign educated lawyers must possess an equivalent degree.

**Undergraduate  
Cumulative  
GPA**

No minimum

**Admissions  
Test**

Juris Doctor – Official LSAT scores or GRE scores required (no more than five years old).

Master of Laws – None required.

Master of Jurisprudence – None required.

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

~~TOEFL – 100 internet based recommended.~~

~~IELTS minimum score of 7.0 recommended.~~

Citizens of certain English-speaking countries are automatically meet the English Language Proficiency (ELP) Requirement for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).

For an applicant to meet English Language Proficiency Requirements by examination, this must be met by one of the criteria below:

- TOEFL-iBT overall score of at least 100 (taken within 2 years of application submission); or
- IELTS overall score of at least 7.0 (taken within 2 years of application submission).

If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&M University School of Law.

**Other  
Requirements**

Juris Doctor a complete LSAC Credential Assembly Services report (CAS); all post-secondary transcripts; personal statement; resume; letters of recommendation; supporting addenda (including Character & Fitness Disclosure requirements).

Master of Laws a complete LSAC CAS report; J.D. transcript; statement of interest; resume; letters of recommendation; supporting addenda (including Character & Fitness Disclosure requirements).

Master of Jurisprudence transcript(s) from degree-granting institutions; statement of interest; letters of recommendation; supporting addenda (including Character & Fitness Disclosure requirements).

International Applicants. Transcript evaluations must be performed by LSAC CAS or a comparable agency for the M.Jur.

## College of Dentistry Graduate Dentistry (Cert./M.S./PH.D)

**Application  
Fee**

Clinical Track Programs:

ADEA PASS (American Dental Education Association Postgraduate Application Support System), applications are required for the clinical track programs. Applicants are responsible for fees charged by ADEA PASS. Some programs also participate in MATCH (Postdoctoral Dental Matching Program). Applicants are responsible for fees charged by MATCH.

No additional fees are charged.

Basic Science Track Program:

Basic science track MS and PhD applicants apply through UniCAS GraduateCAS. Applicants are responsible for any fees charged by UniCAS GraduateCAS. No additional fees are charged by the College of Dentistry.

**Previous  
Degree(s)**

Requirements vary by graduate specialty area. Clinical track programs require a US (or foreign-equivalent) dental degree. The basic science track does not. Basic science track MS applicants must have a baccalaureate degree; PhD applicants must have a masters or dental/medical/professional degree. Official transcripts must be provided of all undergraduate and graduate work from previously attended institutions, even if no degree was awarded.

**Undergraduate  
Cumulative  
GPA**

Applicants must provide a record of study and experience which is predictive of success in advanced education.

**GRE+**

Acceptable scores may be required on the GRE ~~or Advanced Dental Admission Test (ADAT)~~, depending on the program and where the applicant earned their degree. As a part of the certificate application, some programs may require that foreign-trained applicants supply a GRE score.

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

For an applicant to meet English Language Proficiency Requirements by examination, this must be met by one of the criteria below:

- TOEFL~~®~~-iBT overall score of at least 80 (taken within 2 years of application submission); ~~(in person or home edition) Essentials score of 8.5~~
- IELTS: ~~6.0~~ overall ~~band~~ score ~~on the Academic Module~~ of at least 6.0 (taken within 2 years of application submission); or
- GRE: ~~146~~ GRE ~~V~~verbal ~~reasoning~~ score of at least 146 (taken

within 5 years of application submission); or

GMAT: ~~V~~verbal score of at least 22 (subject to departmental approval).

**Other Requirements**

Approval for admission is granted by the Program Directors with input from the various program-specific admissions committees. All offers are reviewed and co-signed by the Associate Dean for Graduate and Professional Programs.

Refer to PASS and departmental websites for specific requirements.

**Texas A&M University**

**Graduate**

ADMISSION STANDARDS WITH CHANGES

**College of Dentistry Doctor of Dental Surgery Program (D.D.S.)**

**Application Fee**

Texas Medical and Dental Schools Application Service (TMDSAS): check the TMDSAS website for the current application fee.

~~For Non-Texas residents: ADEA Associated American Dental Schools Application Service (AADSAS): check the AADSAS website for the current application fee.~~

School of Dentistry Secondary Application: no fee for Texas residents; for Non-Texas residents: \$50 non-refundable fee

TMDSAS and AADSAS fees are not determined by Texas A&M University.

**Previous Degree(s)**

Not required, but current competitive level dictates BA or BS from accredited U.S. or Canadian college or university prior to matriculation

Official transcript of all undergraduate and graduate work from previously attended institutions

International applicant: At least 90 SCHs from a fully accredited U.S. college or university including specific subject requirements.

Degree preferred.

**Undergraduate Cumulative GPA**

Completion of required courses with GPA as high as possible (90 SCHs minimum/BA or BS degree recommended); admission is competitive



DAT

Official scores required.

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

**Other  
Requirements**

Letter of recommendation from practicing dentist; letter of recommendation from current or former professor, health professions advisor or committee letter; interview; comprehensive bio-graphical information; observation of a general dentist; leadership and community service experiences;

**Texas A&M University**

**Graduate**

ADMISSION STANDARDS WITH CHANGES

**College of Medicine M.D./Ph.D. & M.D.**

**Application  
Fee**

M.D./Ph.D. and EnMed  
AMCAS: ~~\$170~~ \$175 for the first school and ~~\$43~~ \$46 for additional medical school designations  
M.D. and EnMed  
TMDSAS: ~~\$215~~ \$220 flat non-refundable fee regardless of the number of additional schools designated  
Both Programs:  
~~School~~ College of Medicine Secondary Application: \$60 non-refundable fee  
\*AMCAS and TMDSAS are ~~national~~ application fees not set by Texas A&M University College of Medicine.

**Previous  
Degree(s)**

At least 90 ~~SCHs~~ credit hours from a fully accredited college or university in the US or its territories including specific subject requirements.

Degree preferred  
Official transcript of all undergraduate & graduate work from previously attended institutions

**Undergraduate  
Cumulative  
GPA**

Completion of set core curriculum with competitive Overall and Science (Biology, Chemistry, Physics and Math) GPA.  
~~Admission is competitive~~ Academic Profile For entry\_year 2024;

|  |  |
|--|--|
| MCAT   | <p><u>Overall GPA 3.85; BCPM GPA 3.82 and MCAT 512 (82nd required).</u></p> <p>Official transcripts required.</p>  |
| <b>International Applicant English Proficiency Requirements</b><br><b>**</b> | <p><del>TOEFL: 550 paper-based; 80 Internet-based.</del></p> <p><del>IELTS: 6.0 overall band score on the Academic Module.</del></p> <ul style="list-style-type: none"> <li>• Consideration is given only to applicants who are U.S. <del>P</del><u>P</u>ermanent <del>R</del><u>R</u>esidents <del>(Green Card Bearers)</del> or who are in the process of gaining U.S. permanent residency and officially receive U.S. permanent residency by the time of <del>medical school</del> enrollment <u>in the School of Medicine.</u></li> </ul>  |
| <b>Other Requirements</b>  | <p>Combined M.D./Ph.D.: Three letters of recommendation, at least one of which is from a research mentor</p> <p>M.D.: One composite letter from health professions advisory committee; or at least three individual letters from current/former professors and/or mentors.</p> <p>Both Programs: Personal interview required.</p> <p><u>The College of Medicine offers Early Assurance Programs to Texas A&amp;M University System college sophomores and current corps of cadets students and cadets from the military service academies (Army, Navy, and Air Force). The following programs are available for those students who meet the application criteria:</u></p> <ol style="list-style-type: none"> <li><u>1. Aggie to Medicine</u></li> <li><u>2. Military Academy to Medicine (Army, AirForce and Navy).</u></li> <li><u>3. Cadet to Medicine</u></li> <li><u>4. Engineering to Engineering Medicine (EnMed)</u></li> <li><u>5. Pre-Medical Fellows</u></li> <li><u>6. Rural and Underserved Populations in Medicine</u></li> </ol> <p><u>For specific application criteria and criteria for entry into the College of Medicine, please visit our admissions website at <a href="https://medicine.tamu.admissions.early.assurance">https://medicine.tamu.admissions.early.assurance</a>.</u></p> <p><u>Online application and panel interview via Zoom required.</u></p> <p><u>Personal interview required.</u></p> |

**Irma Lerma Rangel College of Pharmacy Pharm.D.****Application  
Fee**

~~Pharmacy College Application Service (PharmCAS) \$175 for first pharmacy school and increases \$55.00 for each additional program.~~

~~TAMU College of Pharmacy Supplemental Application fee : \$100 non-refundable.~~

Non-refundable: \$65 US citizen/permanent resident applicant; \$90 international applicant, plus

GraduateCAS processing fee of \$24

**Previous  
Degree(s)**

~~Degree not required.~~

~~Minimum of 71 SCHs of prerequisite coursework from a college or university accredited by an institutional accrediting agency.~~

Master of Science (MS) in Pharmaceutical/ Engineering, Chemistry, Biology, or Biomedical Sciences or related fields.

Official transcripts from each academic institution attended.

**Undergraduate  
Cumulative  
GPA**

~~Minimum cumulative GPA, as determined by PharmCAS, of 2.75 or higher. Additionally, a grade of C or higher must be earned in all prerequisite coursework. Prerequisite coursework completed five (5) or more calendar years prior to applying must be retaken unless the applicant has earned a bachelor's, master's or doctoral degree.~~

Recommended minimum cumulative overall GPA of 3.00 or higher in all undergraduate course work, as well as in MS program

**PCAT**

~~Preferred composite score of 40th percentile or higher. Preferred PCAT writing score of 3.0 or greater.~~

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

~~TOEFL:~~

~~550 Paper-based; or~~

~~80 Internet-based.~~

All international applicants must meet the university's English Language Proficiency Admission Requirement by one of the criteria below:

• Official test scores

o TOEFL-iBT overall score of at least 80 (taken within 2 years of application submission),

o TOEFL Essentials overall score of at least 8.5 (taken within 2 years of application submission),

- o IELTS overall score of at least 6.0 (taken within 2 years of application submission),
- o GRE verbal score of at least 146 (taken within 5 years of application submission), or
- o GMAT verbal score of at least 22;
- Citizenship with certain English-speaking countries; or
- a Bachelor's degree or higher from an accredited academic institution within the United States.

All international graduate students must meet the university's English Language Proficiency Verification Requirement to register for courses by one of the criteria below:

- Official test scores
- o TOEFL-iBT overall score of at least 80 (taken within 2 years of application submission),
- o TOEFL Essentials overall score of at least 8.5 (taken within 2 years of application submission),
- o IELTS overall score of at least 6.0 (taken within 2 years of application submission),
- o GRE verbal score of at least 146 (taken within 5 years of application submission); or
- o GMAT verbal score of at least 22;
- Citizenship with certain English-speaking countries (except Canada); or
- Alternative Verification submitted by the graduate program with one of the following justifications:
- o Canadian citizenship (except residents of Quebec), or
- o a Bachelor's degree or higher from an accredited academic institution within the United States.

All international graduate students who will hold an assistantship with curricular duties (Graduate Assistant-Teacher or -Lecturer) must meet the university's English Language Proficiency Certification Requirement to teach by one of the criteria below:

- Official test scores
- o TOEFL-iBT speaking score of at least 26 (taken within 2 years of application submission),
- o TOEFL Essentials speaking score of at least 11 (taken within 2 years of application submission),
- o IELTS speaking score of at least 8.0 (taken within 2 years of application submission), or
- o English Language Proficiency Examination (ELPE) oral score of at least 80;
- Alternative Certification submitted by the graduate program with one of the following justifications:
- o IELTS speaking One Skill Retake of at least 8.0;

o Citizenship with certain English-speaking countries (except Canadian residents of Quebec); or  
o a Bachelor's degree with all coursework completed at an accredited academic institution within the United States.

**Other Requirements**

~~Multiple Mini Interviews (MMI) required.~~

~~Three PharmCAS recommendation forms.~~

~~o Two recommendations from college professors (math and science).~~

~~o One recommendation from an employer, adviser, pharmacist, or college or university administrator (recommendation forms written by mentors or teaching assistants are not accepted).~~

~~o Applicants who have not been enrolled in a degree program at a college or university for two years or more must submit three recommendation forms to PharmCAS from a combination of the following categories: professors (math and science); pharmacists; other health care professionals (e.g., medicine, nursing, dentistry); or current and previous employers.~~

Letter of recommendation (minimum of 2).

Essay.

**Texas A&M University**

**Graduate**

**ADMISSION STANDARDS WITH CHANGES**

**Masters of Public Health**

**Application Fee**

Schools of Public Health Centralized Application Service (SOPHAS)- fee of ~~\$145~~ \$150

**Previous Degree(s)**

Must hold baccalaureate degree or higher from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)

**Undergraduate Cumulative GPA**

The following programs have a minimum cumulative GPA requirement:

• Epidemiology: 3.0

~~• Biostatistics: 3.0~~

• Health Promotion & Community Health Sciences: 2.75

\*MPH/MIA program only available for Health Promotion & Community Health Sciences and Health Policy & Management concentrations

\*\*MPH/JD program only available for Health Policy & Management concentration

**GRE+**

-A GRE score is not required for application.

**International Applicant English Proficiency Requirements**  
\*\*

Citizens of certain English speaking countries ~~are exempt from automatically meet~~ the English Language Proficiency (ELP) ~~\*Requirement~~ for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).

~~If the applicant is not from a country on the exempt list of countries, the applicant is required to submit official scores that meet the minimum ELP requirement or meet the Alternative Verification criteria for Texas A&M University School of Public Health.~~

For an applicant to meet English language proficiency by examination, this must be met by one of the criteria below:

- ~~• GRE: 153 verbal score or higher (taken within 5 years of application submission)~~
- ~~• TOEFL: 95 Internet-based examination (i-BT) (taken within 2 years of application submission)~~
- ~~• IELTS: 7.0 on overall band (taken within 2 years of application submission)~~
- ~~• TOEFL Essentials test: overall band score of 10 or higher (taken within 2 years of application submission)~~
- TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);
- TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);
- IELTS overall score of at least 7.0 (taken within 2 years of application submission); or
- GRE verbal score of at least 153 (taken within 5 years of application submission).

If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&M University School of Public Health.

**Other Requirements**

See individual departments for additional specific requirements.

**Texas A&M University**

**Graduate**

ADMISSION STANDARDS WITH CHANGES

**Masters of Public Health + Masters of International Affairs  
Combined Degree**

|   |   |
|---|---|
| <b>Application Fee</b>  | Schools of Public Health Centralized Application Service (SOPHAS)- fee of <del>\$145</del> <u>\$150</u>   |
| <b>Previous Degree(s)</b>   | Must hold baccalaureate degree or higher from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)  |
| <b>Undergraduate Cumulative GPA</b>                                   | <p>The following programs have a minimum cumulative GPA requirement:</p> <ul style="list-style-type: none"> <li>• Epidemiology: 3.0</li> <li><del>• Biostatistics: 3.0</del></li> <li>• Health Promotion &amp; Community Health Sciences: 2.75</li> </ul> <p>*MPH/MIA program only available for Health Promotion &amp; Community Health Sciences and Health Policy &amp; Management concentrations</p> <p>**MPH/JD program only available for Health Policy &amp; Management concentration</p>   |
| <b>GRE+</b>   | A GRE score is not required for application.  |
| <b>International Applicant English Proficiency Requirements</b><br>** | <p>Citizens of certain English speaking countries <del>are exempt from</del> <u>automatically meet</u> the English Language Proficiency (ELP) <del>Requirement</del> <u>for Admission and Verification for registration</u> (refer to the list on the TAMU Office of Admissions website).</p> <p><del>If the applicant is not from a country on the exempt list of countries, the applicant is required to submit official scores that meet the minimum ELP requirement or meet the Alternative Verification criteria for Texas A&amp;M University School of Public Health.</del></p> <p>For an applicant to meet English language <del>Proficiency</del> <u>Requirement</u> by examination, this must be met by one of the criteria below:</p> <ul style="list-style-type: none"> <li><del>• GRE: 153 verbal score or higher (taken within 5 years of application submission)</del></li> <li><del>• TOEFL: 95 Internet based examination (i-BT) (taken within 2 years of application submission)</del></li> <li><del>• IELTS: 7.0 on overall band (taken within 2 years of application submission)</del></li> <li><del>• TOEFL Essentials test: overall band score of 10 or higher (taken within 2 years of application submission)</del></li> <li>• <u>TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);</u></li> <li>• <u>TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);</u></li> <li>• <u>IELTS overall score of at least 7.0 (taken within 2 years of application submission); or</u></li> </ul> |

• GRE verbal score of at least 153(taken within 5 years of application submission).

If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&M University School of Public Health.

**Other Requirements**

See individual departments for additional specific requirements.

**Texas A&M University**

**Graduate**

ADMISSION STANDARDS WITH CHANGES

**Masters of Public Health + J.D. Combined Degree**

**Application Fee**

Schools of Public Health Centralized Application Service (SOPHAS)- fee of ~~\$145~~ \$150

**Previous Degree(s)**

Must hold baccalaureate degree or higher from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)

**Undergraduate Cumulative GPA**

The following programs have a minimum cumulative GPA requirement:

- Epidemiology: 3.0
- ~~• Biostatistics: 3.0~~
- Health Promotion & Community Health Sciences: 2.75

\*MPH/MIA program only available for Health Promotion & Community Health Sciences and Health Policy & Management concentrations

\*\*MPH/JD program only available for Health Policy & Management concentration

**GRE+**

A GRE score is not required for application.

**International Applicant English Proficiency Requirements**  
\*\*

Citizens of certain English speaking countries ~~are exempt from~~ automatically meet the English Language Proficiency (ELP) ~~Requirement~~ for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).

~~If the applicant is not from a country on the exempt list of countries, the applicant is required to submit official scores that meet the~~



~~minimum ELP requirement or meet the Alternative Verification criteria for Texas A&M University School of Public Health.~~

For an applicant to meet English language ~~p~~Proficiency Requirement by examination, this must be met by one of the criteria below:

- ~~• GRE: 153 verbal score or higher (taken within 5 years of application submission)~~
- ~~• TOEFL: 95 Internet based examination (i-BT) (taken within 2 years of application submission)~~
- ~~• IELTS: 7.0 on overall band (taken within 2 years of application submission)~~
- ~~• TOEFL Essentials test: overall band score of 10 or higher (taken within 2 years of application submission)~~
- TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);
- TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);
- IELTS overall score of at least 7.0 (taken within 2 years of application submission); or
- GRE verbal score of at least 153 (taken within 5 years of application submission).

If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&M University School of Public Health.

#### Other Requirements

See individual departments for additional specific requirements.

## Texas A&M University

### Graduate

ADMISSION STANDARDS WITH CHANGES

### Masters of Health Administration– Resident Program Delivery

#### Application Fee

Schools of Public Health Centralized Application Service (SOPHAS)- fee of ~~\$145~~ \$150 or Health Administration, Management, and Policy Centralized Application Service (HAMPCAS)- fee of \$115

#### Previous Degree(s)

Must hold baccalaureate degree or higher from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)

Undergraduate N/A  
Cumulative  
GPA

GRE+ A GRE score is not required for application.

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

Citizens of certain English speaking countries ~~are exempt from automatically meet~~ the English Language Proficiency (ELP) ~~Requirement~~ for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).

~~If the applicant is not from a country on the exempt list of countries, the applicant is required to submit official scores that meet the minimum ELP requirement or meet the Alternative Verification criteria for Texas A&M University School of Public Health.~~

For an applicant to meet English language ~~p~~Proficiency Requirement by examination, this must be met by one of the criteria below:

- ~~• GRE: 153 verbal score or higher (taken within 5 years of application submission)~~
- ~~• TOEFL: 95 Internet based examination (i-BT) (taken within 2 years of application submission)~~
- ~~• IELTS: 7.0 on overall band (taken within 2 years of application submission)~~
- ~~• TOEFL Essentials test: overall band score of 10 or higher (taken within 2 years of application submission)~~
- TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);
- TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);
- IELTS overall score of at least 7.0 (taken within 2 years of application submission); or
- GRE verbal score of at least 153 (taken within 5 years of application submission).

If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&M University School of Public Health.

**Other  
Requirements**

See individual departments for additional specific requirements.

Complete three (3) required prerequisite courses with a grade of B or better, prior to the start of the program:  
introduction to economics

statistics

managerial accounting or finance

## Texas A&M University

### Graduate

ADMISSION STANDARDS WITH CHANGES

### Masters of Health Administration– Executive Program Delivery

#### Application Fee

Schools of Public Health Centralized Application Service (SOPHAS)- fee of ~~\$145~~ \$150

#### Previous Degree(s)

Must hold baccalaureate degree from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)

#### Undergraduate Cumulative GPA

N/A

#### GRE+

N/A

#### International Applicant English Proficiency Requirements \*\*

N/A

#### Other Requirements

See individual departments for additional specific requirements.

Employment Verification Letter- applicants must have at least five (5) years work experience of increasing responsibilities within health services or related industries.

## Texas A&M University

### Graduate

ADMISSION STANDARDS WITH CHANGES

### Doctor of Public Health Program

#### Application Fee

Schools of Public Health Centralized Application Service (SOPHAS)- fee of ~~\$145~~ \$150

#### Previous Degree(s)

Must hold master's degree or higher from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)

Undergraduate N/A  
Cumulative  
GPA

GRE+ A GRE score is not required for application.

International  
Applicant  
English  
Proficiency  
Requirements  
\*\*

Citizens of certain English-speaking countries ~~are exempt from automatically meet~~ the English Language Proficiency (ELP) ~~Requirement~~ for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website). ~~If the applicant is not from a country on the exempt list of countries, the applicant is required to submit official scores that meet the minimum ELP requirement or meet the Alternative Verification criteria for Texas A&M University School of Public Health.~~ For an applicant to meet English language ~~Proficiency Requirement~~ by examination, this must be met by one of the criteria below: ~~GRE: 153 verbal score or higher (taken within 5 years of application submission) • TOEFL: 95 Internet based examination (i-BT) (taken within 2 years of application submission) • IELTS: 7.0 on overall band (taken within 2 years of application submission) • TOEFL Essentials test: overall band score of 10 or higher (taken within 2 years of application submission) • TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission); • TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission); • IELTS overall score of at least 7.0 (taken within 2 years of application submission); or • GRE verbal score of at least 153 (taken within 5 years of application submission).~~ If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&M University School of Public Health.

Other  
Requirements

See individual departments for additional specific requirements.

**Texas A&M University**

**Graduate**

ADMISSION STANDARDS WITH CHANGES

**Ph.D. in Health Services Research Program**

Application  
Fee

Schools of Public Health Centralized Application Service (SOPHAS)- fee of \$ ~~145~~ 150

**Previous Degree(s)**

Must hold baccalaureate degree from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees).

**Undergraduate Cumulative GPA**

N/A

**GRE+**

A GRE score is not required for application.

**International Applicant English Proficiency Requirements**  
\*\*

Citizens of certain English speaking countries ~~are exempt from automatically meet~~ the English Language Proficiency (ELP) ~~Requirement~~ for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).

~~If the applicant is not from a country on the exempt list of countries, the applicant is required to submit official scores that meet the minimum ELP requirement or meet the Alternative Verification criteria for Texas A&M University School of Public Health.~~

For an applicant to meet English language ~~p~~Proficiency Requirement by examination, this must be met by one of the criteria below:

- ~~• GRE: 153 verbal score or higher (taken within 5 years of application submission)~~
- ~~• TOEFL: 95 Internet based examination (i-BT) (taken within 2 years of application submission)~~
- ~~• IELTS: 7.0 on overall band (taken within 2 years of application submission)~~
- ~~• TOEFL Essentials test: overall band score of 10 or higher (taken within 2 years of application submission)~~
- TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);
- TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);
- IELTS overall score of at least 7.0 (taken within 2 years of application submission); or
- GRE verbal score of at least 153 (taken within 5 years of application submission).

If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&M University School of Public Health.

**Other Requirements**

See individual departments for additional specific requirements.

**Texas A&M University**

**Graduate**

**ADMISSION STANDARDS WITH CHANGES**

**Ph.D. in Health Services Research + Masters of Public Service Administration (M.P.S.A.)**

**Application Fee**

Schools of Public Health Centralized Application Service (SOPHAS)- fee of \$ ~~145~~ 150

**Previous Degree(s)**

Must hold baccalaureate degree from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees).

**Undergraduate Cumulative GPA**

N/A

**GRE+**

A GRE score is not required for application.

**International Applicant English Proficiency Requirements**  
\*\*

Citizens of certain English speaking countries ~~are exempt from~~ automatically meet the English Language Proficiency (ELP) ~~\*Requirement~~ for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).

~~If the applicant is not from a country on the exempt list of countries, the applicant is required to submit official scores that meet the minimum ELP requirement or meet the Alternative Verification criteria for Texas A&M University School of Public Health.~~

For an applicant to meet English language ~~p~~Proficiency Requirement by examination, this must be met by one of the criteria below:

- ~~• GRE: 153 verbal score or higher (taken within 5 years of application submission)~~
- ~~• TOEFL: 95 Internet-based examination (i-BT) (taken within 2 years of application submission)~~
- ~~• IELTS: 7.0 on overall band (taken within 2 years of application submission)~~
- ~~• TOEFL Essentials test: overall band score of 10 or higher (taken within 2 years of application submission)~~
- TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);
- TOEFL Essentials overall score of at least 10 (taken within 2 years

of application submission);  
• IELTS overall score of at least 7.0 (taken within 2 years of application submission); or  
• GRE verbal score of at least 153 (taken within 5 years of application submission).

If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&M University School of Public Health.

**Other Requirements** See individual departments for additional specific requirements.

## Texas A&M University

### Graduate

ADMISSION STANDARDS WITH CHANGES

### 3+2 Bachelors of Science in Public Health + Masters of Public Health Program

**Application Fee** Schools of Public Health Centralized Application Service (SOPHAS)  
Express Application - fee of ~~\$55~~ \$60

**Previous Degree(s)** Must be a student currently enrolled in the junior year of study in the Bachelor of Science in Public Health program at Texas A&M University

**Undergraduate Cumulative GPA** The following programs have a minimum cumulative GPA requirement:  
 • Epidemiology: 3.5  
 • Health Policy & Management: 3.5  
 • Health Promotion & Community Health Sciences: 3.25  
 • Occupational Safety & Health: 3.0

**GRE+** A GRE score is not required for application.

**International Applicant English Proficiency Requirements**  
 \*\* N/A

**Other Requirements** See individual departments for additional specific requirements.  
Approved Certification for 3+2 Eligibility Form verifying completion of required courses.

BSPH/MPH program currently only available for the following MPH concentrations:

- Epidemiology
- Health Policy & Management
- Health Promotion & Community Health Sciences
- Occupational Safety and Health

## Texas A&M University

### Graduate

### ADMISSION STANDARDS WITH CHANGES

## 3+2 Bachelors of Science in Industrial Engineering + Masters of Public Health Program

#### Application Fee

Schools of Public Health Centralized Application Service (SOPHAS)  
Express Application - fee of ~~\$55~~ \$60

#### Previous Degree(s)

Must be a student currently enrolled in the Bachelor of Science in Industrial Engineering or Interdisciplinary Engineering programs at Texas A&M University

#### Undergraduate Cumulative GPA

Minimum 3.0 GPA (cumulative undergraduate or last 60 credit hours)

#### GRE+

A GRE score is not required for application.

#### International Applicant English Proficiency Requirements \*\*

~~N/A~~

Citizens of certain English-speaking countries are automatically meet the English Language Proficiency (ELP) Requirement for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).

For an applicant to meet English Language Proficiency Requirements by examination, this must be met by one of the criteria below:

- TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);
- TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);
- IELTS overall score of at least 7.0 (taken within 2 years of application submission); or
- GRE verbal score of at least 153 (taken within 5 years of application submission).

If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&M University School of Public Health.



**Other Requirements**

See individual departments for additional specific requirements.

This combined degree program is only available for the following MPH concentration:

- Occupational Safety and Health

**Texas A&M University****Graduate****ADMISSION STANDARDS WITH CHANGES****3+2 Bachelors of Science in Interdisciplinary Engineering + Masters of Public Health Program****Application Fee**

Schools of Public Health Centralized Application Service (SOPHAS)  
Express Application - fee of ~~\$55~~ \$60

**Previous Degree(s)**

Must be a student currently enrolled in the Bachelor of Science in Industrial Engineering or Interdisciplinary Engineering programs at Texas A&M University

**Undergraduate Cumulative GPA**

Minimum 3.0 GPA (cumulative undergraduate or last 60 credit hours)

**GRE+**

A GRE score is not required for application.

**International Applicant English Proficiency Requirements**  
\*\*

~~N/A~~

Citizens of certain English-speaking countries are automatically meet the English Language Proficiency (ELP) Requirement for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).

For an applicant to meet English Language Proficiency Requirements by examination, this must be met by one of the criteria below:

- TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);
- TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);
- IELTS overall score of at least 7.0 (taken within 2 years of application submission); or
- GRE verbal score of at least 153 (taken within 5 years of application submission).

If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and

registration, or meet requirements for Alternative Verification for

**Other Requirements**

See individual departments for additional specific requirements.

This combined degree program is only available for the following MPH concentration:

- Occupational Safety and Health

**Texas A&M University**

**Graduate**

**ADMISSION STANDARDS WITH CHANGES**

**MS Health Education**

**Application Fee**

Schools of Public Health Centralized Application Service (SOPHAS)- fee of ~~\$145~~ \$150

**Previous Degree(s)**

Must hold baccalaureate degree or higher from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)

**Undergraduate Cumulative GPA**

N/A

**GRE+**

A GRE score is not required for application.

**International Applicant English Proficiency Requirements**  
\*\*

Citizens of certain English speaking countries ~~are exempt from automatically meet~~ the English Language Proficiency (ELP) ~~Requirement~~ for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).

~~If the applicant is not from a country on the exempt list of countries, the applicant is required to submit official scores that meet the minimum ELP requirement or meet the Alternative Verification criteria for Texas A&M University School of Public Health.~~

For an applicant to meet English language ~~p~~Proficiency Requirement by examination, this must be met by one of the criteria below:

- ~~• GRE: 153 verbal score or higher (taken within 5 years of application submission)~~
- ~~• TOEFL: 95 Internet based examination (i-BT) (taken within 2 years of application submission)~~
- ~~• IELTS: 7.0 on overall band (taken within 2 years of application submission)~~
- ~~• TOEFL Essentials test: overall band score of 10 or higher (taken within 2 years of application submission)~~

- TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);
- TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);
- IELTS overall score of at least 7.0 (taken within 2 years of application submission); or
- GRE verbal score of at least 153 (taken within 5 years of application submission).

If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&M University School of Public Health.

#### Other Requirements

See individual departments for additional specific requirements.

## Texas A&M University

### Graduate

### ADMISSION STANDARDS WITH CHANGES

### PhD Health Education

#### Application Fee

Schools of Public Health Centralized Application Service (SOPHAS)- fee of ~~\$145~~ \$150

#### Previous Degree(s)

Must hold baccalaureate degree or higher from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)

#### Undergraduate Cumulative GPA

N/A

#### GRE+

A GRE score is not required for application.

#### International Applicant English Proficiency Requirements \*\*

Citizens of certain English speaking countries ~~are exempt from~~ automatically meet the English Language Proficiency (ELP) ~~Requirement~~ for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).  
~~If the applicant is not from a country on the exempt list of countries, the applicant is required to submit official scores that meet the minimum ELP requirement or meet the Alternative Verification criteria for Texas A&M University School of Public Health.~~  
For an applicant to meet English language ~~p~~Proficiency Requirement

by examination, this must be met by one of the criteria below:

- ~~GRE: 153 verbal score or higher (taken within 5 years of application submission)~~
- ~~TOEFL: 95 Internet based examination (i-BT) (taken within 2 years of application submission)~~
- ~~IELTS: 7.0 on overall band (taken within 2 years of application submission)~~
- ~~TOEFL Essentials test: overall band score of 10 or higher (taken within 2 years of application submission)~~
- TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);
- TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);
- IELTS overall score of at least 7.0 (taken within 2 years of application submission); or
- GRE verbal score of at least 153 (taken within 5 years of application submission).

If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&M University School of Public Health.

**Other Requirements**

See individual departments for additional specific requirements.

## Texas A&M University-Corpus Christi

### Graduate

### ADMISSION STANDARDS WITH CHANGES

### General

**Application Fee**

\$50 non-refundable fee.  
\$70 for international students.

**Previous Degree(s)**

Baccalaureate\* degree or higher from a regionally accredited college or university (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)  
\*(Does not apply to students enrolled in the RN to MSN option.)

**Undergraduate Cumulative GPA**

GPA last 60 SCH  
(See individual department for specific requirements.)

**GRE+**

Official scores required.  
Catalog provides individual department for specific requirements and waiver exceptions.

**GMAT+  
(Business  
only)**

Used for business areas of study.  
Official scores required; scores over 5 years old not accepted.  
The program admissions committee will waive the GMAT/GRE requirement for students with a GPA of 3.0 or better on the last 60 hours or a master's degree and a grade of B or better earned in college algebra or a higher-level math course.

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

- TOEFL – 73 ~~(IBT)~~, (Internet-Based Test), 537 (Paper-Based), 205 ~~(ICBT)~~ (ICBT-Computer-Based Test).
  - PTE – Academic Score of 53
  - IELTS – 6.0
  - ITEP – score between 3.5-3.9 accepted
  - Cambridge C1 Advanced Proficiency Test (Cambridge CAE) – 175
  - Cambridge C2 Proficiency Test (Cambridge CPE) – 180
  - Citizenship in one of 28 prescribed countries outside of the U.S. where English is one of their primary languages.
- ~~Duolingo English Test and English 3: TAMU-CC is temporarily accepting both the Duolingo English Test and English 3 online assessments from applicants where TOEFL and IELTS exams are impacted due to Coronavirus (COVID-19) concerns. Applicants from affected countries may submit~~ • Duolingo English Test scores ~~of:~~ 100 ~~(105 on~~ • Duolingo English 3) ~~to satisfy English proficiency requirements through Fall 2024. Test score: 105~~

**Other  
Requirements**

International applicants: Affidavit of Support. Approved evaluation of credentials. Visa status documentation.  
See individual department for additional specific requirements.  
Some programs may require letters of recommendation.

## **Texas A&M University-San Antonio**

### **Graduate**

### **ADMISSION STANDARDS WITH CHANGES**

### **General**

**Application  
Fee**

~~\$35~~ \$49 domestic non-refundable fee  
~~\$50~~ \$69 international non-refundable fee

**Previous  
Degree(s)**

~~Must hold~~ Applicants must be awarded a baccalaureate degree or higher from a regionally accredited ~~college or university~~ For degrees earned institution (degrees from institutions outside of the U.S. ~~a foreign credential evaluation report,~~ are evaluated for equivalency to U.S. degrees) Official transcripts from ~~a NACES member agency, must~~ each academic institution attended. Only transcripts printed within the preceding 12 months will be ~~submitted~~ accepted. ~~Transcripts must not be over 1 year old.~~

|   |  |
|---|--|
| <b>Undergraduate Cumulative GPA</b>                                   | <del>Minimum</del> <u>Must have an overall undergraduate grade point average of 2.6 on a 4.0 scale or an average of 3.0 GPA for regular graduate status.</u><br><del>Minimum 2.6 GPA for provisional status or non-degree status.</del> <u>on the last 60 hours of undergraduate coursework.</u> |
| <b>GRE+</b>   | For programs requiring the GRE, official scores required.<br>See individual departments for specific requirements.   |
| <b>GMAT+ (Business only)</b>  | For programs requiring the GMAT, official scores required.<br>See individual departments for specific requirements.  |
| <b>MAT+ (Education only)</b>  | For programs requiring the MAT, official scores required.<br>See individual departments for specific requirements.   |
| <b>International Applicant English Proficiency Requirements</b><br>** | TOEFL: 550 Paper-based; 79 Internet-based<br><u>Duolingo English Test (DET): 100</u><br><del>IELTS: 6.0</del> <u>Pearson Test of English (PTE): 53</u><br><u>IELTS: 6.0 overall band score</u>   |
| <b>Other Requirements</b>   | International applicants: Affidavit of Support. Approved evaluation of credentials. Visa status documentation.<br>See individual department for additional specific requirements.<br>Some programs may require letters of recommendation.  |

## Prairie View A&M University

### Graduate

### ADMISSION STANDARDS WITHOUT CHANGES

#### General

|                           |  |
|---------------------------|--|
| <b>Application Fee</b>    | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee  |
| <b>Previous Degree(s)</b> | Must hold baccalaureate degree or higher from a regionally accredited college or university (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees) |

|                                     |   |
|-------------------------------------|---|
| <b>Undergraduate Cumulative GPA</b> | <p>Minimum 2.75 cumulative GPA or 3.00 on last 60 SCH for regular status.</p> <p>Minimum 2.50 cumulative GPA for conditional status or non-degree status.</p> <p>Students below a 2.50 GPA who have acquired relevant experience that could contribute to ensuring their success in graduate study, may be considered for conditional admission upon a holistic review and recommendation by the respective department head and dean.</p> |
|-------------------------------------|---|

|             |   |
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| <b>GRE+</b> | For programs requiring the GRE, official scores no more than five years old are required. |
|-------------|---|

**GMAT+  
(Business only)**

|                           |   |
|---------------------------|---|
| <b>Other Requirements</b> | <p>Three letters of recommendations from persons in the field of the applicant's academic major or area of concentration.</p> <p>A 1000-word statement of purpose describing academic goals and professional interests (or as required by department)</p> |
|---------------------------|---|

|  |   |
|--|---|
| <b>International Applicant English Proficiency Requirements<br/>**</b> | <p>TOEFL:<br/>550 Paper;<br/>79 Internet based<br/>IELTS: 6.0</p> |
|--|---|

## **Prairie View A&M University**

|                 |                                     |
|-----------------|-------------------------------------|
| <b>Graduate</b> | ADMISSION STANDARDS WITHOUT CHANGES |
|-----------------|-------------------------------------|

### **College of Business**

|                        |  |
|------------------------|--|
| <b>Application Fee</b> | <p>\$50 domestic non-refundable fee</p> <p>\$50 international non-refundable fee</p> |
|------------------------|--|

|                           |   |
|---------------------------|---|
| <b>Previous Degree(s)</b> | Must hold baccalaureate degree or higher from a regionally accredited college or university. Students without a bachelor's degree in business or its equivalent may be required to take leveling courses upon review of undergraduate coursework. |
|---------------------------|---|

|                                     |  |
|-------------------------------------|--|
| <b>Undergraduate Cumulative GPA</b> | <p>Minimum 2.75 Cumulative GPA or 3.0 on the last 60 SCH for regular status.</p> <p>Minimum 2.50 Cumulative GPA for conditional status or non-degree status.</p> |
|-------------------------------------|--|

**GRE/GMAT+**

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

TOEFL:  
550 Paper;  
79 Internet based  
IELTS: 6.0

**Other  
Requirements**

- Essay: Please share your short term and long-term career goals. Explain how the graduate business degree will contribute to accomplishing these goals.
  - Resume
- Additional requirements for Conditional Admission:
- Interview

**Prairie View A&M University**

**Graduate**

ADMISSION STANDARDS WITHOUT  
CHANGES

**Ph.D. Juvenile Justice**

**Application  
Fee**

\$50 domestic non-refundable fee  
\$50 international non-refundable fee

**Previous  
Degree(s)**

Bachelor's and master's degrees from a regionally accredited college or university.

**Undergraduate  
Cumulative  
GPA**

Overall 3.00 GPA in undergraduate work and 3.50 GPA in all previous graduate work.

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

TOEFL:  
550 Paper;  
79 Internet based  
IELTS: 6.0

**Other  
Requirements**

- Departmental application
- Admission decisions are based on a holistic review and not any one factor alone.
- 1000-word essay describing your interest in juvenile justice and career goals.
- A copy of the master's thesis or other lengthy report or paper.
- Three letters of recommendation of which two should be from persons in academia.
- Complete an individual interview. Applicants who do not meet the minimum benchmarks for admission will not be considered for an interview.

**GRE+**

Official scores required on all three sections. Scores expire after five years.



## Prairie View A&M University

### Graduate

### ADMISSION STANDARDS WITHOUT CHANGES

#### MS Human Sciences

|   |  |
|---|--|
| <b>Application Fee</b>  | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee  |
| <b>Previous Degree(s)</b>   | Must hold baccalaureate degree or higher from a regionally accredited college or university (degrees from institutions out-side the U.S. are evaluated for equivalency to U.S. degrees)  |
| <b>Undergraduate Cumulative GPA</b>                                   | Minimum 2.75 cumulative GPA or 3.00 on last 60 SCH for regular status.<br>Minimum 2.50 cumulative GPA for conditional status or non-degree status.<br>Students below a 2.50 GPA who have acquired relevant experience that could contribute to ensuring their success in graduate study, may be considered for conditional admission upon a holistic review and recommendation by the respective department head and dean. |
| <b>GRE+</b>   |  |
| <b>Other Requirements</b>   | • Participate in an individual interview with program faculty.   |
| <b>International Applicant English Proficiency Requirements</b><br>** | TOEFL:<br>550 Paper;<br>79 Internet based<br>IELTS: 6.0  |

## Prairie View A&M University

### Graduate

### ADMISSION STANDARDS WITHOUT CHANGES

#### Nursing

|                           |   |
|---------------------------|---|
| <b>Application Fee</b>    | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee |
| <b>Previous Degree(s)</b> | Minimum of<br>BSN degree from an NLNAC or CCNE accredited program.        |

|                                     |  |
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| <b>Undergraduate Cumulative GPA</b> | Overall minimum GPA of 3.00 for regular graduate status. |
|-------------------------------------|--|

**GRE+**

|   |  |
|---|--|
| <b>International Applicant English Proficiency Requirements</b><br>** | TOEFL:<br>550 Paper;<br>79 Internet based<br><br>IELTS: 6.0<br><br>Meet Commission on Graduates of Foreign Nursing Schools admission requirements. |
|---|--|

|                           |   |
|---------------------------|---|
| <b>Other Requirements</b> | <ul style="list-style-type: none"><li>• Current license as a RN in Texas or application in progress for licensure.</li><li>• Employed as a Professional nurse for one year.</li><li>• Three letters of recommendation, one must be a former nursing faculty.</li><li>• Complete individual interview with graduate faculty.</li><li>• Criminal background check and drug screening.</li></ul> |
|---------------------------|---|

## **Prairie View A&M University**

|                 |                                     |
|-----------------|-------------------------------------|
| <b>Graduate</b> | ADMISSION STANDARDS WITHOUT CHANGES |
|-----------------|-------------------------------------|

### **Ph.D. Clinical Adolescent Psychology**

|                        |   |
|------------------------|---|
| <b>Application Fee</b> | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee |
|------------------------|---|

|                           |   |
|---------------------------|---|
| <b>Previous Degree(s)</b> | Bachelor's degree from an accredited college or university (degrees from institutions outside of the US are evaluated for equivalency to US degrees). At least 18 hours psychology. Must have taken coursework in research methods, statistics, and abnormal/clinical psychology. |
|---------------------------|---|

|                                     |   |
|-------------------------------------|---|
| <b>Undergraduate Cumulative GPA</b> | Overall 3.0 GPA in undergraduate work or 3.5 GPA in all previous graduate work. |
|-------------------------------------|---|

**GRE+**

|   |   |
|---|---|
| <b>International Applicant English Proficiency Requirements</b><br>** | TOEFL:<br>550 Paper;<br>79 Internet based<br><br>IELTS: 6.0 |
|---|---|

|                           |   |
|---------------------------|---|
| <b>Other Requirements</b> | <ul style="list-style-type: none"> <li>• Departmental application</li> <li>• Admissions decisions are based on a holistic review and not any one factor alone.</li> <li>• Complete an individual interview. Applicants who do not meet the minimum benchmarks for admission will not be considered for an interview.</li> </ul> |
|---------------------------|---|

## Prairie View A&M University

### Graduate

### ADMISSION STANDARDS WITHOUT CHANGES

### MS Sociology

|                        |   |
|------------------------|---|
| <b>Application Fee</b> | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee |
|------------------------|---|

|                           |  |
|---------------------------|--|
| <b>Previous Degree(s)</b> | Must hold baccalaureate degree or higher from a regionally accredited college or university. |
|---------------------------|--|

|                                     |  |
|-------------------------------------|--|
| <b>Undergraduate Cumulative GPA</b> | Minimum 2.75 cumulative GPA or 3.00 on last 60 SCH for regular status.<br>Minimum 2.50 cumulative GPA for conditional status or non-degree status.<br>Students below a 2.50 GPA who have acquired relevant experience that could contribute to ensuring their success in graduate study, may be considered for conditional admission upon a holistic review and recommendation by the respective department head and dean. |
|-------------------------------------|--|

### GRE+

|   |  |
|---|--|
| <b>International Applicant English Proficiency Requirements</b> | TOEFL:<br>550 Paper;<br>79 Internet based<br>**IELTS: 60 |
|---|--|

|                           |  |
|---------------------------|--|
| <b>Other Requirements</b> | <ul style="list-style-type: none"> <li>• 1000-word personal statement describing your interest in pursuing a sociology degree</li> <li>• Three letters of recommendation of which one should be from someone with personal knowledge of the applicant's skills and potential for graduate work. Each letter must be printed on letterhead of the writer's agency or higher education institution.</li> </ul> |
|---------------------------|--|

## Prairie View A&M University

### Graduate

### ADMISSION STANDARDS WITHOUT CHANGES

### Ph.D. Educational Leadership

|                        |   |
|------------------------|---|
| <b>Application Fee</b> | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee |
|------------------------|---|

|                           |   |
|---------------------------|---|
| <b>Previous Degree(s)</b> | Bachelor's and master's from a regionally accredited college or university. Master Degree prior to entering doctoral program. |
|---------------------------|---|

|                                     |   |
|-------------------------------------|---|
| <b>Undergraduate Cumulative GPA</b> | Minimum of 2.75 GPA in undergraduate work.<br>Minimum of 3.20 on all completed graduate work. |
|-------------------------------------|---|

**GRE+**

|   |   |
|---|---|
| <b>International Applicant English Proficiency Requirements</b><br>** | TOEFL:<br>550 Paper;<br>79 Internet based<br>IELTS: 6.0 |
|---|---|

|                           |   |
|---------------------------|---|
| <b>Other Requirements</b> | <ul style="list-style-type: none"><li>• Original 1000-word written essay.</li><li>• Departmental Application</li><li>• Individual Interview</li></ul> |
|---------------------------|---|

## **Prairie View A&M University**

**Graduate** **ADMISSION STANDARDS WITHOUT CHANGES**

### **Ph.D. Electrical Engineering**

|                        |   |
|------------------------|---|
| <b>Application Fee</b> | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee |
|------------------------|---|

|                           |  |
|---------------------------|--|
| <b>Previous Degree(s)</b> | Bachelor degree in Engineering, Mathematics or the Physical Sciences from a regionally accredited institution.<br>MS in Electrical Engineering, or related discipline from a regionally accredited institution |
|---------------------------|--|

|                                     |  |
|-------------------------------------|--|
| <b>Undergraduate Cumulative GPA</b> | 2.75 GPA in undergraduate work.<br>Minimum of 3.20 on all completed graduate work. |
|-------------------------------------|--|

**GRE+**

|   |   |
|---|---|
| <b>International Applicant English Proficiency Requirements</b><br>** | TOEFL:<br>550 Paper;<br>79 Internet based<br>IELTS: 6.0 |
|---|---|

**Other Requirements**

- Essay describing research goals and/or professional accomplishments.
- Produce original transcripts for all academic work completed at the undergraduate and graduate levels.
- Submit three letters of recommendation. These should preferably come from faculty sufficiently acquainted with the student to comment on the student's potential to successfully complete the doctoral program.

**Prairie View A&M University****Graduate****ADMISSION STANDARDS WITHOUT CHANGES****MS Accounting****Application Fee**

\$50 domestic non-refundable fee  
\$50 international non-refundable fee

**Previous Degree(s)**

Must hold baccalaureate degree or higher from a regionally accredited college or university. Students without a bachelor's degree in business or its equivalent may be required to take leveling courses upon review of undergraduate coursework.\*

**Undergraduate Cumulative GPA**

Minimum 2.75 Cumulative GPA or 3.0 on the last 60 SCH for regular status.  
Minimum 2.50 Cumulative GPA for conditional status or non-degree status.

**GRE/GMAT+****International Applicant English Proficiency Requirements**  
\*\*

TOEFL:  
550 Paper;  
79 Internet based  
IELTS: 6.0

**Other Requirements**

- Essay: Please share your short term and long-term career goals. Explain how the graduate business degree will contribute to accomplishing these goals.

- Resume

Additional requirements for Conditional Admission:

- Interview

\* Applicants who have not completed the accounting pre-requisites, including non-accounting and non-business majors, will be required to take the following courses prior to enrolling in specific graduate-level accounting coursework:

- ACCT 2113 Financial Accounting
- ACCT 2123 Managerial Accounting
- ACCT 3213 Intermediate Accounting I
- ACCT 3223 Intermediate Accounting II
- ACCT 3333 Federal Income Tax I
- ACCT 4223 Auditing
- FINA 3103 Principles of Finance or FINA 5003 Concepts of Finance

## **Prairie View A&M University**

### **Graduate**

ADMISSION STANDARDS WITHOUT CHANGES

### **Nursing, Doctor of Nursing Practice**

**Application Fee**

\$50 domestic non-refundable fee  
\$50 international non-refundable fee

**Previous Degree(s)**

An earned master's degree in nursing from a program accredited by the Accreditation Commission for Education in Nursing (ACEN) or the Commission on Collegiate Nursing Education (CCNE)

**Undergraduate Cumulative GPA**

Overall minimum undergraduate GPA of 3.00 and minimum graduate GPA of 3.30.

**GRE+****International Applicant English Proficiency Requirements**  
\*\*

TOEFL:  
550 Paper;  
79 Internet based

IELTS: 6.0

Meet Commission on Graduates of Foreign Nursing Schools admission requirements.

**Other Requirements**

- Current license as a RN in Texas or have proof of licensure in another state; have an unencumbered license to practice nursing.
- An official transcript of all academic work (undergraduate and graduate) from each college or university previously attended.
- Three letters of recommendation, one must be a former nursing faculty.
- Documentation of a completed state and/or federal background check, including fingerprints.
- An interview with the program admission committee members and provision of a writing sample prior to interview.
- National certification and recognition by a US Board of Nursing as an advance practice nurse (FNP) or a post-master's degree in Nursing with a specialty in Nursing Administration.

\* A current resume or curriculum vita

**Prairie View A&M University****Graduate**

ADMISSION STANDARDS WITHOUT CHANGES

**MSW Social Work - Traditional Program****Application Fee**

\$50 domestic non-refundable fee  
\$50 international non-refundable fee

**Previous Degree(s)**

Must hold BSW degree from a CSWE accredited institution within the past six years and before the start of the MSW Advanced Year matriculation.

**Undergraduate Cumulative GPA**

Minimum 3.00 cumulative GPA in undergraduate degree.

**GRE+****International Applicant English Proficiency Requirements  
\*\***

TOEFL: 550 Paper; 79 Internet based  
IELTS: 60

**Other Requirements**

- Successful completion of at least one introductory statistics course with a grade of C or better
- Adequate undergraduate studies in liberal arts and behavioral sciences

**Prairie View A&M University****Graduate**

ADMISSION STANDARDS WITHOUT CHANGES

## MSW Social Work - Advanced Standing

|                        |   |
|------------------------|---|
| <b>Application Fee</b> | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee |
|------------------------|---|

|                           |  |
|---------------------------|--|
| <b>Previous Degree(s)</b> | Must hold baccalaureate degree or higher from a regionally accredited college or university. |
|---------------------------|--|

|                                     |  |
|-------------------------------------|--|
| <b>Undergraduate Cumulative GPA</b> | Minimum 3.0 (on a 4.0 scale) in upper division (junior and senior) coursework. |
|-------------------------------------|--|

**GRE+**

|  |  |
|--|--|
| <b>International Applicant English Proficiency Requirements **</b> | TOEFL: 550 Paper; 79 Internet based<br>IELTS: 60 |
|--|--|

|                           |  |
|---------------------------|--|
| <b>Other Requirements</b> | <ul style="list-style-type: none"><li>• Earned a B or better in all social work undergraduate required courses.</li><li>• A final field practicum evaluation (if currently enrolled in a BSW program, a mid-term Final Field Practicum Evaluation)</li></ul> |
|---------------------------|--|

## Texas A&M University

### Graduate

ADMISSION STANDARDS WITHOUT CHANGES

### College of Veterinary Medicine & Biomedical Sciences Veterinary Medicine D.V.M.

|                        |  |
|------------------------|--|
| <b>Application Fee</b> | \$75 non-refundable fee<br>\$165 non-refundable fee to TMDSAS. |
|------------------------|--|

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|---------------------------|---|
| <b>Previous Degree(s)</b> | An applicant is expected to have completed at least 37 hours of course work before submitting an application. Applicants must have 53 hours prior to admission into the professional program. All applicants are required to have completed or be enrolled in Organic Chemistry I, Physics I and Biochemistry I prior to submission of the application. All prerequisite courses must be completed and all transcripts submitted to the College of Veterinary Medicine within 15 days of the end of the semester. |
|---------------------------|---|

|                                     |  |
|-------------------------------------|--|
| <b>Undergraduate Cumulative GPA</b> | Minimum of 2.90 overall and 3.10 on the last 45 hours attempted and a 2.90 in science coursework.<br>Completion of set core curriculum with GPA as high as possible. |
|-------------------------------------|--|



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|-------------|--|
| <b>GRE+</b> | Official scores required (examination results must be within 5 years of the time of application) |
|-------------|--|

|  |   |
|--|---|
| <b>International Applicant English Proficiency Requirements **</b> | Priority consideration is given to qualified applicants who are residents of Texas & U.S. citizens, or residents of Texas who live in the U.S. under a visa permitting permanent residence or qualify for residency under the rules of SB 1528. Applicants of other states with superior credentials will be considered for up to 10 to 15 available spots in each class. |
|--|---|

|                           |   |
|---------------------------|---|
| <b>Other Requirements</b> | Application interview at the option of the Selection Committee. |
|---------------------------|---|

## **Texas A&M University-Central Texas**

|                 |                                     |
|-----------------|-------------------------------------|
| <b>Graduate</b> | ADMISSION STANDARDS WITHOUT CHANGES |
|-----------------|-------------------------------------|

### **General**

|                        |  |
|------------------------|--|
| <b>Application Fee</b> | \$45 non-refundable fee<br>\$100 non-refundable fee for international students |
|------------------------|--|

|                           |  |
|---------------------------|--|
| <b>Previous Degree(s)</b> | Must hold baccalaureate degree or higher from an accredited college or university (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees) |
|---------------------------|--|

|                                     |   |
|-------------------------------------|---|
| <b>Undergraduate Cumulative GPA</b> | <p>Minimum 3.0 cumulative GPA at time of degree conferral, or on last 60 semester credit hours of course work completed (to include all courses in the semester where the 60th hour occurs), can qualify for full admission.</p> <p>Test Optional: Applicants with a GPA of 2.5-2.99 on the last 60 semester credit hours of coursework completed (to include all courses in the semester where the 60th hour occurs) can qualify for conditional admission. Full admission requires a minimum of 12 semester credit hours of successful initial coursework (3.0 or higher earned GPA).</p> |
|-------------------------------------|---|

|             |  |
|-------------|--|
| <b>GRE+</b> | <p>Applicants with a GPA of 2.5-2.99 at time of degree conferral, or on the last 60 semester credit hours of coursework completed (to include all courses in the semester where the 60th hour occurs) can qualify for full admission with an acceptable GRE score.</p> <p>If GRE is required, official scores must be submitted.</p> |
|-------------|--|

**GMAT+  
(Business  
only)**

Applicants with a GPA of 2.5-2.99 at time of degree conferral, or on the last 60 semester credit hours of coursework completed (to include all courses in the semester where the 60th hour occurs), can qualify for admission with an acceptable GMAT score

Applicants planning to pursue a Master's program in Business may submit GRE instead of GMAT scores if in the past five years they had previously taken the GRE.

If GMAT is required, official scores must be submitted.

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

TOEFL: 550 Paper; 80 Internet-based.  
or  
IELTS: 6  
or  
Completion of ENGL 1301 and ENGL 1302 with a C or better  
or  
Earned an undergraduate or graduate degree in one of the prescribed countries approved by the State Board for Educator Certification to satisfy the language proficiency requirement.

**Other  
Requirements**

Foreign credentials must be evaluated by an accrediting agency that is recognized by the U.S.  
Must be eligible to enroll at all institutions previously attended and submit all transcripts.  
See individual department for additional program specific requirements.

**Texas A&M University-Kingsville****Graduate****ADMISSION STANDARDS WITHOUT  
CHANGES****General****Application  
Fee**

\$50 non-refundable application fee for U.S. applicants.  
\$75 non-refundable application fee for international applicants.

**Previous  
Degree(s)**

Must hold baccalaureate degree or higher from a regionally accredited college or university (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)

**Undergraduate  
Cumulative  
GPA**

Subject to departmental approval.

**GRE+**

Official scores required for international students in MS in Plant and Soil Science, MS in Agriculture Science, and MS in Animal Science. All other programs do not require GRE scores.

**GMAT+  
(Business only)**

Not required.

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

TOEFL: 79 Internet based

IELTS: 6.0

PTE: 53

Duolingo: 100

GRE verbal score: 146 (score of the current GRE scale)

Based on the review and decision of the College of Graduate Studies, students who have earned at least 12 credits, with a grade C or better, in university-level courses from a U.S. institution or an institution in a traditionally English speaking country, may be exempt from TOEFL.

Completion of IEP program at TAMUK ELTC with an Advanced Plus.

Completion of the advanced-level Texas Intensive English Program (TIEP) offered by the Texas International Education Consortium (TIEC).

**Other  
Requirements**

See individual department for additional requirements

All international students must submit a transcript evaluation from an approved Foreign Credential Evaluation Service.

**Texas A&M University-Texarkana**

**Graduate**

**ADMISSION STANDARDS WITHOUT  
CHANGES**

**General**

**Application  
Fee**

\$50 non-refundable fee for domestic students  
\$50 non-refundable fee for international students.

**Previous  
Degree(s)**

Must hold baccalaureate degree or higher from a regionally accredited college or university (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)

**Undergraduate  
Cumulative  
GPA**

Minimum 2.5 GPA overall or on last 60 hours toward bachelor's degree. Some degrees require 3.0 overall. See individual program for specific requirements.

**GRE+**

For programs requiring the GRE, official scores (no more than 5 years old) are required.

See individual program for specific requirements.

**GMAT+  
(Business only)**

Official scores (not over 5 years old) are required.

For MBA, GMAT waived for cumulative GPA of 3.0 on baccalaureate degree

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

TOEFL:  
550 Paper

Notarized Affidavit of Sponsor Support and Visa Status  
Documentation.

**Other  
Requirements**

Additional requirements vary by program but may include GRE, MAT or GMAT scores, letter of purpose/intent, resume, references, interview, or writing sample. See individual program for specific requirements.

Individual program admissions decisions are based on total points received on a quality program rubric (e.g., for the Master's in Education Administration – a score of 50 out of 80 on a rubric assessing the quality of five components: GPA, GRE, letter of purpose, references and resume).

Students who do not meet institutional requirements for admissions may request consideration through an Alternative Admissions process.

**West Texas A&M University**

**Graduate**

**ADMISSION STANDARDS WITHOUT  
CHANGES**

**General**

**Application  
Fee**

\$55 non-refundable fee for U.S. and permanent resident applicants.

\$90 non-refundable fee for international applicants.

**Previous  
Degree(s)**

Must hold baccalaureate degree or higher from a regionally accredited college or university (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)

**Undergraduate  
Cumulative  
GPA**

For Master's level, Composite score of undergraduate GPA (overall or last 60 SCH)

For Doctoral level, Master's GPA.  
See individual department for specific requirements.

**GRE+**

For programs requiring the GRE, official scores required. Must not be over 5 years old.

See individual department for specific requirements.

**GMAT+  
(Business only)**

Applicants whose GPA is 3.0 or above can request the GMAT to be waived.

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

TOEFL:  
79 Internet based

IELTS: 6.5

PTE: 58

Duolingo: 105

ACT English: 21

SAT: 560

Letter of English proficiency directly from school

Cambridge CPE or CAE Certificate

Country of Citizenship Exemption

Score requirements for the M.S. in Biology and Environmental  
Science are as follows: TOEFL 90-91 (Internet based); or IELTS 6.5;  
or PTE 62

**Other  
Requirements**

See individual department for additional specific requirements

# Admission Standards

THE TEXAS A&M  
UNIVERSITY SYSTEM

## Prairie View A&M University

### Freshman

### ADMISSION STANDARDS WITH CHANGES

#### General

#### Application Fee

\$40 non-refundable fee

\$50 non-refundable fee for International students

#### Admission Under Uniform Admission Policy\*

Top 25%

#### Standards for Full Admission<sup>1</sup>

Automatic Admission Requirements/Test Optional:  
Automatic Admission includes completion of the required courses and any one of the following:  
\* Rank in top 35% of graduating class or  
\* Cumulative GPA of 3.2 or higher on a 4.0 scale or  
\* SAT of 1060 or higher or ACT of 21 or higher

#### High School Program, Curriculum or Course Work<sup>2</sup>

Official high school transcript or GED certificate for all students.  
Texas residents must complete one of the following high school programs: Foundation, Foundation Distinguished or Foundation with Endorsements.

Applicants must have successfully completed the following courses in high school:

English/Language Arts (4 credits)  
Mathematics (3 credits)  
Science (3 credits)  
Social Studies (3 credits)  
Language other than English (2 credits)

#### Conditional Admission and Requirements for Full Admission

Applicants who do not meet automatic admission requirements based on GPA, class rank and/or SAT/ACT scores will be automatically reviewed using a holistic review that includes academic performance and rigor as well as, extracurricular activities, community service, talents and awards, leadership skills, employment, and other factors that support a student's ability to succeed at the university by the university's admission committee.

At the completion of this review, students will be:

- 1.) Granted full admission,
- 2.) Granted conditional admission or
- 3.) Denied admission

Students who are not granted full admission out of the holistic review may be admitted conditionally and maybe required to attend a 5-week summer program and complete assigned core curriculum courses. The number of students granted into the programs may be limited. Students who earn at least a 2.0 GPA at the end of the summer bridge program will be granted full admission for the fall but may have conditions that must be met for continued enrollment.

Students who appeal their admission decision and are admitted from an appeal decision will be admitted conditionally and will have conditions that must be met for continued enrollment.

|   |  |
|---|--|
| <b>Early Admission for students from ISD's with an MOU with PVAMU</b> | Top 25% of ranked juniors at the end of the junior year<br>3.00 GPA (recalculated) on a 4.00 scale<br>SAT 900 (ERW + Math) or 17 ACT or higher<br>Graduation on the recommended or foundation high school program with endorsement |
|---|--|

|   |   |
|---|---|
| <b>International Applicant English Proficiency Requirements**</b> | TOEFL:<br>500 - Paper based;<br>64 - Internet based |
|---|---|

|                  |  |
|------------------|--|
| <b>Footnotes</b> | The following footnote/column heading explanations apply to all System campuses: |
|------------------|--|

\* Uniform Admission Policy

19 Texas Administrative Code Part 1 Chapter 5 Subchapter A Rule §5.5

(a) Each public university shall admit first-time undergraduate students for each semester in accordance with Texas Education Code §§51.801 - 51.809.

(b) All applicants from Texas schools accredited by a generally recognized accrediting agency and who graduate in the top 10 percent of their high school class or who graduate in the top 25 percent of their high school class, to the extent the governing board of a general academic teaching institution has adopted such an admission policy, shall be admitted to a general academic teaching institution if the student meets the following conditions:

(1) The student has met one of the following:

(A) Successfully completed the distinguished level of achievement under the Foundation, Recommended, or Advanced High School Program from a Texas public high school as outlined under Texas Education Code, §28.025, as well as, 19 TAC §§74.63, 74.64, 74.73, and 74.74 (relating to the distinguished level of achievement under the Foundation, Recommended High School Program, or Distinguished Achievement High School Program--Advanced High School Program);

(B) Successfully completed a curriculum from a high school in Texas other than a public high school that is equivalent in content and rigor to the distinguished level of achievement under the Foundation, the Recommended, or Advanced High School Program as outlined under subsection (c) of this section;

(C) Satisfied ACT's College Readiness Benchmarks on the ACT assessment; or

(D) Earned on the SAT assessment a minimum score of 480 on the Evidenced-Based Reading and Writing (ERW) test and a minimum score of 530 on the mathematics test (no combined score).

1 In March 2016, the College Board began the administration of a redesigned version of the SAT. The new SAT consists of two sections, Evidence-Based Reading and Writing (ERW) and Mathematics. Each section is scored on a scale of 200 to 800 with a total score range between 400 and 1600. The previous SAT consisted of three sections, Writing, Critical Reading and Mathematics. Each section was scored on a scale of 200 to 800 with a total score range between 600 and 2400. Universities will currently accept both versions of the SAT for admission decisions.

2 House Bill 5 of the 83rd Texas Legislature established the new Foundation High School Program as the default graduation program for all students entering high school beginning in 2014. The bill replaced the Minimum High School Program, Recommended High School Program, and Distinguished Achievement Program with the Foundation High School Program. A student must earn at least 22 and one-half credits to complete the foundation program. In addition, it calls for a set of endorsements which consist of a related series of courses that are grouped together by interest or skill set. Endorsements provide students with in-depth knowledge of subject area.

A student may earn the Distinguished Level of Achievement by going beyond the Foundation High School Program which requires a total of 26 credits, including Algebra II, a fourth science credit and an endorsement. A student must earn this designation to be eligible for Top 10 percent automatic admission to a Texas public university.

Students may earn an additional acknowledgment on their transcripts because of outstanding performance in areas such as dual credit courses and bilingualism and biliteracy; on Advanced Placement, International Baccalaureate, PSAT, ACT ASPIRE, the SAT or ACT exams; or by earning a state-, nationally- or internationally-recognized business or industry certification.

Foundation High School Program (22 credits) include:

English (4 credits) • English I • English II • English III • An advanced English course  
 Mathematics (3 credits) • Algebra I • Geometry • An advanced math course  
 Science (3 credits) • Biology • Integrated Physics & Chemistry or an advanced science course  
 • An advanced science course  
 Social Studies (3 credits) • World History or World Geography • U.S. History  
 • U.S. Government (one-half credit) • Economics (one-half credit)  
 Languages Other Than English (2 credits) • 2 credits in the same language or  
 • 2 credits from Computer Science I, II, III  
 Physical Education (1 credit) Fine Arts (1 credit) Electives (5 credits)  
 Speech: Demonstrated proficiency

#### Endorsements

Consist of a related series of courses grouped together by interest or skill set. Include four credits in both math and science and two additional elective credits. Total credits with endorsements 26.

- STEM
- Business & Industry
- Public Services
- Arts & Humanities
- Multidisciplinary

#### Distinguished Level of Achievement

- 4 credits in math including Algebra II
- 4 credits in science
- At least one endorsement

\*\* International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE).

## Texas A&M University

### Freshman

### ADMISSION STANDARDS WITH CHANGES

#### General

|                        |  |
|------------------------|--|
| <b>Application Fee</b> | \$75 non-refundable fee                              |
|                        | \$90 non-refundable fee for international applicants |

|  |         |
|--|---------|
| <b>Admission Under Uniform Admission Policy*</b> | Top 10% |
|--|---------|



|   |   |
|---|---|
| <b>Standards for Full Admission<sup>1</sup></b>                   | Admit from Review (all campuses):<br>A holistic assessment of a complete application includes recognizing elements of excellence through extracurricular involvement, leadership, community service, achievement, and evaluation of other non-cognitive variables.  |
| <b>High School Program, Curriculum or Course Work<sup>2</sup></b> | The Foundation High School Program with at least one endorsement will be required for admission consideration. It is strongly recommended that students complete one or more available endorsement(s) that include Algebra II or its equivalent, biology, chemistry and physics, as well as four years of English, Math, Social Studies, and Science.   |
| <b>International Applicant English Proficiency Requirements**</b> | TOEFL: 80 internet based (i-BT taken within 2 years of enrollment)<br>Or TOEFL Essentials score of 8.5 (taken within 2 year of enrollment)<br>Or SAT EBRW of 560; ACT English 21<br>Or IELTS of 6.0 on overall band (taken within 2 years of enrollment)<br>Or completing all four years in a US high school  |
| <b>Other Requirements</b>   | Applicants may be required to submit college transcripts if the student enrolled in dual credit while in high school;<br>Catalog has complete list of additional requirements   |
| <b>Test Optional Policy</b>                                       | Texas A&M University does not require SAT or ACT scores as part of the freshman application.<br><br>All students will be evaluated on academic rigor and their performance in their coursework.   |
| <b>Other Admission Offers and Requirements for Participation</b>  | TAMU Aggie Gateway:<br>Students not granted full admission out of the holistic review pool may be selected for program. Must attend the designated summer session(s) and complete two assigned core curriculum courses. Students who earn at least a 2.0 GPA may continue enrollment for the fall.<br><br>Texas A&M Blinn TEAM:<br>Participating students are initially admitted to TAMU main campus but limited to part-time enrollment. While in the program, students are limited to 7 credit hours at TAMU each semester, and the remainder at the Blinn College, Bryan campus. Students who complete 45 Blinn credit hours and 15 A&M credit hours within a two-year period, while maintaining a 2.5 grade point average at each school, are automatically eligible to matriculate to TAMU as a full-time student but not guaranteed a particular college or major (no additional application required). Students are eligible to follow existing change of curriculum guidelines to gain access to a degree-granting major while enrolled in the program. TEAM students are considered regular admits but have conditions that must be met for continued enrollment.<br><br>Texas A&M Engineering at Blinn:<br>Similar in design to the Texas A&M Blinn Team program, selected students who are interested in a major in the College of Engineering may be admitted to the Texas A&M Engineering at Blinn. Students admitted through the Top 10% will be considered full admits with a limitation on the number of hours enrolled as an engineering student until successful completion of the Engineering Academy requirements. Students admitted through holistic review are guaranteed full admission to Texas A&M University upon the successful completion of the program requirements. Texas A&M Engineering at Blinn requires the successful completion of 45 credit hours at Blinn and 15 credit hours at A&M. Successful completion is defined as achieving a minimum 2.50 cumulative grade point average at both institutions (as calculated by Texas A&M University). At least 12-15 hours taken at A&M must be in three or four credit hour courses (with the exception of ENGR 111 or 112 that are each 2 credit hour courses). Courses taken at Blinn must satisfy the A&M Core Curriculum or an engineering degree requirement. These students are considered regular admits, but have conditions that must be met for continued enrollment. Students will utilize Engineering's Entry-To-A-Major process to gain admission to a degree-granting major.<br><br>Texas A&M Engineering Academies with Select Community Colleges:<br>Selected students who are interested in a major in the College of Engineering may be |

admitted to the Texas A&M Engineering Academy under current MOUs at Alamo College Northeast Lakeview Campus, Austin Community College Highland Campus, Blinn College – Brenham, Collin College Technical Campus, Dallas College Brookhaven Campus, Houston Community College (HCC), Midland College, South Texas College, Tarrant County College and Tyler Junior College. Additional MOUs may include other community colleges. An academy student must enroll for a minimum of 12 total credit hours each fall and spring semester. Three to five credit hours will be taught by Texas A&M and the remainder will be from the community college. Students who successfully complete the Academy by the first summer term following their second year with a minimum GPA of 2.50 at both institutions, as calculated by Texas A&M, will be automatically admitted to Texas A&M for the following fall. These students can then apply for a change of curriculum into a degree granting major in the College of Engineering. Students apply directly to the community college. The final decision of admission is determined by Texas A&M’s Office of Admissions.

#### Engineering at Galveston/McAllen:

The Engineering at Galveston/McAllen programs provide students with the opportunity for admission to engineering and addresses space limitations on the main campus. Students are admitted from the pool of engineering applications originally submitted to College Station. Students who choose to enroll follow the same entry to a major process as those students currently enrolled.

#### Higher Education Center at McAllen:

Students may demonstrate their preference to pursue their studies in several majors offered at the Texas A&M University Higher Education Center at McAllen by indicating McAllen as their preferred location on their Admission Application to College Station or Galveston. Students who apply to College Station or Galveston may also be offered options in McAllen on a space available basis.

#### Program for System Admission:

Students not admitted to the main campus may select one of the A&M System Institutions presented to them based on predetermined admissions criteria provided by their system school. Students complete their first year at the system school. The program is limited to majors within seven colleges (College of Agriculture & Life Sciences, College of Architecture, College of Education & Human Development, College of Engineering, College of Arts & Sciences, College of Performance, Visualization & Fine Arts, Bush School of Government & Public Service and requires that applicants finish at least 24 transferable hours with a minimum 3.0 GPA (3.25 for College of Engineering) for all courses attempted in the chosen Texas A&M degree plan.

#### TAMU Galveston Gateway:

Students not granted full admission out of the holistic review pool may be selected for the program. Students must attend a 5-week summer session and complete two assigned core curriculum courses. Students who earn at least a 2.0 GPA are granted full admission for the fall.

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## Texas A&M University-Corpus Christi

### Freshman

### ADMISSION STANDARDS WITH CHANGES

#### General

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#### Application Fee

\$40 non-refundable fee

\$75 non-refundable fee for international students

Application fees increases by \$10 after the posted undergraduate admission deadlines.

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|   |   |
|---|---|
| <b>Admission Under Uniform Admission Policy*</b>                  | Top 25%   |
| <b>Standards for Full Admission<sup>1</sup></b>                   | <p>1st Quarter: Guaranteed admission; test scores optional. Primary review of GPA and class rank are used to determine students' quartile from a non-ranking school.</p> <p>2nd Quarter: Guaranteed admission; test scores optional; primary review of GPA and class rank are used to determine students' quartile from a non-ranking school.</p> <p>3rd Quarter: Modified holistic review; test scores optional. Review considers combination of success factors including test scores, GPA and high school class rank to determine conditional admission or rejection. Students with a 23 ACT score or 1170 SAT score will be guaranteed full admission.</p> <p>4th Quarter: Modified holistic review; test scores optional. Review considers combination of success factors including test scores, GPA and high school rank to determine conditional admission or rejection. Students with a 27 ACT score or 1270 SAT score will be guaranteed full admission.</p> |
| <b>High School Program, Curriculum or Course Work<sup>2</sup></b> | <p>Requires completion of prerequisite course work that indicate preparedness, to include: English (4 credits), lab sciences (4 credits), mathematics (4 credits), social studies (3 credits), foreign language (2 credits).</p> <p>Students that have not taken this preparatory coursework will be considered under the modified holistic review (as indicated for 3rd and 4th quarter applicants).</p>   |
| <b>Conditional Admission and Requirements for Full Admission</b>  | Students who do not meet the requirements for full admission will be considered for conditional admission after going through a review process. The review process will include a review of success factors including test scores, GPA, and high school rank. Some students may be offered a pathway program (College Connection Program) to attend Del Mar College to transfer after completing transfer admission requirements.   |
| <b>International Applicant English Proficiency Requirements**</b> | <ul style="list-style-type: none"> <li>• TOEFL: 73 (Internet-Based Test), 537 (Paper-Based), 205 ICBT-Computer-based)</li> <li>• PTE – Academic Score of 53</li> <li>• IELTS: 6.0</li> <li>• Cambridge C1 Advanced Proficiency Test (Cambridge CAE) – 175</li> <li>• Cambridge C2 Proficiency Test (Cambridge CPE) – 180</li> <li>• SAT Evidence Based Reading and Writing (EBRW) – 550</li> <li>• ACT English sub score of 21</li> <li>• Complete all four years in a high school within the U.S. and obtain a subsequent U.S. high school diploma.</li> <li>• Successfully complete two years of instruction at a US or Canadian high school or college.</li> <li>• Citizenship in one of 28 prescribed countries outside of the United States where English is one of their primary languages.</li> <li>• Duolingo English Test score: 100</li> <li>• Duolingo English 3 Test score: 105</li> </ul>  |
| <b>Footnotes</b>  | <p>The following footnote/column heading explanations apply to all System campuses:</p> <p>1 Uniform Admission Policy<br/>19 Texas Administrative Code Part 1 Chapter 5 Subchapter A Rule §5.5</p> <p>(a) Each public university shall admit first-time undergraduate students for each semester in accordance with Texas Education Code §§51.801 - 51.809.</p> <p>(b) All applicants from Texas schools accredited by a generally recognized accrediting agency and who graduate in the top 10 percent of their high school class or who graduate in the top 25 percent of their high school class, to the extent the governing board of a general academic teaching institution has adopted such an admission policy, shall be admitted to a general academic teaching institution if the student meets the following conditions:</p>   |

(1) The student has met one of the following:

(A) Successfully completed the distinguished level of achievement under the Foundation, Recommended, or Advanced High School Program from a Texas public high school as outlined under Texas Education Code, §28.025, as well as, 19 TAC §§74.63, 74.64, 74.73, and 74.74 (relating to the distinguished level of achievement under the Foundation, Recommended High School Program, or Distinguished Achievement High School Program--Advanced High School Program);

(B) Successfully completed a curriculum from a high school in Texas other than a public high school that is equivalent in content and rigor to the distinguished level of achievement under the Foundation, the Recommended, or Advanced High School Program as outlined under subsection (c) of this section;

(C) Satisfied ACT's College Readiness Benchmarks on the ACT assessment; or

(D) Earned on the SAT assessment a minimum score of 480 on the Evidence-Based Reading and Writing (ERW) test and a minimum score of 530 on the mathematics test (no combined score).

## 2 STANDARDIZED TEST POLICY

Required - Test required of all applicants

Optional for All - Students choose whether or not to submit test scores as part of admission application. If submitted may be used in admission decision

Optional Plus - Non-submitters are required to supplement application with interview, writing sample or other documents

Optional for Some - Testing options are offered to some student groups, but not others (e.g. out-of-state, applying for certain programs)

Academic Threshold - Students who meet certain academic criteria (e.g. GPA) are admitted without test scores as part of the admission decision

Test Flexible - Students have the option to submit scores from other testing in place of the SAT or ACT

Test Blind - Scores may be submitted, but they will not be reviewed by admission staff to make the admission decision

3 In March 2016, the College Board began the administration of a redesigned version of the SAT. The new SAT consists of two sections, Evidence-Based Reading and Writing (ERW) and Mathematics. Each section is scored on a scale of 200 to 800 with a total score range between 400 and 1600. The previous SAT consisted of three sections, Writing, Critical Reading and Mathematics. Each section was scored on a scale of 200 to 800 with a total score range between 600 and 2400. Universities will currently accept both versions of the SAT for admission decisions.

4 House Bill 5 of the 83rd Texas Legislature established the new Foundation High School Program as the default graduation program for all students entering high school beginning in 2014. The bill replaced the Minimum High School Program, Recommended High School Program, and Distinguished Achievement Program with the Foundation High School Program. A student must earn at least 22 and one-half credits to complete the foundation program. In addition, it calls for a set of endorsements which consist of a related series of courses that are grouped together by interest or skill set. Endorsements provide students with in-depth knowledge of subject area.

A student may earn the Distinguished Level of Achievement by going beyond the Foundation High School Program which requires a total of 26 credits, including Algebra II, a fourth science credit and an endorsement. A student must earn this designation to be eligible for Top 10 percent automatic admission to a Texas public university.

Students may earn an additional acknowledgment on their transcripts because of outstanding performance in areas such as dual credit courses and bilingualism and biliteracy; on Advanced Placement, International Baccalaureate, PSAT, ACT ASPIRE, the SAT or ACT

exams; or by earning a state , nationally or internationally recognized business or industry certification.

Foundation High School Program (22 credits) include:

English (4 credits)

- English I • English II • English III • An advanced English course

Mathematics (3 credits)

- Algebra I • Geometry • An advanced math course

Science (3 credits)

- Biology • Integrated Physics & Chemistry or an advanced science course • An advanced science course

Social Studies (3 credits)

- World History or World Geography • U.S. History • U.S. Government (one-half credit) • Economics (one-half credit)

Languages Other Than English (2 credits)

- 2 credits in the same language or
- 2 credits from Computer Science I, II, III

Physical Education (1 credit)

Fine Arts (1 credit)

Electives (5 credits)

Speech: Demonstrated proficiency

Endorsements

Consist of a related series of courses grouped together by interest or skill set. Include four credits in both math and science and two additional elective credits. Total credits with endorsements 26.

- STEM
- Business & Industry
- Public Services
- Arts & Humanities
- Multidisciplinary

Distinguished Level of Achievement

- 4 credits in math including Algebra II
- 4 credits in science
- At least one endorsement

5 International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE).

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**Standardized Test Policy**

Optional. Encouraged as an avenue for holistic consideration and full admission if ranked in the 3rd or 4th quarter.

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**Other Requirements**

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## Freshman

## ADMISSION STANDARDS WITH CHANGES

### General

|                        |   |
|------------------------|---|
| <b>Application Fee</b> | \$30.00 non-refundable fee<br>\$50.00 non-refundable fee for international applicants |
|------------------------|---|

### Admission Under Uniform Admission Policy\*

|   |   |
|---|---|
| <b>Standards for Full Admission<sup>1</sup></b> | Students who graduate from an accredited U.S. high school and meet one of the following criteria are automatically admitted: <ul style="list-style-type: none"><li>• Be in the top 35% of their high school class</li><li>• Have a cumulative GPA of 3.0 or higher on a 4.0 scale</li><li>• Have an SAT score of 1100 or higher</li><li>• Have an ACT score of 22 or higher</li></ul> |
|---|---|

|   |  |
|---|--|
| <b>High School Program, Curriculum or Course Work<sup>2</sup></b> | Recommended or Distinguished High School Program or Foundation High School Program with Endorsement(s) |
|---|--|

|  |  |
|--|--|
| <b>Conditional Admission and Requirements for Full Admission</b> | Students who do not meet the requirements for regular admission; adult students without test scores and with no college-level work who graduated five or more years prior to the application; or students who received a GED, attended school at home, attended school outside the U.S. (including international students) or attended a non-accredited high school will be reviewed through A&M-San Antonio's Committee Review Process. |
|--|--|

The Committee Review Process may take into consideration the following additional criteria for admission:

- High School GPA
- High School class rank
- Standardized test scores
- TSI readiness
- High school attended
- Multiple Measure subject scores
- Progression of performance
- Extracurricular activities
- First generation status
- Work experience
- Personal written statements
- Letter(s) of recommendation

|   |   |
|---|---|
| <b>International Applicant English Proficiency Requirements**</b> | TOEFL: 500 Paper-based; 61 Internet-based<br>IELTS: 6.0<br>Duolingo English Test: 85<br>Pearson Test of English: 43 |
|---|---|

## West Texas A&M University

## Freshman

## ADMISSION STANDARDS WITH CHANGES

### General

|   |  |
|---|--|
| <b>Application Fee</b>  | No application fee for domestic students if applying via WTAMU or Apply Texas. A \$10 service fee for applicants using Common App.<br><br>\$90.00 non-refundable fee for international applicants.   |
| <b>Admission Under Uniform Admission Policy*</b>                  | Top 25%  |
| <b>Standards for Full Admission<sup>1</sup></b>                   | Top 35%<br>OR<br>Cumulative high school GPA of 3.0 or higher<br>OR<br>21 composite ACT / 1060 composite SAT / 47 CLT   |
| <b>High School Program, Curriculum or Course Work<sup>2</sup></b> | Requires successful completion of the Distinguished Level of Achievement under the Foundation High School Program (Foundation with or without an Endorsement, but including Algebra II) or equivalent. Foundation with an Endorsement without Algebra II may be considered under an individual review admission process.<br><br>Students who do not meet the Distinguished Level of Achievement on the Foundation Plan or Recommended High School Program may qualify by satisfying the College Readiness Benchmarks on the ACT or SAT assessment: 18 English, 22 Reading, 22 Mathematics, and 23 Science on the ACT, or 1500 out of 2400 (to include the writing section) on the old SAT, or 1100 out of 1600 on the new SAT.   |
| <b>Conditional Admission and Requirements for Full Admission</b>  | Students who do not meet the class rank, GPA, or ACT/SAT minimum requirements are reviewed for admission on a competitive, individual basis, considering class rank, GPA, standardized test scores (ACT or SAT), Counselor Evaluation/Recommendation, and similar academic or student success considerations.<br><br>- Level 1: Students with 2.99-2.80 GPA, Top 35%-50%, or ACT of 18 / SAT 960: Admissions Office reviews in coordination with Academic Admissions Council for IA (Individual Approval) admission consideration and appropriate academic program placement. If admitted, a hold notification will be added to the student's profile to help with advising and academic support.<br><br>- Level 2: Students files are sent to Academic Admissions Council for IA (Individual Approval) admission consideration if below 2.79 GPA, 49% or less in their class, or 17 ACT / SAT 940 or lower. If admitted, a hold notification will be added to the student's profile to help with advising and academic support. |
| <b>International Applicant English Proficiency Requirements**</b> | TOEFL:<br>525 Paper based;<br>71 Internet based<br>IELTS: 6.0<br>PTE: 48   |

## East Texas A&M University

### Freshman

### ADMISSION STANDARDS WITHOUT CHANGES

#### General

|                        |   |
|------------------------|---|
| <b>Application Fee</b> | None<br><br>\$60 enrollment fee charged upon enrollment |
|------------------------|---|

|   |  |
|---|--|
| <b>Admission Under Uniform Admission Policy*</b>                  | Top 25%  |
| <b>Standards for Full Admission<sup>1</sup></b>                   | <p>Top 30% or</p> <p>SAT combined math and evidence-based reading/writing score of 1060 or</p> <p>ACT composite score of 21 or greater</p>   |
| <b>High School Program, Curriculum or Course Work<sup>2</sup></b> | Foundation High School Program with at least one endorsement will be required for admission consideration. Students are strongly recommended to complete one or more available endorsement(s) that include Algebra II or its equivalent as well as one science course from Biology, Chemistry or Physics. Students applying for top 10% automatic admission must complete the foundation curriculum with the distinguished level of achievement.   |
| <b>Conditional Admission and Requirements for Full Admission</b>  | Applicants who do not meet uniform admission or standards for full admission will be reviewed by the Admission Review Committee.   |
| <b>International Applicant English Proficiency Requirements**</b> | <p>TOEFL: 550 paper, 79 internet based</p> <p>IELTS: 6.0 overall or higher</p> <p>Duolingo: 105 or higher</p> <p>Or completion of a bachelor's degree or higher degree from a US regionally accredited university</p>  |
| <b>Footnotes</b>  | <p>The following footnote/column heading explanations apply to all System campuses:</p> <p>* Uniform Admission Policy<br/>19 Texas Administrative Code Part 1 Chapter 5 Subchapter A Rule §5.5</p> <p>(a) Each public university shall admit first-time undergraduate students for each semester in accordance with Texas Education Code §§51.801 - 51.809.</p> <p>(b) All applicants from Texas schools accredited by a generally recognized accrediting agency and who graduate in the top 10 percent of their high school class or who graduate in the top 25 percent of their high school class, to the extent the governing board of a general academic teaching institution has adopted such an admission policy, shall be admitted to a general academic teaching institution if the student meets the following conditions:</p> <p>(1) The student has met one of the following:</p> <p>(A) Successfully completed the distinguished level of achievement under the Foundation, Recommended, or Advanced High School Program from a Texas public high school as outlined under Texas Education Code, §28.025, as well as, 19 TAC §§74.63, 74.64, 74.73, and 74.74 (relating to the distinguished level of achievement under the Foundation, Recommended High School Program, or Distinguished Achievement High School Program--Advanced High School Program);</p> <p>(B) Successfully completed a curriculum from a high school in Texas other than a public high school that is equivalent in content and rigor to the distinguished level of achievement under the Foundation, the Recommended, or Advanced High School Program as outlined under subsection (c) of this section;</p> <p>(C) Satisfied ACT's College Readiness Benchmarks on the ACT assessment; or</p> <p>(D) Earned on the SAT assessment a minimum score of 480 on the Evidenced-Based Reading and Writing (ERW) test and a minimum score of 530 on the mathematics test (no combined score).</p> |



1 In March 2016, the College Board began the administration of a redesigned version of the SAT. The new SAT consists of two sections, Evidence-Based Reading and Writing (ERW) and Mathematics. Each section is scored on a scale of 200 to 800 with a total score range between 400 and 1600. The previous SAT consisted of three sections, Writing, Critical Reading and Mathematics. Each section was scored on a scale of 200 to 800 with a total score range between 600 and 2400. Universities will currently accept both versions of the SAT for admission decisions.

2 House Bill 5 of the 83rd Texas Legislature established the new Foundation High School Program as the default graduation program for all students entering high school beginning in 2014. The bill replaced the Minimum High School Program, Recommended High School Program, and Distinguished Achievement Program with the Foundation High School Program. A student must earn at least 22 and one-half credits to complete the foundation program. In addition, it calls for a set of endorsements which consist of a related series of courses that are grouped together by interest or skill set. Endorsements provide students with in-depth knowledge of subject area.

A student may earn the Distinguished Level of Achievement by going beyond the Foundation High School Program which requires a total of 26 credits, including Algebra II, a fourth science credit and an endorsement. A student must earn this designation to be eligible for Top 10 percent automatic admission to a Texas public university.

Students may earn an additional acknowledgment on their transcripts because of outstanding performance in areas such as dual credit courses and bilingualism and biliteracy; on Advanced Placement, International Baccalaureate, PSAT, ACT ASPIRE, the SAT or ACT exams; or by earning a state-, nationally- or internationally-recognized business or industry certification.

Foundation High School Program (22 credits) include:

English (4 credits) • English I • English II • English III • An advanced English course  
Mathematics (3 credits) • Algebra I • Geometry • An advanced math course  
Science (3 credits) • Biology • Integrated Physics & Chemistry or an advanced science course  
• An advanced science course  
Social Studies (3 credits) • World History or World Geography • U.S. History  
• U.S. Government (one-half credit) • Economics (one-half credit)  
Languages Other Than English (2 credits) • 2 credits in the same language or  
• 2 credits from Computer Science I, II, III  
Physical Education (1 credit) Fine Arts (1 credit) Electives (5 credits)  
Speech: Demonstrated proficiency

Endorsements

Consist of a related series of courses grouped together by interest or skill set. Include four credits in both math and science and two additional elective credits. Total credits with endorsements 26.

- STEM
- Business & Industry
- Public Services
- Arts & Humanities
- Multidisciplinary

Distinguished Level of Achievement

- 4 credits in math including Algebra II
- 4 credits in science
- At least one endorsement

**\*\* International Applicant English Proficiency Requirements:** Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE).

|                                 |   |
|---------------------------------|---|
| <b>Standardized Test Policy</b> | Optional for All. Students choose whether or not to submit test scores as part of admission application. If submitted may be used in rendering an admission decision. |
|---------------------------------|---|

## **Tarleton State University**

### **Freshman**

### **ADMISSION STANDARDS WITHOUT CHANGES**

#### **General**

|                        |                         |
|------------------------|-------------------------|
| <b>Application Fee</b> | \$50 non-refundable fee |
|------------------------|-------------------------|

|  |         |
|--|---------|
| <b>Admission Under Uniform Admission Policy*</b> | Top 25% |
|--|---------|

|   |   |
|---|---|
| <b>Standards for Full Admission<sup>1</sup></b> | *Top 50%<br>*3rd QTR: individual review |
|---|---|

|   |  |
|---|--|
| <b>High School Program, Curriculum or Course Work<sup>2</sup></b> | Requires successful completion of the Foundation High School Program with an Endorsement, or the Distinguished Level of Achievement. |
|---|--|

|  |  |
|--|--|
| <b>Conditional Admission and Requirements for Full Admission</b> | Students not meeting the institutional requirements for full admission may be reviewed for conditional admission which may require participation in an enhanced support or summer program. Specific agreement conditions for admission will be enforced. |
|--|--|

|   |   |
|---|---|
| <b>International Applicant English Proficiency Requirements**</b> | TOEFL Internet based: 69<br>TOEFL Essentials: 7<br>TOEFL ITP Plus for China: 460<br>IELTS: 6<br>PTE: 50<br>iTEP: 3.5<br>Duolingo: 100 |
|---|---|

|                           |  |
|---------------------------|--|
| <b>Other Requirements</b> | Foreign credentials must be evaluated by an accrediting agency that is recognized by NACES or AICE |
|---------------------------|--|

|                                 |  |
|---------------------------------|--|
| <b>Standardized Test Policy</b> | Test scores not required for admission but encouraged for those seeking scholarships and/or TSI exemption. |
|---------------------------------|--|

## **Texas A&M International University**

### **Freshman**

### **ADMISSION STANDARDS WITHOUT CHANGES**

#### **General**

|                        |  |
|------------------------|--|
| <b>Application Fee</b> |  |
|------------------------|--|

|   |   |
|---|---|
| <b>Admission Under Uniform Admission Policy*</b>                  | Top 25%   |
| <b>Standards for Full Admission<sup>1</sup></b>                   | Rank in the top 40% of HS class; SAT/ACT scores optional. The lower 60% must have a 900 SAT (CR+M) or 980 New SAT Total, or a 19 ACT.   |
| <b>High School Program, Curriculum or Course Work<sup>2</sup></b> | Students must complete any of the high school graduation programs recognized by the Texas Education Agency, including the Texas Foundation High School Program with Endorsement(s), Distinguished Level of Achievement Program, the International Baccalaureate Diploma Program, or the Recommended High School Program or high school program of equivalent rigor.   |
| <b>Conditional Admission and Requirements for Full Admission</b>  | Lower 60% of HS class with 840 SAT (CR+M) or 920 New SAT Total or 17 ACT composite. Applicants who do not meet the class rank or ACT/SAT requirements will be reviewed for admission through a holistic assessment by the Undergraduate Admissions Committee.   |
| <b>International Applicant English Proficiency Requirements**</b> | <p>TOEFL Paper-based; 523</p> <p>TOEFL Internet based: 69</p> <p>IELTS: 5.5</p> <p>Pearson English Language Test (PTE Academic): 47</p> <p>Duolingo: 100</p> <p>*The English proficiency requirement will be waived if students obtain an ACT ENGL score of 20 or better and/or an SAT (ERW) score of 520.</p>  |
| <b>Footnotes</b>  | <p>The following footnote/column heading explanations apply to all System campuses:</p> <p>* Uniform Admission Policy<br/>19 Texas Administrative Code Part 1 Chapter 5 Subchapter A Rule §5.5</p> <p>(a) Each public university shall admit first-time undergraduate students for each semester in accordance with Texas Education Code §§51.801 - 51.809.</p> <p>(b) All applicants from Texas schools accredited by a generally recognized accrediting agency and who graduate in the top 10 percent of their high school class or who graduate in the top 25 percent of their high school class, to the extent the governing board of a general academic teaching institution has adopted such an admission policy, shall be admitted to a general academic teaching institution if the student meets the following conditions:</p> <p>(1) The student has met one of the following:</p> <p>(A) Successfully completed the distinguished level of achievement under the Foundation, Recommended, or Advanced High School Program from a Texas public high school as outlined under Texas Education Code, §28.025, as well as, 19 TAC §§74.63, 74.64, 74.73, and 74.74 (relating to the distinguished level of achievement under the Foundation, Recommended High School Program, or Distinguished Achievement High School Program--Advanced High School Program);</p> <p>(B) Successfully completed a curriculum from a high school in Texas other than a public high school that is equivalent in content and rigor to the distinguished level of achievement under the Foundation, the Recommended, or Advanced High School Program as outlined under subsection (c) of this section;</p> <p>(C) Satisfied ACT's College Readiness Benchmarks on the ACT assessment; or</p> |

(D) Earned on the SAT assessment a minimum score of 480 on the Evidenced-Based Reading and Writing (ERW) test and a minimum score of 530 on the mathematics test (no combined score).

1 In March 2016, the College Board began the administration of a redesigned version of the SAT. The new SAT consists of two sections, Evidence-Based Reading and Writing (ERW) and Mathematics. Each section is scored on a scale of 200 to 800 with a total score range between 400 and 1600. The previous SAT consisted of three sections, Writing, Critical Reading and Mathematics. Each section was scored on a scale of 200 to 800 with a total score range between 600 and 2400. Universities will currently accept both versions of the SAT for admission decisions.

2 House Bill 5 of the 83rd Texas Legislature established the new Foundation High School Program as the default graduation program for all students entering high school beginning in 2014. The bill replaced the Minimum High School Program, Recommended High School Program, and Distinguished Achievement Program with the Foundation High School Program. A student must earn at least 22 and one-half credits to complete the foundation program. In addition, it calls for a set of endorsements which consist of a related series of courses that are grouped together by interest or skill set. Endorsements provide students with in-depth knowledge of subject area.

A student may earn the Distinguished Level of Achievement by going beyond the Foundation High School Program which requires a total of 26 credits, including Algebra II, a fourth science credit and an endorsement. A student must earn this designation to be eligible for Top 10 percent automatic admission to a Texas public university.

Students may earn an additional acknowledgment on their transcripts because of outstanding performance in areas such as dual credit courses and bilingualism and biliteracy; on Advanced Placement, International Baccalaureate, PSAT, ACT ASPIRE, the SAT or ACT exams; or by earning a state-, nationally- or internationally-recognized business or industry certification.

Foundation High School Program (22 credits) include:

English (4 credits) • English I • English II • English III • An advanced English course  
Mathematics (3 credits) • Algebra I • Geometry • An advanced math course  
Science (3 credits) • Biology • Integrated Physics & Chemistry or an advanced science course  
• An advanced science course  
Social Studies (3 credits) • World History or World Geography • U.S. History  
• U.S. Government (one-half credit) • Economics (one-half credit)  
Languages Other Than English (2 credits) • 2 credits in the same language or  
• 2 credits from Computer Science I, II, III  
Physical Education (1 credit) Fine Arts (1 credit) Electives (5 credits)  
Speech: Demonstrated proficiency

Endorsements

Consist of a related series of courses grouped together by interest or skill set. Include four credits in both math and science and two additional elective credits. Total credits with endorsements 26.

- STEM
- Business & Industry
- Public Services
- Arts & Humanities
- Multidisciplinary

Distinguished Level of Achievement

- 4 credits in math including Algebra II
- 4 credits in science
- At least one endorsement

\*\* International Applicant English Proficiency Requirements: Applicants whose native

language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE).

## Texas A&M University-Kingsville

### Freshman

### ADMISSION STANDARDS WITHOUT CHANGES

#### General

|                        |  |
|------------------------|--|
| <b>Application Fee</b> | \$40 non-refundable enrollment fee for U.S. students             |
|                        | \$75 non-refundable application fee for international applicants |

|  |         |
|--|---------|
| <b>Admission Under Uniform Admission Policy*</b> | Top 25% |
|--|---------|

|   |   |
|---|---|
| <b>Standards for Full Admission<sup>1</sup></b> | Required to meet ONE of the following:  |
|   | <ul style="list-style-type: none"><li>• Rank in top 25 percent of graduating class</li><li>• Have a composite ACT score of 19 or better</li><li>• Have a minimum combined SAT of 1000</li><li>• Have a minimum cumulative core high school GPA of 2.70 (on a 4.0 scale)*</li></ul> <p>*Core GPA includes all High School Math, English, Science, Social Studies, and foreign language courses</p> |

|   |   |
|---|---|
| <b>High School Program, Curriculum or Course Work<sup>2</sup></b> | Must complete the Texas Foundation High School Program with Endorsement(s), Distinguished Level of Achievement, the International Baccalaureate Diploma Program, Texas Recommended High School Program, or a high school program of equivalent rigor. |
|---|---|

|  |   |
|--|---|
| <b>Conditional Admission and Requirements for Full Admission</b> | Students who do not meet Assured Admission Criteria can be admitted through the Individual Review process. This involves a holistic review of academic achievements, extracurricular activities, community service, talents and awards and other factors that support a student's ability to succeed at Texas A&M University-Kingsville. We encourage applicants who do not meet assured admission criteria to highlight their achievements on their Apply Texas application. |
|--|---|

**International  
Applicant English  
Proficiency  
Requirements\*\***

College of Arts & Sciences and College of Engineering:  
TOEFL: 550 Paper Based; 79 Internet Based  
IELTS: 6.5  
PTE: 53

Other colleges:  
TOEFL: 500 Paper Based; 61 Internet Based  
IELTS: 6.0  
PTE: 44

All Colleges:  
Duolingo: 100  
New SAT Reading 36; ACT English 27

Completing all four years in a US high school

TAMUK ELTC completion of program letter with a minimum average of 90% and levels from Low Advanced, Advanced Plus or High Advanced.

**Standardized Test  
Policy**

Optional for All – Students choose whether or not to submit test scores as part of admission application. If submitted may be used in admission decision

**Other  
Requirements**

All international students must submit a transcript evaluation from an approved Foreign Credential Evaluation Service.

## **Texas A&M University-Texarkana**

### **Freshman**

### **ADMISSION STANDARDS WITHOUT CHANGES**

#### **General**

**Application Fee**

\$30 non-refundable fee U.S. applicants

\$50 non-refundable fee International applicants

**Admission Under  
Uniform Admission  
Policy\***

Top 25% of graduating high school class

**Standards for Full  
Admission<sup>1</sup>**

Required to meet ONE of the following:

- Rank in top 30 percent of their graduating class
- Have a composite ACT score of 21 or better
- Have a minimum combined SAT (taken prior to March 2016) of 980
- Have a minimum combined SAT (taken March 2016 or later) of 1060
- Have a minimum cumulative high school GPA of 2.75 (on a 4.0 scale)

(ACT and SAT equivalents based on comparison chart at [www.act.org](http://www.act.org).)

|   |   |
|---|---|
| <b>High School Program, Curriculum or Course Work<sup>2</sup></b> | Recommended or Distinguished High School Program, Foundation High School Program with at least one Endorsement.<br>4 years of English, Math (3 of the courses must be Algebra I, II, Geometry, and a higher math), Science (2 must come from Biology I, Chemistry I, or Physics), and 2 years of Foreign Language |
| <b>Conditional Admission and Requirements for Full Admission</b>  | We no longer offer alternative admission standards.   |
| <b>International Applicant English Proficiency Requirements**</b> | TOEFL:<br>550 paper based<br>71 internet based  |
|   |   |

# Admission Standards

THE TEXAS A&M  
UNIVERSITY SYSTEM

## Tarleton State University

### Transfer

### ADMISSION STANDARDS WITH CHANGES

#### Admissions Standards

**Application Fee** \$50 non-refundable fee

**Admissions Standards** All campuses:  
24 or more SCH – Minimum 2.0 GPA (Enrollment at Waco, RELIS and Online locations additionally requires TSI complete)

Stephenville and Fort Worth Campuses Only:  
12 to 23 SCH - Minimum 2.5 GPA

**Use of High School Record** Stephenville and Fort Worth campuses only:  
  
No completed college credit - Must meet first-time freshman standards  
  
1 to 11 SCH - Minimum 2.0 college GPA and must meet first-time freshmen standards  
  
12 to 23 SCH - 2.0 to 2.49 college GPA and must meet first-time freshmen standards

**Conditional Admission and Requirements for Full Admission** Students not meeting the institutional requirements may request individual review of their application.

**Number of Articulation Agreements and Requirements for Admission** Admission requirements for Distinguished College Partner agreements are the same as transfer admission requirements.

**International Applicant English Proficiency Requirements\*\*** TOEFL Internet based: 69  
TOEFL Essentials: 7  
TOEFL ITP Plus for China: 460  
IELTS: 6  
PTE: 50  
iTEP: 3.5  
Duolingo: 100

**Other Requirements** Foreign credentials must be evaluated by an accrediting agency that is recognized by NACES or AICE.  
Must be eligible to enroll at all institutions previously attended and submit all transcripts.

**Footnotes** \*\*International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE).



**Admissions Standards**

|   |  |
|---|--|
| <b>Application Fee</b>  | <p>\$75 non-refundable fee</p> <p>\$90 non-refundable fee for international</p> <p>\$60 Nursing application fee (NursingCAS), \$75 Application fee</p> <p>\$35 Dental Hygiene non-refundable fee</p>   |
| <b>Admissions Standards</b>   | <p>2.5 GPA on at least 24 graded semester hours of transferable course work to be considered. Decision based on appropriate course work for given degree plan. Admission criteria vary by college. Exceptions to this requirement are granted upon agreement between the academic departments and the Office of Admissions.</p> <p>HSC: Public Health</p> <p>3.00 GPA on at least 42 graded semester hours of transferable work (core curriculum and required prerequisites to be considered as a transfer student.</p> <p>HSC: Nursing</p> <p>Admission is competitive and students must complete all prerequisite courses with a grade of "C." Minimum GPA of 3.3 (on a 4.0 scale) required both for overall GPA and GPA in Science courses.</p> <p>HSC: Dental Hygiene</p> <p>Strongly recommended that applicants present with a high GPA since admission is competitive. Students must earn a minimum grade of "C" in each of the prerequisite courses.</p> |
| <b>Use of High School Record</b>  | <p>Not required for admission decision, but high school transcript displaying a graduation date must be submitted by end of the first term of enrollment.</p>  |
| <b>Number of Articulation Agreements and Requirements for Admission</b> | <p>College specific articulation agreements are coordinated through the academic colleges. Automatic admission requirements, program location determination and participation guidelines vary are managed by the appropriate college.</p>  |
| <b>International Applicant English Proficiency Requirements**</b>       | <p>TOEFL: 80 internet based (i-BT taken within 2 years of enrollment)</p> <p>Or TOEFL Essentials score of 8.5 (taken within 2 year of enrollment)</p> <p>Or SAT EBRW of 560; ACT English 21</p> <p>Or IELTS of 6.0 on overall band (taken within 2 years of enrollment)</p> <p>Or Transfer from an accredited U.S. institution of higher education with at least 30 semester credit hours including the equivalent to Texas A&amp;M's ENGL 103 or ENGL 104 with a grade of C or better.</p> <p>Or completing all four years in a US high school</p> <p>HSC: Nursing</p> <p>TOEFL: 83 Internet based (taken within 2 years)</p> <p>Or IELTS minimum score of 6.0 overall band.</p>  |

**Other Requirements**

Catalog has complete list of additional requirements.

Applicants are required to submit transcripts from all previously attended colleges and universities in which they previously enrolled

HSC: College of Nursing – 59 hours of prerequisite coursework, HESI Admissions Exam, timed written and verbal assessments and clear criminal background check.

HSC: Dental Hygiene – 60 hours of prerequisite course work core complete at incoming institution. TSI assessment, interview, comprehensive biographical sketch, 16 hours of verified observation of a dental hygienist, and three professional references.

**Footnotes**

Other Admission Offers and Requirements for Participation

Program for Transfer Admission (PTA):

The Program for Transfer Admission (PTA) offers transfer students a unique opportunity to be automatically admitted to Texas A&M University. PTA is designed for students attending Texas community colleges. The program is limited to majors within six colleges (College of Agriculture & Life Sciences, College of Architecture, College of Education & Human Development, College of Arts & Sciences, College of Performance, Visualization & Fine Arts, Bush School of Government & Public Service and requires that applicants finish at least 30 transferable hours with a minimum 3.2 cumulative GPA for all courses attempted in the chosen Texas A&M degree plan.

Texas A&M Engineering Academies with Select Community Colleges: Selected students who are interested in a major in the College of Engineering may be admitted to the Texas A&M Engineering Academy under current MOUs at Alamo College Northeast Lakeview Campus, Austin Community College Highland Campus, Blinn College – Brenham, Collin College Technical Campus, Dallas College Brookhaven Campus, Houston Community College (HCC), Midland College, South Texas College, Tarrant County College and Tyler Junior College. Additional MOUs may include other community colleges. An academy student must enroll for a minimum of 12 total credit hours each fall and spring semester. Three to five credit hours will be taught by Texas A&M and the remainder will be from the community college. Students who successfully complete the Academy by the first summer term following their second year with a minimum GPA of 2.50 at both institutions, as calculated by Texas A&M, will be automatically admitted to Texas A&M for the following fall. These students can then apply for a change of curriculum into a degree granting major in the College of Engineering. Students apply directly to the community college. The final decision of admission is determined by Texas A&M's Office of Admissions.

**Texas A&M University-Corpus Christi****Transfer****ADMISSION STANDARDS WITH CHANGES****Admissions Standards****Application Fee**

\$40 non-refundable application fee  
\$75 non-refundable application fee for international students

Application fees increase by \$10 after the posted undergraduate admission deadlines.

**Application Fee**

\$40 non-refundable application fee  
\$75 non-refundable application fee for international students

Application fees increase by \$10 after the posted undergraduate admission deadlines.

**Standards for Full Admission<sup>1</sup>**

24 transferrable credits and 2.0 minimum GPA.

**Standards for Full Admission<sup>1</sup>**

24 transferrable credits and 2.0 minimum GPA.

**International Applicant English Proficiency Requirements\*\***

- TOEFL: 73 (Internet-Based Test), 537 (Paper-Based), 205 (ICBT - Computer-Based)
- PTE: Academic score of 53
- IELTS: 6.0
- Cambridge C1 Advanced Proficiency Test (Cambridge CAE): 175
- Cambridge C2 Proficiency Test (Cambridge CPE): 180
- SAT Evidence Based Reading and Writing: 550
- ACT English sub score: 21
- Complete all four years in a high school within the US and obtain a subsequent US high school diploma.
- Successfully complete two years of instruction at a US or Canadian high school or college.
- Citizenship in one of the 28 prescribed countries outside of the United States where English is one of their primary languages.
- Duolingo English Test score: 100
- Duolingo English 3 Test score: 105

**International Applicant English Proficiency Requirements\*\***

- TOEFL: 73 (Internet-Based Test), 537 (Paper-Based), 205 (ICBT - Computer-Based)
- PTE: Academic score of 53
- IELTS: 6.0
- Cambridge C1 Advanced Proficiency Test (Cambridge CAE): 175
- Cambridge C2 Proficiency Test (Cambridge CPE): 180
- SAT Evidence Based Reading and Writing: 550
- ACT English sub score: 21
- Complete all four years in a high school within the US and obtain a subsequent US high school diploma.
- Successfully complete two years of instruction at a US or Canadian high school or college.
- Citizenship in one of the 28 prescribed countries outside of the United States where English is one of their primary languages.
- Duolingo English Test score: 100
- Duolingo English 3 Test score: 105

**Texas A&M University-San Antonio****Transfer****ADMISSION STANDARDS WITH CHANGES****Admissions Standards****Application Fee****Admissions Standards**

Transfer Students with less than 30 earned semester credit hours (not including developmental courses) must meet the following:

- First-year student admission criteria.
- Cumulative college transfer grade point average (GPA) of 2.0 on a 4.0 scale.
- Submit SAT or ACT scores (optional).

Transfer Students with 30 or more earned semester credit hours (not including developmental courses) must meet the following:

- Cumulative college transfer grade point average (GPA) of 2.0 on a 4.0 scale.

**Use of High School Record**

**Number of  
Articulation  
Agreements and  
Requirements for  
Admission**

**International  
Applicant English  
Proficiency  
Requirements\*\***

TOEFL:  
500 Paper-based;  
61 Internet-based  
Duolingo English Test: 85  
Pearson Test of English: 43  
IELTS: 6.0

**Other  
Requirements**

**Footnotes**

**West Texas A&M University**

**Transfer**

**ADMISSION STANDARDS WITH CHANGES**

**Admissions Standards**

**Application Fee**

No application fee for domestic students if applying via WTAMU or Apply Texas. A \$10 service fee for applicants using Common App.  
  
International: \$90 non-refundable fee

**Admissions  
Standards**

Must have a 2.0 GPA in at least 12 graded semester hours of transferable course work. Only courses with grades of C or better will transfer.

**Use of High School  
Record**

If less than 12 transferable college-level credit hours earned after leaving high school, criteria for freshman admission will be utilized.

**Number of  
Articulation  
Agreements and  
Requirements for  
Admission**

Destination WT with Amarillo College, Clarendon College, Frank Phillips College and South Plains College.

**International  
Applicant English  
Proficiency  
Requirements\*\***

TOEFL:  
525 Paper based;  
71 Internet based  
  
IELTS: 6.0  
  
PTE: 28

**Other  
Requirements**

Must not be suspended from another college or university.

|                  |  |
|------------------|--|
| <b>Footnotes</b> | ** International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE). |
|------------------|--|

## East Texas A&M University

### Transfer

#### ADMISSION STANDARDS WITHOUT CHANGES

#### Admissions Standards

|   |   |
|---|---|
| <b>Application Fee</b>  | None<br>\$60 enrollment fee (charged upon enrollment)   |
| <b>Admissions Standards</b>   | Transfer admission to A&M-Commerce is based on a minimum cumulative GPA of 2.0 (on a 4.0 scale) in at least 12 SCH of transferrable college course work (excluding developmental courses).  |
| <b>Use of High School Record</b>  | Required for students with less than 12 SCH of transferable college coursework and Second Chance Program  |
| <b>Number of Articulation Agreements and Requirements for Admission</b> | 39 Articulation Agreements<br>Admissions standards will be the same as transfer students  |
| <b>International Applicant English Proficiency Requirements**</b>       | TOEFL: 550 Paper based, 79 Internet based<br>IELTS 6.0 overall or higher<br>Duolingo: 105 or higher<br>Or completion of a bachelor's degree or higher degree from a US regionally accredited university                               |
| <b>Other Requirements</b>   | Must be eligible to return to all previously attended institutions and submit transcripts from all colleges attended.   |
| <b>Footnotes</b>  | **International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). |

## Prairie View A&M University

### Transfer

#### ADMISSION STANDARDS WITHOUT CHANGES

#### Admissions Standards

|                             |  |
|-----------------------------|--|
| <b>Application Fee</b>      | \$40 non-refundable fee<br><br>\$50 non-refundable fee for International student                             |
| <b>Admissions Standards</b> | Minimum 2.0 GPA in at least 15 semester hours of transferrable coursework (excluding developmental courses). |

|   |  |
|---|--|
| <b>Use of High School Record</b>  | Required for students with less than 15 SCH transferrable course work  |
| <b>Number of Articulation Agreements and Requirements for Admission</b> | Articulation Agreements with the following:<br>Lone Star College System<br>Houston Community College System<br>Alamo Colleges and<br>Wharton County Junior College. Admission requirements are the same for all transfer students. |
| <b>International Applicant English Proficiency Requirements**</b>       | TOEFL<br>500 Paper based   |
| <b>Other Requirements</b>   | Must be eligible to return to previous institution and submit transcripts from all colleges attended.  |

**Footnotes**      \*\*International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE).

## **Texas A&M International University**

### **Transfer**

ADMISSION STANDARDS WITHOUT CHANGES

#### **Admissions Standards**

|   |  |
|---|--|
| <b>Application Fee</b>  | None   |
| <b>Admissions Standards</b>   | Cumulative minimum GPA of 2.0 in at least 24 SCH of college-level course work (excludes developmental courses).                                      |
| <b>Use of High School Record</b>  | If less than 24 transferable college-level credit hours are earned after high school, criteria for freshmen admission will be utilized.              |
| <b>Number of Articulation Agreements and Requirements for Admission</b> | Laredo Community College<br>Southwest Texas Junior College<br>Lone Star College System<br>Admissions standards will be the same as transfer students |

|   |   |
|---|---|
| <b>International Applicant English Proficiency Requirements**</b> | TOEFL Paper-based; 523<br>TOEFL Internet-based; 69<br><br>Pearson English Language Test (PTE Academic): 47<br><br>IELTS: 5.5<br><br>Duolingo: 100<br><br>*The English proficiency requirement will be waived if students obtain an ACT ENGL score of 20 or better and/or an SAT (ERW) score of 520. |
|---|---|

## Texas A&M University-Central Texas

### Transfer

### ADMISSION STANDARDS WITHOUT CHANGES

#### Admissions Standards

|   |  |
|---|--|
| <b>Application Fee</b>  | \$30 non-refundable fee<br><br>\$100 non-refundable fee for international students   |
| <b>Admissions Standards</b>   | <ul style="list-style-type: none"> <li>• Minimum 2.0 cumulative transfer GPA on a 4.0 scale</li> <li>• Minimum 30 academic, college-level transferable semester hours. Applicants pursuing an Applied Science, Aviation Science, or Nursing degree may meet this requirement utilizing select workforce education credit from an approved Associate of Applied Science degree upon completion of 45 hours, to include a minimum of 15 academic semester credit hours.</li> </ul> |
| <b>Use of High School Record</b>  | No   |
| <b>Number of Articulation Agreements and Requirements for Admission</b> | <ul style="list-style-type: none"> <li>• Alamo Colleges District</li> <li>• Austin Community College</li> <li>• Central Texas College</li> <li>• Interstate Passport</li> <li>• Lone Star College</li> <li>• McLennan Community College</li> <li>• Temple College</li> <li>• Texas State Technical College</li> </ul> <p>Admissions standards for these participants are the same for all transfer students.</p>   |
| <b>International Applicant English Proficiency Requirements**</b>       | TOEFL:<br>520 Paper-based;<br>69 Internet-based;<br>or<br>IELTS: 6<br>or<br>Completion of English 1301 and English 1302 with a C or better<br>or<br>Earned an undergraduate or graduate degree in one of the prescribed countries approved by the State Board for Educator Certification to satisfy the language proficiency requirement.  |
| <b>Other Requirements</b>   | Must be eligible to return to all previously attended institutions and submit all transcripts. Foreign credentials must be evaluated by an accrediting agency that is recognized by the U.S.   |

**Footnotes**

**\*\*International Applicant English Proficiency Requirements:** Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE).

**Texas A&M University-Kingsville****Transfer****ADMISSION STANDARDS WITHOUT CHANGES****Admissions Standards****Application Fee**

\$40 non-refundable enrollment fee for U.S. students \$75 non-refundable application fee for international applicants

**Admissions Standards**

Cumulative 2.0 GPA for applicants with at least 12 graded semester credit hours of transferrable course work (not including developmental courses).  
To be accepted to the College of Engineering applicant must have 2.5 GPA.

**Use of High School Record**

Applicants with less than 12 semester credit hours must also meet freshman requirements which include high school performance and entrance test scores.

**Number of Articulation Agreements and Requirements for Admission**

Del Mar College  
Houston Community College  
Victoria College  
Coastal Bend Community College  
Blinn College  
South Texas College  
Wharton College  
Alamo Colleges  
Texas State Technical College  
Alvin Community College  
Laredo College  
Texas Southmost College  
Lone Star College



**International  
Applicant English  
Proficiency  
Requirements\*\***

College of Arts & Sciences and College of Engineering:

TOEFL:

550 Paper; 79 Internet based

IELTS: 6.5

PTE: 53

Other Colleges:

TOEFL:

500 Paper

61 Internet based

IELTS: 6.0

PTE: 44

All Colleges:

Duolingo: 100

Students who have earned at least 12 transferable semester credits AND completed English composition 1 & 2, with grades of C or better in each, in university-level courses from an accredited U.S. college or university, or an institution of higher education in one of the countries listed above, are exempt from TOEFL. ESL courses will not count as transferable courses. No online English courses are accepted for English proficiency.

**Other  
Requirements**

Must be eligible to return to previous institution.

All international students must submit a transcript evaluation from an approved Foreign Credential Evaluation Service.

**Footnotes**

\*\* International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE).

**Texas A&M University-Texarkana****Transfer**

ADMISSION STANDARDS WITHOUT CHANGES

**Admissions Standards****Application Fee**

\$30 non-refundable application fee U.S. applicants

\$50 non-refundable application fee International Applicants

**Admissions  
Standards**

Minimum 2.0 cumulative GPA in all college level work completed after high school.

**Use of High School  
Record**

No

|   |  |
|---|--|
| <b>Number of Articulation Agreements and Requirements for Admission</b> | Four articulation agreements that indicate admissions requirements as established for all students   |
| <b>International Applicant English Proficiency Requirements**</b>       | TOEFL:<br>550 Paper based;<br>71 Internet based;<br><br>6.0 IELTS  |
| <b>Footnotes</b>  | ** International Applicant English Proficiency Requirements: Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson English Language Test (PTE). |

# Admission Standards

THE TEXAS A&M  
UNIVERSITY SYSTEM

## East Texas A&M University

### Graduate

ADMISSION STANDARDS WITH CHANGES

### General

#### Application Fee

#### Previous Degree(s)

**Undergraduate Cumulative GPA** For Master's programs - a minimum undergraduate GPA of 2.0 overall or 3.0 on last 60 sch. Some programs may have higher minimum GPA requirements.  
For Doctoral programs - a minimum undergraduate GPA of 2.75 overall, or 3.0 on last 60 sch, or 3.4 overall on graduate work.

#### GRE+

#### GMAT+ (Business only)

#### International Applicant English Proficiency Requirements \*\*

#### Other Requirements

## Tarleton State University

### Graduate

ADMISSION STANDARDS WITH CHANGES

## General

### Application Fee

\$50 non-refundable fee

International:  
\$50 non-refundable fee

### Previous Degree(s)

Must hold baccalaureate degree or higher from an institution holding an accreditation recognized by either the Texas Higher Education Coordinating Board or the U.S. Department of Education (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)

### Undergraduate Cumulative GPA

Conditional: Minimum 2.5 GPA on last 60 hours or overall, writing sample.

Full: Minimum 3.0 GPA on last 60 hours or overall

See individual departments for specific requirements

### GRE+

For programs requiring the GRE, official scores required.

See individual departments for specific requirements.

### GMAT+ (Business only)

### Other Requirements

International applicants: Foreign credentials must be evaluated by an accrediting agency that is recognized by the U.S.  
Must have a reliable financial sponsor.

Masters/Doctoral: Submit a 600 word statement of purpose addressing goals for pursuing grad school

See individual department for additional specific requirements.

### International Applicant English Proficiency Requirements \*\*

A minimum TOEFL score of 80

A minimum IELTS score of 6

A minimum PTE score of 53

A minimum TOEFL ITP Plus for China score of 543

A minimum iTEP score range of 3.5-3.9

A minimum TOEFL Essentials score of 8

A minimum Duolingo score of 110

A minimum of level 9 completion from The Language Company

## **Tarleton State University**

### **Graduate**

### **ADMISSION STANDARDS WITH CHANGES**

#### **Ed.D. Educational Leadership**

**Application Fee** \$50 non-refundable fee

International: \$50 non-refundable fee

**Previous Degree(s)** Master's degree from accredited college or university.

**Undergraduate Cumulative GPA** Minimum of 18 hrs of graduate or undergraduate course work in administration, management or leadership.

**GRE+** Official scores required

**International Applicant English Proficiency Requirements \*\***

- A minimum TOEFL score of 80;
- A minimum IELTS score of 6;
- A minimum PTE score of 53;
- A minimum TOEFL ITP Plus for China score of 543;
- A minimum iTEP score range of 3.5-3.9;
- A minimum TOEFL Essentials score of 8;
- A minimum Duolingo score of 110.
- A minimum of level 9 completion from The Language Company.

**Other Requirements** Cover Letter and Resume, Letters of Reference, Face-to-Face interview and Graduate Writing Assessment

## **Tarleton State University**

### **Graduate**

### **ADMISSION STANDARDS WITH CHANGES**

#### **Ph.D. Criminal Justice**

**Application Fee** \$50 non-refundable fee

**Previous Degree(s)** Master's degree from accredited college or university.

|                                     |   |
|-------------------------------------|---|
| <b>Undergraduate Cumulative GPA</b> | Conditional: Minimum 2.5 GPA on last 60 hrs. or overall, writing sample.<br><br>Full: Minimum 3.0 GPA on last 60 hrs. or overall. |
|-------------------------------------|---|

|             |                          |
|-------------|--------------------------|
| <b>GRE+</b> | Official scores required |
|-------------|--------------------------|

|   |   |
|---|---|
| <b>International Applicant English Proficiency Requirements</b><br>** | Not approved for international students at this time. |
|---|---|

|                           |  |
|---------------------------|--|
| <b>Other Requirements</b> | <p>Letters of Reference (3) and Face-to-Face interview</p> <p>Applicants to Tarleton's Ph.D. in criminal justice program must have the following in order to attain unconditional admission:</p> <ul style="list-style-type: none"><li>a) Completed a Master's degree in criminal justice or closely related field with thesis or equivalent writing product (i.e., professional research paper, capstone paper, or other appropriate writing sample)</li><li>b) GPA of 3.3 or higher on all completed Master's work</li><li>c) Three letters of recommendation indicating candidate's skills and capacity to be successful in the doctoral program (preferably from individuals with knowledge of student's academic capacity)</li><li>d) Personal statement should outline academic and research interest.</li><li>e) A successful interview with the graduate advisor.</li><li>f) Thesis/writing sample and resume.</li></ul> <p>Probationary admission is possible at the discretion of the graduate admissions committee if the student does not satisfy the GPA requirement, but demonstrates excellence in other areas of the admission criteria and acceptable GRE scores. In order to transition from probationary to unconditional status, the student must complete at least 3 doctoral level courses with a B or better. Students in probationary status will not be allowed to participate in comprehensive exams or defend their prospectus or dissertation.</p> |
|---------------------------|--|

## **Tarleton State University**

### **Graduate**

### **ADMISSION STANDARDS WITH CHANGES**

### **Ph.D. Animal and Natural Resource Sciences**

|                        |                         |
|------------------------|-------------------------|
| <b>Application Fee</b> | \$50 non-refundable fee |
|------------------------|-------------------------|

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|---------------------------|--|
| <b>Previous Degree(s)</b> | Master's degree from accredited college or university. |
|---------------------------|--|

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|                                     |   |
|-------------------------------------|---|
| <b>Undergraduate Cumulative GPA</b> | Conditional: Minimum 2.5 GPA on last 60 hrs. or overall, writing sample.<br><br>Full: Minimum 3.0 GPA on last 60 hrs. or overall. |
|-------------------------------------|---|

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|             |                           |
|-------------|---------------------------|
| <b>GRE+</b> | Official scores required. |
|-------------|---------------------------|

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|   |   |
|---|---|
| <b>International Applicant English Proficiency Requirements</b><br>** | Not approved for international students at this time. |
|---|---|

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**Other Requirements**

Letters of Reference (3) and Face-to-Face interview

Applicants to Tarleton's Ph.D. in Animal and Natural Resource Sciences program must have the following in order to attain unconditional admission:

- a) Completed a Master's degree in Animal and Natural Resource Sciences or closely related field with thesis or equivalent writing product (i.e., professional research paper, capstone paper, or other appropriate writing sample)
- b) GPA of 3.3 or higher on all completed Master's work
- c) Three letters of recommendation indicating candidate's skills and capacity to be successful in the doctoral program (preferably from individuals with knowledge of student's academic capacity)
- d) Personal statement (between 600-1000 words) should outline academic and research interest, detailing the applicant's motivation for pursuing the doctoral degree as well as areas of research interest they wish to pursue.
- e) A successful interview with the graduate advisor.
- f) Thesis/writing sample and professional resume.

Probationary admission is possible at the discretion of the graduate admissions committee if the student does not satisfy the GPA requirement, but demonstrates excellence in other areas of the admission criteria and acceptable GRE scores. In order to transition from probationary to unconditional status, the student must complete at least 3 doctoral level courses with a B or better. Students in probationary status will not be allowed to participate in comprehensive exams or defend their prospectus or dissertation.

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**Tarleton State University****Graduate****ADMISSION STANDARDS WITH CHANGES****TSU 2026-2027 OTD - Doctor of Occupational Therapy**

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**Application Fee**

\$50 non-refundable fee

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**Previous Degree(s)**

Must hold baccalaureate degree or higher from an institution holding an accreditation recognized by either the Texas Higher Education Coordinating Board or the U.S. Department of Education (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)

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**Undergraduate Cumulative GPA** Minimum 3.0 GPA

**International Applicant English Proficiency Requirements** Not approved for international students at this time.  
\*\*

**Other Requirements** Applicants to Tarleton's OTD - Doctor of Occupational Therapy program must have the following in order to attain unconditional admission:  
a) Submitted OTCAS application  
b) Personal statement (between 600-1000 words) should outline academic and professional interest, detailing the applicant's motivation for pursuing the doctoral degree as well as areas of professional interest they wish to pursue.  
c) A successful interview with the graduate advisor.  
d) Professional resume.

## **Texas A&M International University**

### **Graduate** ADMISSION STANDARDS WITH CHANGES

#### **General**

**Application Fee** \$35 non-refundable fee  
\$50 for international students

**Previous Degree(s)** Must hold baccalaureate degree or higher from a college or university of recognized standing.

**Undergraduate Cumulative GPA** Composite of undergraduate GPA (overall or last 60SCH)

**GRE+** For programs requiring the GRE, official scores are required. See individual departments for specific requirements.

**GMAT+ (Business only)** For programs requiring the GMAT, official scores are required. See individual departments for specific requirements.

|  |  |
|--|--|
| <b>International Applicant English Proficiency Requirements **</b> | TOEFL Paper-based; 550<br>TOEFL Internet based: 79<br><br>Pearson English Language Test (PTE Academic): 53<br><br>IELTS: 6.5 |
|--|--|

|                           |  |
|---------------------------|--|
| <b>Other Requirements</b> | Statement of purpose.<br><br>See individual departments for additional requirements. |
|---------------------------|--|

## **Texas A&M University**

### **Graduate** **ADMISSION STANDARDS WITH CHANGES**

#### **General**

|                        |   |
|------------------------|---|
| <b>Application Fee</b> | <p>\$65 non-refundable fee</p> <p>\$90 non-refundable fee for international</p> <p>Some app fees are paid by the department.</p> <p>Full-time, part-time and executive MBA program;<br/>\$175 non-refundable fee<br/>\$200 non-refundable fee for international students</p> <p>EngineeringCAS Graduate Admissions Application:<br/>An additional \$58 per application is charged to students by Liaison for submission through EngineeringCAS</p> <p>GraduateCAS Graduate Admissions Application:<br/>An additional \$24 per application is charged to students by Liaison for submission through GraduateCAS.</p> |
|------------------------|---|

**Previous Degree(s)**

Must hold baccalaureate degree or higher from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)

School of Public Health DrPH.: Master's degree from a college or university accredited by an institutional accrediting agency.

College of Nursing MSN: Bachelor's degree in Nursing from a CCNE or NLNAC accredited program and unencumbered RN license.

College of Nursing DNP: Graduate degree in Nursing from a CCNE or NLNAC accredited program and unencumbered RN license.

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**Undergraduate Cumulative GPA**

See individual department for additional specific requirements.

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**GRE+**

Texas A&M University graduate programs do not require standardized test scores from graduate applicants, except for those who receive approved exceptions to require standardized test scores. These exceptions will be noted on program websites and in printed materials.

Official scores are required in the following degree programs:

College of Agriculture and Life Sciences:  
PHD - Agricultural Economics

College of Architecture:  
MS - Construction Management  
PHD - Construction Science

College of Arts and Sciences:  
PHD - Economics  
PHD - Industrial/Organizational Psychology  
MS - Maritime Archaeology and Conservation  
PHD and MS - Mathematics  
MS - Psychological Sciences

Bush School of Government and Public Service:  
PHD – Political Science

Mays Business School:

MS and MBA - Analytics – On-Campus and Distance Combined Program

MBA and PHD - Business Administration

MS - Business

MS - Finance

MS - Human Resource Management - On Campus

MRE - Land Economics and Real Estate

PHD - Management

MBA - Mays Professional MBA Program

MS - Quantitative Finance

MS - Supply Chain and Analytics

College of Education and Human Development:

EDD - Curriculum and Instruction - Distance

College of Engineering:

MS - Engineering Management

MS, MEN, and PHD - Industrial Engineering

MS, MEN, and PHD - Petroleum Engineering - Non-U.S. Bachelor's or Master's Degree Holders Only

MEN - Systems Engineering

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**GMAT+  
(Business  
only)**

Official scores required (no more than five years old)

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**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

International applicants must meet English Language Proficiency Requirement for Admission and attain Verification for registration.

- TOEFL-iBT overall score of at least 80 (taken within 2 years);
- TOEFL-Essentials: overall score of at least 8.5 (taken within 2 years);
- IELTS overall score of at least 6.0 (taken within 2 years);
- GRE verbal score of at least 146 (taken within 5 years); or
- GMAT verbal score of at least 22.

International applicants may also meet the ELP Requirements through citizenship with certain English-speaking countries, or attain Alternative Verification by holding a bachelor's degree or higher from an accredited academic institution within the United States.

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**Other  
Requirements**

See individual departments for additional specific requirements.

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## Texas A&M University

### Graduate

### ADMISSION STANDARDS WITH CHANGES

#### College of Nursing M.S.N.

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| <b>Application Fee</b>  | \$75 non-refundable fee (Nursing CAS Application)  |
| <b>Previous Degree(s)</b>                                       | <p>College of Nursing MSN: Bachelor's degree in Nursing from a Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN), or National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) accredited program and unencumbered RN license.</p> <p>College of Nursing DNP: Graduate degree in Nursing from a Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN), or National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) accredited program and unencumbered RN license.</p> <p>Official transcripts from each academic institution attended.</p> |
| <b>Undergraduate Cumulative GPA</b>                             | Recommended minimum cumulative overall GPA of 3.00 or higher in both all undergraduate course work as well as in last 60 hours of undergraduate course work.   |
| <b>International Applicant English Proficiency Requirements</b> | TOEFL 587 Paper; 95 Internet based (taken within 2 years)<br>Or IELTS minimum score of 6.0 overall band.   |
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| <b>Other Requirements</b> | <p>Completion of an elementary statistics course (minimum grade of “C”)</p> <p>Timed written and verbal assessments</p> <p>Professional resume and three academic and/or professional references</p> <p>Current, unencumbered Registered Nurse license</p> <p>DNP: Completion of an elementary statistics course (minimum grade of “B”)</p> <p>Timed verbal and written assessments</p> <p>Professional resume and three academic and/or professional references</p> <p>Current, unencumbered Registered Nurse license</p> |
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## **Texas A&M University**

### **Graduate**

### **ADMISSION STANDARDS WITH CHANGES**

### **College of Nursing D.N.P.**

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| <b>Application Fee</b>  | \$75 non-refundable fee (NursingCAS Application)   |
| <b>Previous Degree(s)</b>                                       | <p>College of Nursing MSN: Bachelor’s degree in Nursing from a CCNE or NLNAC accredited program and unencumbered RN license.</p> <p>College of Nursing DNP: Professional degree in Nursing from a CCNE or NLNAC accredited program and unencumbered RN license.</p> <p>Official transcripts from each academic institution attended.</p> |
| <b>Undergraduate Cumulative GPA</b>                             | Recommended minimum cumulative overall GPA of 3.00 or higher in both all undergraduate course work as well as in last 60 hours of undergraduate course work.   |
| <b>International Applicant English Proficiency Requirements</b> | <p>TOEFL 587 Paper; 95 Internet based (taken within 2 years)</p> <p>Or IELTS minimum score of 6.0 overall band</p>   |
| <b>**</b>   |  |

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| <b>Other Requirements</b> | <p>Completion of an elementary statistics course (minimum grade of “C”)</p> <p>Timed written and verbal assessments</p> <p>Professional resume and three academic and/or professional references</p> <p>Current, unencumbered Registered Nurse license</p> <p>DNP: Completion of an elementary statistics course (minimum grade of “B”)</p> <p>Timed verbal and written assessments</p> <p>Professional resume and three academic and/or professional references</p> <p>Current, unencumbered Registered Nurse license</p> |
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## **Texas A&M University**

### **Graduate**

### **ADMISSION STANDARDS WITH CHANGES**

### **School of Law J.D., LL.M and M. Jur. Programs**

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| <b>Application Fee</b>              | <p>Juris Doctor – \$65 non-refundable fee</p> <p>Master of Laws – \$65 non-refundable fee</p> <p>Master of Jurisprudence - \$65 non-refundable fee</p> <p>International Students (All programs) – \$90 non-refundable fee (GraduateCAS Processing fee of \$24 for ML, MJ and Intl Students)</p>  |
| <b>Previous Degree(s)</b>           | <p>Juris Doctor - Must hold baccalaureate degree or higher from a college or university accredited by an institutional accrediting agency. Foreign degrees are evaluated for U.S. equivalency.</p> <p>Master of Laws – Earned J.D. from ABA-accredited law school. Foreign educated lawyers must possess an equivalent degree.</p> <p>Master of Jurisprudence – Earned Bachelor’s degree from accredited school. Foreign educated lawyers must possess an equivalent degree.</p> |
| <b>Undergraduate Cumulative GPA</b> | No minimum   |

**Admissions  
Test**

Juris Doctor – Official LSAT scores or GRE scores required (no more than five years old).

Master of Laws – None required.

Master of Jurisprudence – None required.

**International  
Applicant  
English  
Proficiency  
Requirements**

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Citizens of certain English-speaking countries are automatically meet the English Language Proficiency (ELP) Requirement for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).

For an applicant to meet English Language Proficiency Requirements by examination, this must be met by one of the criteria below:

- TOEFL-iBT overall score of at least 100 (taken within 2 years of application submission); or
- IELTS overall score of at least 7.0 (taken within 2 years of application submission).

If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&M University School of Law.

**Other  
Requirements**

Juris Doctor – a complete LSAC Credential Assembly Services report (CAS); all post-secondary transcripts; personal statement; resume; letters of recommendation; supporting addenda (including Character & Fitness Disclosure requirements).

Master of Laws – a complete LSAC CAS report; J.D. transcript; statement of interest; resume; letters of recommendation; supporting addenda (including Character & Fitness Disclosure requirements).

Master of Jurisprudence – transcript(s) from degree-granting institutions; statement of interest; letters of recommendation; supporting addenda (including Character & Fitness Disclosure requirements).

International Applicants. Transcript evaluations must be performed by LSAC CAS or a comparable agency for the M.Jur.



**College of Dentistry Graduate Dentistry (Cert./M.S./PH.D)**

**Application  
Fee**

Clinical Track Programs:

ADEA PASS (American Dental Education Association Postgraduate Application Support System) applications are required for the clinical track programs. Applicants are responsible for fees charged by ADEA PASS. Some programs also participate in MATCH (Postdoctoral Dental Matching Program). Applicants are responsible for fees charged by MATCH.

No additional fees are charged.

Basic Science Track Program:

Basic science track MS and PhD applicants apply through GraduateCAS. Applicants are responsible for any fees charged by GraduateCAS. No additional fees are charged by the College of Dentistry.

**Previous  
Degree(s)**

Requirements vary by graduate specialty area. Clinical track programs require a US (or foreign-equivalent) dental degree. The basic science track does not. Basic science track MS applicants must have a baccalaureate degree; PhD applicants must have a masters or dental/medical/professional degree. Official transcripts must be provided of all undergraduate and graduate work from previously attended institutions, even if no degree was awarded.

**Undergraduate  
Cumulative  
GPA**

Applicants must provide a record of study and experience which is predictive of success in advanced education.

**GRE+**

Acceptable scores may be required on the GRE, depending on the program and where the applicant earned their degree. As a part of the certificate application, some programs may require that foreign-trained applicants supply a GRE score.

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| <b>International Applicant English Proficiency Requirements **</b> | <p>For an applicant to meet English Language Proficiency Requirements by examination, this must be met by one of the criteria below:</p> <ul style="list-style-type: none"> <li>• TOEFL-iBT overall score of at least 80 (taken within 2 years of application submission);</li> <li>• IELTS overall score of at least 6.0 (taken within 2 years of application submission); or</li> <li>• GRE verbal score of at least 146 (taken within 5 years of application submission); or</li> <li>GMAT verbal score of at least 22 (subject to departmental approval).</li> </ul> |
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| <b>Other Requirements</b> | <p>Approval for admission is granted by the Program Directors with input from the various program-specific admissions committees. All offers are reviewed and co-signed by the Associate Dean for Graduate and Professional Programs.</p> <p>Refer to PASS and departmental websites for specific requirements.</p> |
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## **Texas A&M University**

### **Graduate**

### ADMISSION STANDARDS WITH CHANGES

### **College of Dentistry Doctor of Dental Surgery Program (D.D.S.)**

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|------------------------|--|
| <b>Application Fee</b> | <p>Texas Medical and Dental Schools Application Service (TMDSAS): check the TMDSAS website for the current application fee.</p> <p>School of Dentistry Secondary Application: no fee for Texas residents; for Non-Texas residents: \$50 non-refundable fee</p> <p>TMDSAS and AADSAS fees are not determined by Texas A&amp;M University.</p> |
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| <b>Previous Degree(s)</b> | <p>Not required, but current competitive level dictates BA or BS from accredited U.S. or Canadian college or university prior to matriculation</p> <p>Official transcript of all undergraduate and graduate work from previously attended institutions</p> <p>International applicant: At least 90 SCHs from a fully accredited U.S. college or university including specific subject requirements.</p> <p>Degree preferred.</p> |
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| <b>Undergraduate Cumulative GPA</b> | Completion of set core curriculum with competitive Overall and Science (Biology, Chemistry, Physics and Math) GPA.<br>Academic Profile For entry year 2024; Overall GPA 3.85; BCPM GPA 3.82 and MCAT 512 (82nd Percentile) |
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| <b>MCAT</b> | Official score required |
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| <b>International Applicant English Proficiency Requirements</b><br>** | • Consideration is given only applicants who are U.S. Permanent Residents or who are in the process of gaining U.S. permanent residency and officially receive U.S. permanent residency by the time of enrollment in the School of Medicine. |
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| <b>Other Requirements</b> | Combined M.D./Ph.D.: Three letters of recommendation, at least one of which is from a research mentor |
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M.D.: One composite letter from health professions advisory committee; or at least three individual letters from current/former professors and/or mentors.

Both Programs: Personal interview required.

The College of Medicine offers Early Assurance Programs to Texas A&M University System college sophomores and current corps of cadets students and cadets from the military service academies (Army, Navy, and Air Force). The following programs are available for those students who meet the application criteria:

1. Aggie to Medicine
2. Military Academy to Medicine (Army, AirForce and Navy)
3. Cadet to Medicine
4. Engineering to Engineering Medicine (EnMed)
5. Pre-Medical Fellows
6. Rural and Underserved Populations in Medicine

For specific application criteria and criteria for entry into the College of Medicine, please visit our admissions website at <https://medicine.tamu.admissions.early.assurance>.

Online application and panel interview via Zoom required.

Personal interview required.

**Irma Lerma Rangel College of Pharmacy Pharm.D.**

|  |  |
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| <b>Application Fee</b>   | <p>Non-refundable: \$65 US citizen/permanent resident applicant; \$90 international applicant, plus</p> <p>Graduate CAS processing fee of \$24</p>   |
| <b>Previous Degree(s)</b>  | <p>Master of Science (MS) in Pharmaceutical/ Engineering, Chemistry, Biology, or Biomedical Sciences or related fields.</p> <p>Official transcripts from each academic institution attended.</p>   |
| <b>Undergraduate Cumulative GPA</b>                                | <p>Recommended minimum cumulative overall GPA of 3.00 or higher in all undergraduate course work, as well as in MS program</p>   |
| <b>PCAT</b>  |  |
| <b>International Applicant English Proficiency Requirements **</b> | <p>All international applicants must meet the university's English Language Proficiency Admission Requirement by one of the criteria below:</p> <ul style="list-style-type: none"> <li>• Official test scores                             <ul style="list-style-type: none"> <li>o TOEFL-iBT overall score of at least 80 (taken within 2 years of application submission),</li> <li>o TOEFL Essentials overall score of at least 8.5 (taken within 2 years of application submission),</li> <li>o IELTS overall score of at least 6.0 (taken within 2 years of application submission),</li> <li>o GRE verbal score of at least 146 (taken within 5 years of application submission), or</li> <li>o GMAT verbal score of at least 22;</li> </ul> </li> <li>• Citizenship with certain English-speaking countries; or</li> <li>• a Bachelor's degree or higher from an accredited academic institution within the United States.</li> </ul> <p>All international graduate students must meet the university's English Language Proficiency Verification Requirement to register for courses by one of the criteria below:</p> <ul style="list-style-type: none"> <li>• Official test scores                             <ul style="list-style-type: none"> <li>o TOEFL-iBT overall score of at least 80 (taken within 2 years of application submission),</li> <li>o TOEFL Essentials overall score of at least 8.5 (taken within 2 years of application submission),</li> </ul> </li> </ul> |

- o IELTS overall score of at least 6.0 (taken within 2 years of application submission),
- o GRE verbal score of at least 146 (taken within 5 years of application submission), or
- o GMAT verbal score of at least 22;
- Citizenship with certain English-speaking countries (except Canada); or
- Alternative Verification submitted by the graduate program with one of the following justifications:
  - o Canadian citizenship (except residents of Quebec), or
  - o a Bachelor's degree or higher from an accredited academic institution within the United States.

All international graduate students who will hold an assistantship with curricular duties (Graduate Assistant-Teacher or -Lecturer) must meet the university's English Language Proficiency Certification Requirement to teach by one of the criteria below:

- Official test scores
  - o TOEFL-iBT speaking score of at least 26 (taken within 2 years of application submission),
  - o TOEFL Essentials speaking score of at least 11 (taken within 2 years of application submission),
  - o IELTS speaking score of at least 8.0 (taken within 2 years of application submission), or
  - o English Language Proficiency Examination (ELPE) oral score of at least 80;
- Alternative Certification submitted by the graduate program with one of the following justifications:
  - o IELTS speaking One Skill Retake of at least 8.0;
  - o Citizenship with certain English-speaking countries (except Canadian residents of Quebec); or
  - o a Bachelor's degree with all coursework completed at an accredited academic institution within the United States.

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| <b>Other Requirements</b> | Letter of recommendation (minimum of 2)<br>Essay |
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## **Texas A&M University**

### **Graduate**

### **ADMISSION STANDARDS WITH CHANGES**

### **Masters of Public Health**

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| <b>Application Fee</b>  | Schools of Public Health Centralized Application Service (SOPHAS)- fee of \$150  |
| <b>Previous Degree(s)</b>   | Must hold baccalaureate degree or higher from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)   |
| <b>Undergraduate Cumulative GPA</b>                                   | <p>The following programs have a minimum cumulative GPA requirement:</p> <ul style="list-style-type: none"> <li>• Epidemiology: 3.0</li> <li>• Health Promotion &amp; Community Health Sciences: 2.75</li> </ul> <p>*MPH/MIA program only available for Health Promotion &amp; Community Health Sciences and Health Policy &amp; Management concentrations</p> <p>**MPH/JD program only available for Health Policy &amp; Management concentration</p>   |
| <b>GRE+</b>   | -A GRE score is not required for application.  |
| <b>International Applicant English Proficiency Requirements</b><br>** | <p>Citizens of certain English-speaking countries automatically meet the English Language Proficiency (ELP) Requirement for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).</p> <p>For an applicant to meet English Language Proficiency Requirement by examination, this must be met by one of the criteria below:</p> <ul style="list-style-type: none"> <li>• TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);</li> <li>• TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);</li> <li>• IELTS overall score of at least 7.0 (taken within 2 years of application submission); or</li> <li>• GRE verbal score of at least 153(taken within 5 years of application submission).</li> </ul> <p>If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&amp;M University School of Public Health.</p> |
| <b>Other Requirements</b>   | See individual departments for additional specific requirements.   |

# Texas A&M University

## Graduate

## ADMISSION STANDARDS WITH CHANGES

### Masters of Public Health + Masters of International Affairs Combined Degree

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| <b>Application Fee</b>              | Schools of Public Health Centralized Application Service (SOPHAS)- fee of \$150   |
| <b>Previous Degree(s)</b>           | Must hold baccalaureate degree or higher from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)  |
| <b>Undergraduate Cumulative GPA</b> | <p>The following programs have a minimum cumulative GPA requirement:</p> <ul style="list-style-type: none"><li>• Epidemiology: 3.0</li><li>• Health Promotion &amp; Community Health Sciences: 2.75</li></ul> <p>*MPH/MIA program only available for Health Promotion &amp; Community Health Sciences and Health Policy &amp; Management concentrations</p> <p>**MPH/JD program only available for Health Policy &amp; Management concentration</p> |
| <b>GRE+</b>                         | A GRE score is not required for application.  |



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| <b>International Applicant English Proficiency Requirements</b><br>** | <p>Citizens of certain English-speaking countries automatically meet the English Language Proficiency (ELP) Requirement for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).</p> <p>For an applicant to meet English Language Proficiency Requirement by examination, this must be met by one of the criteria below:</p> <ul style="list-style-type: none"> <li>• TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);</li> <li>• TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);</li> <li>• IELTS overall score of at least 7.0 (taken within 2 years of application submission); or</li> <li>• GRE verbal score of at least 153(taken within 5 years of application submission).</li> </ul> <p>If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&amp;M University School of Public Health.</p> |
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| <b>Other Requirements</b> | See individual departments for additional specific requirements. |
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## **Texas A&M University**

### **Graduate** ADMISSION STANDARDS WITH CHANGES

#### **Masters of Public Health + J.D. Combined Degree**

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| <b>Application Fee</b>    | Schools of Public Health Centralized Application Service (SOPHAS)- fee of \$150  |
| <b>Previous Degree(s)</b> | Must hold baccalaureate degree or higher from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees) |

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| <b>Undergraduate Cumulative GPA</b> | <p>The following programs have a minimum cumulative GPA requirement:</p> <ul style="list-style-type: none"> <li>• Epidemiology: 3.0</li> <li>• Health Promotion &amp; Community Health Sciences: 2.75</li> </ul> <p>*MPH/MIA program only available for Health Promotion &amp; Community Health Sciences and Health Policy &amp; Management concentrations</p> <p>**MPH/JD program only available for Health Policy &amp; Management concentration</p> |
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|             |  |
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| <b>GRE+</b> | A GRE score is not required for application. |
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|   |   |
|---|---|
| <b>International Applicant English Proficiency Requirements**</b> | <p>Citizens of certain English-speaking countries automatically meet the English Language Proficiency (ELP) Requirement for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).</p> <p>For an applicant to meet English Language Proficiency Requirement by examination, this must be met by one of the criteria below:</p> <ul style="list-style-type: none"> <li>• TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);</li> <li>• TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);</li> <li>• IELTS overall score of at least 7.0 (taken within 2 years of application submission); or</li> <li>• GRE verbal score of at least 153(taken within 5 years of application submission).</li> </ul> <p>If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&amp;M University School of Public Health</p> |
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| <b>Other Requirements</b> | See individual departments for additional specific requirements. |
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## **Texas A&M University**

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| <b>Graduate</b> | ADMISSION STANDARDS WITH CHANGES |
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### **Masters of Health Administration– Resident Program Delivery**

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| <b>Application Fee</b>   | Schools of Public Health Centralized Application Service (SOPHAS)- fee of \$150 or<br>Health Administration, Management, and Policy Centralized Application Service (HAMPCAS)- fee of \$115  |
| <b>Previous Degree(s)</b>  | Must hold baccalaureate degree or higher from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)   |
| <b>Undergraduate Cumulative GPA</b>                                | N/A  |
| <b>GRE+</b>  | A GRE score is not required for application.   |
| <b>International Applicant English Proficiency Requirements **</b> | <p>Citizens of certain English-speaking countries automatically meet the English Language Proficiency (ELP) Requirement for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).</p> <p>For an applicant to meet English Language Proficiency Requirements by examination, this must be met by one of the criteria below:</p> <ul style="list-style-type: none"> <li>• TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);</li> <li>• TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);</li> <li>• IELTS overall score of at least 7.0 (taken within 2 years of application submission); or</li> <li>• GRE verbal score of at least 153 (taken within 5 years of application submission).</li> </ul> <p>If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&amp;M University School of Public Health.</p> |
| <b>Other Requirements</b>  | <p>See individual departments for additional specific requirements.</p> <p>Complete three (3) required prerequisite courses with a grade of B or better, prior to the start of the program:</p> <ul style="list-style-type: none"> <li>• introduction to economics</li> <li>• statistics</li> <li>• managerial accounting or finance</li> </ul>  |

## Texas A&M University

### Graduate

ADMISSION STANDARDS WITH CHANGES

### Masters of Health Administration– Executive Program Delivery

|   |   |
|---|---|
| <b>Application Fee</b>  | Schools of Public Health Centralized Application Service (SOPHAS)- fee of \$150   |
| <b>Previous Degree(s)</b>   | Must hold baccalaureate degree from a from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)                                   |
| <b>Undergraduate Cumulative GPA</b>                                   | N/A   |
| <b>GRE+</b>   | N/A   |
| <b>International Applicant English Proficiency Requirements</b><br>** | N/A   |
| <b>Other Requirements</b>   | See individual departments for additional specific requirements.<br><br>Employment Verification Letter- applicants must have at least five (5) years work experience of increasing responsibilities within health services or related industries. |

## Texas A&M University

### Graduate

ADMISSION STANDARDS WITH CHANGES

### Doctor of Public Health Program

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|------------------------|---|
| <b>Application Fee</b> | Schools of Public Health Centralized Application Service (SOPHAS)- fee of \$150 |
|------------------------|---|

|                           |   |
|---------------------------|---|
| <b>Previous Degree(s)</b> | Must hold master's degree or higher from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees) |
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|-------------------------------------|-----|
| <b>Undergraduate Cumulative GPA</b> | N/A |
|-------------------------------------|-----|

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|-------------|--|
| <b>GRE+</b> | A GRE score is not required for application. |
|-------------|--|

|   |   |
|---|---|
| <b>International Applicant English Proficiency Requirements</b><br>** | Citizens of certain English-speaking countries automatically meet the English Language Proficiency (ELP) Requirement for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website). For an applicant to meet English language Proficiency Requirement by examination, this must be met by one of the criteria below: • TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission); • TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission); • IELTS overall score of at least 7.0 (taken within 2 years of application submission); or • GRE verbal score of at least 153 (taken within 5 years of application submission). If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&M University School of Public Health. |
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| <b>Other Requirements</b> | See individual departments for additional specific requirements. |
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## **Texas A&M University**

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|-----------------|----------------------------------|
| <b>Graduate</b> | ADMISSION STANDARDS WITH CHANGES |
|-----------------|----------------------------------|

### **Ph.D. in Health Services Research Program**

|                        |  |
|------------------------|--|
| <b>Application Fee</b> | Schools of Public Health Centralized Application Service (SOPHAS)- fee of \$ 150 |
|------------------------|--|

|                           |   |
|---------------------------|---|
| <b>Previous Degree(s)</b> | Must hold baccalaureate degree from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees). |
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|                                     |     |
|-------------------------------------|-----|
| <b>Undergraduate Cumulative GPA</b> | N/A |
|-------------------------------------|-----|

|             |  |
|-------------|--|
| <b>GRE+</b> | A GRE score is not required for application. |
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| <b>International Applicant English Proficiency Requirements **</b> | <p>Citizens of certain English-speaking countries automatically meet the English Language Proficiency (ELP) Requirement for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).</p> <p>For an applicant to meet English Language Proficiency Requirements by examination, this must be met by one of the criteria below:</p> <ul style="list-style-type: none"><li>• TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);</li><li>• TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);</li><li>• IELTS overall score of at least 7.0 (taken within 2 years of application submission); or</li><li>• GRE verbal score of at least 153 (taken within 5 years of application submission).</li></ul> <p>If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&amp;M University School of Public Health.</p> |
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| <b>Other Requirements</b> | See individual departments for additional specific requirements. |
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## **Texas A&M University**

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|-----------------|----------------------------------|
| <b>Graduate</b> | ADMISSION STANDARDS WITH CHANGES |
|-----------------|----------------------------------|

**Ph.D. in Health Services Research + Masters of Public Service Administration (M.P.S.A.)**

**Application Fee**

Schools of Public Health Centralized Application Service (SOPHAS)- fee of \$ 150

**Previous Degree(s)**

Must hold baccalaureate degree from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees).

**Undergraduate Cumulative GPA**

N/A

**GRE+**

A GRE score is not required for application.

**International Applicant English Proficiency Requirements \*\***

Citizens of certain English-speaking countries automatically meet the English Language Proficiency (ELP) Requirement for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).

For an applicant to meet English Language Proficiency Requirements by examination, this must be met by one of the criteria below:

- TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);
- TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);
- IELTS overall score of at least 7.0 (taken within 2 years of application submission); or
- GRE verbal score of at least 153 (taken within 5 years of application submission).

If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&M University School of Public Health.

**Other Requirements**

See individual departments for additional specific requirements.

**Texas A&M University****Graduate****ADMISSION STANDARDS WITH CHANGES**

## 3+2 Bachelors of Science in Public Health + Masters of Public Health Program

**Application Fee** Schools of Public Health Centralized Application Service (SOPHAS)  
Express Application - fee of \$60

**Previous Degree(s)** Must be a student currently enrolled in the junior year of study in the Bachelor of Science in Public Health program at Texas A&M University

**Undergraduate Cumulative GPA** The following programs have a minimum cumulative GPA requirement:

- Epidemiology: 3.5
- Health Policy & Management: 3.5
- Health Promotion & Community Health Sciences: 3.25
- Occupational Safety & Health: 3.0

**GRE+** A GRE score is not required for application.

**International Applicant English Proficiency Requirements** N/A  
\*\*

**Other Requirements** See individual departments for additional specific requirements.  
Approved Certification for 3+2 Eligibility Form verifying completion of required courses.

BSPH/MPH program currently only available for the following MPH concentrations:

- Epidemiology
- Health Policy & Management
- Health Promotion & Community Health Sciences
- Occupational Safety and Health

## Texas A&M University

### Graduate

ADMISSION STANDARDS WITH CHANGES

## 3+2 Bachelors of Science in Industrial Engineering + Masters of Public Health Program



|   |  |
|---|--|
| <b>Application Fee</b>  | Schools of Public Health Centralized Application Service (SOPHAS)<br>Express Application - fee of \$60   |
| <b>Previous Degree(s)</b>   | Must be a student currently enrolled in the Bachelor of Science in Industrial Engineering or Interdisciplinary Engineering programs at Texas A&M University  |
| <b>Undergraduate Cumulative GPA</b>                                   | Minimum 3.0 GPA (cumulative undergraduate or last 60 credit hours)   |
| <b>GRE+</b>   | A GRE score is not required for application.   |
| <b>International Applicant English Proficiency Requirements</b><br>** | <p>Citizens of certain English-speaking countries automatically meet the English Language Proficiency (ELP) Requirement for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).</p> <p>For an applicant to meet English Language Proficiency Requirements by examination, this must be met by one of the criteria below:</p> <ul style="list-style-type: none"> <li>• TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);</li> <li>• TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);</li> <li>• IELTS overall score of at least 7.0 (taken within 2 years of application submission); or</li> <li>• GRE verbal score of at least 153 (taken within 5 years of application submission).</li> </ul> <p>If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&amp;M University School of Public Health.</p> |
| <b>Other Requirements</b>   | <p>See individual departments for additional specific requirements.</p> <p>This combined degree program is only available for the following MPH concentration:</p> <ul style="list-style-type: none"> <li>• Occupational Safety and Health</li> </ul>  |

## Texas A&M University

### Graduate

### ADMISSION STANDARDS WITH CHANGES

## 3+2 Bachelors of Science in Interdisciplinary Engineering + Masters of Public Health Program

|                        |  |
|------------------------|--|
| <b>Application Fee</b> | Schools of Public Health Centralized Application Service (SOPHAS)<br>Express Application - fee of \$60 |
|------------------------|--|

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| <b>Previous Degree(s)</b> | Must be a student currently enrolled in the Bachelor of Science in Industrial Engineering or Interdisciplinary Engineering programs at Texas A&M University |
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| <b>Undergraduate Cumulative GPA</b> | Minimum 3.0 GPA (cumulative undergraduate or last 60 credit hours) |
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| <b>GRE+</b> | A GRE score is not required for application. |
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|  |  |
|--|--|
| <b>International Applicant English Proficiency Requirements **</b> | <p>Citizens of certain English-speaking countries are automatically meet the English Language Proficiency (ELP) Requirement for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).</p> <p>For an applicant to meet English Language Proficiency Requirements by examination, this must be met by one of the criteria below:</p> <ul style="list-style-type: none"> <li>• TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);</li> <li>• TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);</li> <li>• IELTS overall score of at least 7.0 (taken within 2 years of application submission); or</li> <li>• GRE verbal score of at least 153 (taken within 5 years of application submission).</li> </ul> |
|--|--|

If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&M University School of Public Health.

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| <b>Other Requirements</b> | <p>See individual departments for additional specific requirements.</p> <p>This combined degree program is only available for the following MPH concentration:</p> <ul style="list-style-type: none"> <li>• Occupational Safety and Health</li> </ul> |
|---------------------------|---|

**Graduate****ADMISSION STANDARDS WITH CHANGES****MS Health Education**

|   |   |
|---|---|
| <b>Application Fee</b>  | Schools of Public Health Centralized Application Service (SOPHAS)- fee of \$150   |
| <b>Previous Degree(s)</b>   | Must hold baccalaureate degree or higher from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)  |
| <b>Undergraduate Cumulative GPA</b>                                   | N/A   |
| <b>GRE+</b>   | A GRE score is not required for application.  |
| <b>International Applicant English Proficiency Requirements</b><br>** | <p>Citizens of certain English-speaking countries automatically meet the English Language Proficiency (ELP) Requirement for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).</p> <p>For an applicant to meet English Language Proficiency Requirements by examination, this must be met by one of the criteria below:</p> <ul style="list-style-type: none"><li>• TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);</li><li>• TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);</li><li>• IELTS overall score of at least 7.0 (taken within 2 years of application submission); or</li><li>• GRE verbal score of at least 153 (taken within 5 years of application submission).</li></ul> <p>If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&amp;M University School of Public Health.</p> |
| <b>Other Requirements</b>   | See individual departments for additional specific requirements.  |

## Texas A&M University

### Graduate

### ADMISSION STANDARDS WITH CHANGES

#### PhD Health Education

|  |   |
|--|---|
| <b>Application Fee</b>   | Schools of Public Health Centralized Application Service (SOPHAS)- fee of \$150   |
| <b>Previous Degree(s)</b>  | Must hold baccalaureate degree or higher from a college or university accredited by an institutional accrediting agency (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)  |
| <b>Undergraduate Cumulative GPA</b>                                | N/A   |
| <b>GRE+</b>  | A GRE score is not required for application.  |
| <b>International Applicant English Proficiency Requirements **</b> | <p>Citizens of certain English-speaking countries automatically meet the English Language Proficiency (ELP) Requirement for Admission and Verification for registration (refer to the list on the TAMU Office of Admissions website).</p> <p>For an applicant to meet English Language Proficiency Requirements by examination, this must be met by one of the criteria below:</p> <ul style="list-style-type: none"><li>• TOEFL-iBT overall score of at least 95 (taken within 2 years of application submission);</li><li>• TOEFL Essentials overall score of at least 10 (taken within 2 years of application submission);</li><li>• IELTS overall score of at least 7.0 (taken within 2 years of application submission); or</li><li>• GRE verbal score of at least 153 (taken within 5 years of application submission).</li></ul> <p>If the applicant does not hold citizenship with certain English-speaking countries, the applicant is required to submit official scores that meet the minimum ELP Requirements for admission and registration, or meet requirements for Alternative Verification for Texas A&amp;M University School of Public Health.</p> |
| <b>Other Requirements</b>  | See individual departments for additional specific requirements.  |

# Texas A&M University-Corpus Christi

## Graduate

## ADMISSION STANDARDS WITH CHANGES

### General

**Application  
Fee**

\$50 non-refundable fee.  
\$70 for international students.

**Previous  
Degree(s)**

Baccalaureate\* degree or higher from a regionally accredited college or university (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)  
\*(Does not apply to students enrolled in the RN to MSN option.)

**Undergraduate  
Cumulative  
GPA**

GPA last 60 SCH  
(See individual department for specific requirements.)

**GRE+**

Official scores required.  
Catalog provides individual department for specific requirements and waiver exceptions.

**GMAT+  
(Business only)**

Used for business areas of study.  
Official scores required; scores over 5 years old not accepted.  
The program admissions committee will waive the GMAT/GRE requirement for students with a GPA of 3.0 or better on the last 60 hours or a master's degree and a grade of B or better earned in college algebra or a higher-level math course.

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

- TOEFL – 73 (Internet-Based Test), 537 (Paper-Based), 205 (ICBT-Computer-Based Test)
- PTE – Academic Score of 53
- IELTS – 6.0
- ITEP – score between 3.5-3.9 accepted
- Cambridge C1 Advanced Proficiency Test (Cambridge CAE) – 175
- Cambridge C2 Proficiency Test (Cambridge CPE) – 180
- Citizenship in one of 28 prescribed countries outside of the U.S. where English is one of their primary languages.
- Duolingo English Test score: 100
- Duolingo English 3 Test score: 105

**Other  
Requirements**

International applicants: Affidavit of Support. Approved evaluation of credentials. Visa status documentation.  
See individual department for additional specific requirements.  
Some programs may require letters of recommendation.

## Texas A&M University-San Antonio

### Graduate

### ADMISSION STANDARDS WITH CHANGES

#### General

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|---|---|
| <b>Application Fee</b>  | \$49 domestic non-refundable fee<br>\$69 international non-refundable fee   |
| <b>Previous Degree(s)</b>   | Applicants must be awarded a baccalaureate degree or higher from a regionally accredited institution (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees) Official transcripts from each academic institution attended. Only transcripts printed within the preceding 12 months will be accepted. |
| <b>Undergraduate Cumulative GPA</b>                                   | Must have an overall undergraduate grade point average of 2.6 on a 4.0 scale or an average of 3.0 on the last 60 hours of undergraduate coursework.   |
| <b>GRE+</b>   | For programs requiring the GRE, official scores required. See individual departments for specific requirements.   |
| <b>GMAT+ (Business only)</b>  | For programs requiring the GMAT, official scores required. See individual departments for specific requirements.  |
| <b>MAT+ (Education only)</b>  | For programs requiring the MAT, official scores required. See individual departments for specific requirements.   |
| <b>International Applicant English Proficiency Requirements</b><br>** | TOEFL: 550 Paper-based; 79 Internet-based<br>Duolingo English Test (DET): 100<br>Pearson Test of English (PTE): 53<br>IELTS: 6.0 overall band score   |
| <b>Other Requirements</b>   | International applicants: Affidavit of Support. Approved evaluation of credentials. Visa status documentation. See individual department for additional specific requirements. Some programs may require letters of recommendation.   |

## Prairie View A&M University

## Graduate

## ADMISSION STANDARDS WITHOUT CHANGES

### General

#### Application Fee

\$50 domestic non-refundable fee  
\$50 international non-refundable fee

#### Previous Degree(s)

Must hold baccalaureate degree or higher from a regionally accredited college or university (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)

#### Undergraduate Cumulative GPA

Minimum 2.75 cumulative GPA or 3.00 on last 60 SCH for regular status.  
Minimum 2.50 cumulative GPA for conditional status or non-degree status.  
Students below a 2.50 GPA who have acquired relevant experience that could contribute to ensuring their success in graduate study, may be considered for conditional admission upon a holistic review and recommendation by the respective department head and dean.

#### GRE+

For programs requiring the GRE, official scores no more than five years old are required.

#### GMAT+ (Business only)

#### Other Requirements

Three letters of recommendations from persons in the field of the applicant's academic major or area of concentration.  
  
A 1000-word statement of purpose describing academic goals and professional interests (or as required by department)

#### International Applicant English Proficiency Requirements

TOEFL:  
550 Paper;  
79 Internet based  
IELTS: 6.0

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**Prairie View A&M University**

## Graduate

## ADMISSION STANDARDS WITHOUT CHANGES

### College of Business

|                        |   |
|------------------------|---|
| <b>Application Fee</b> | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee |
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| <b>Previous Degree(s)</b> | Must hold baccalaureate degree or higher from a regionally accredited college or university. Students without a bachelor's degree in business or its equivalent may be required to take leveling courses upon review of undergraduate coursework. |
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| <b>Undergraduate Cumulative GPA</b> | Minimum 2.75 Cumulative GPA or 3.0 on the last 60 SCH for regular status.<br>Minimum 2.50 Cumulative GPA for conditional status or non-degree status. |
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#### GRE/GMAT+

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|---|---|
| <b>International Applicant English Proficiency Requirements</b><br>** | TOEFL:<br>550 Paper;<br>79 Internet based<br>IELTS: 6.0 |
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| <b>Other Requirements</b> | <ul style="list-style-type: none"><li>• Essay: Please share your short term and long-term career goals. Explain how the graduate business degree will contribute to accomplishing these goals.</li><li>• Resume</li></ul> Additional requirements for Conditional Admission: <ul style="list-style-type: none"><li>• Interview</li></ul> |
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### Prairie View A&M University

## Graduate

## ADMISSION STANDARDS WITHOUT CHANGES

### Ph.D. Juvenile Justice

|                        |   |
|------------------------|---|
| <b>Application Fee</b> | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee |
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| <b>Previous Degree(s)</b> | Bachelor's and master's degrees from a regionally accredited college or university. |
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| <b>Undergraduate Cumulative GPA</b> | Overall 3.00 GPA in undergraduate work and 3.50 GPA in all previous graduate work. |
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| <b>International Applicant English Proficiency Requirements</b> | TOEFL:<br>550 Paper;<br>79 Internet based<br><br>IELTS: 6.0<br>** |
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| <b>Other Requirements</b> | <ul style="list-style-type: none"><li>• Departmental application</li><li>• Admission decisions are based on a holistic review and not any one factor alone.</li><li>• 1000-word essay describing your interest in juvenile justice and career goals.</li><li>• A copy of the master's thesis or other lengthy report or paper.</li><li>• Three letters of recommendation of which two should be from persons in academia.</li><li>• Complete an individual interview. Applicants who do not meet the minimum benchmarks for admission will not be considered for an interview.</li></ul> |
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| <b>GRE+</b> | Official scores required on all three sections. Scores expire after five years. |
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## Prairie View A&M University

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| <b>Graduate</b> | ADMISSION STANDARDS WITHOUT CHANGES |
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### MS Human Sciences

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| <b>Application Fee</b> | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee |
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|---------------------------|---|
| <b>Previous Degree(s)</b> | Must hold baccalaureate degree or higher from a regionally accredited college or university (degrees from institutions out-side the U.S. are evaluated for equivalency to U.S. degrees) |
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| <b>Undergraduate Cumulative GPA</b> | <p>Minimum 2.75 cumulative GPA or 3.00 on last 60 SCH for regular status.</p> <p>Minimum 2.50 cumulative GPA for conditional status or non-degree status.</p> <p>Students below a 2.50 GPA who have acquired relevant experience that could contribute to ensuring their success in graduate study, may be considered for conditional admission upon a holistic review and recommendation by the respective department head and dean.</p> |
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**GRE+**

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| <b>Other Requirements</b> | <ul style="list-style-type: none"> <li>• Participate in an individual interview with program faculty.</li> </ul> |
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| <b>International Applicant English Proficiency Requirements</b> | <p>TOEFL:</p> <p>550 Paper;</p> <p>79 Internet based</p> <p>IELTS: 6.0</p> <p>**</p> |
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## Prairie View A&M University

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| <b>Graduate</b> | ADMISSION STANDARDS WITHOUT CHANGES |
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### Nursing

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| <b>Application Fee</b> | <p>\$50 domestic non-refundable fee</p> <p>\$50 international non-refundable fee</p> |
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| <b>Previous Degree(s)</b> | <p>Minimum of</p> <p>BSN degree from an NLNAC or CCNE accredited program.</p> |
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| <b>Undergraduate Cumulative GPA</b> | <p>Overall minimum</p> <p>GPA of 3.00 for regular graduate status.</p> |
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**GRE+**

**International Applicant English Proficiency Requirements** \*\*

TOEFL:  
550 Paper;  
79 Internet based  
  
IELTS: 6.0

Meet Commission on Graduates of Foreign Nursing Schools admission requirements.

**Other Requirements**

- Current license as a RN in Texas or application in progress for licensure.
- Employed as a Professional nurse for one year.
- Three letters of recommendation, one must be a former nursing faculty.
- Complete individual interview with graduate faculty.
- Criminal background check and drug screening.

## Prairie View A&M University

**Graduate**

ADMISSION STANDARDS WITHOUT  
CHANGES

### Ph.D. Clinical Adolescent Psychology

**Application Fee**

\$50 domestic non-refundable fee  
\$50 international non-refundable fee

**Previous Degree(s)**

Bachelor's degree from an accredited college or university (degrees from institutions outside of the US are evaluated for equivalency to US degrees). At least 18 hours psychology. Must have taken coursework in research methods, statistics, and abnormal/clinical psychology.

**Undergraduate Cumulative GPA**

Overall 3.0 GPA in undergraduate work or 3.5 GPA in all previous graduate work.

**GRE+**

|   |   |
|---|---|
| <b>International Applicant English Proficiency Requirements</b> | TOEFL:<br>550 Paper;<br>79 Internet based<br><br>IELTS: 6.0 |
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|                           |   |
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| <b>Other Requirements</b> | <ul style="list-style-type: none"> <li>• Departmental application</li> <li>• Admissions decisions are based on a holistic review and not any one factor alone.</li> <li>• Complete an individual interview. Applicants who do not meet the minimum benchmarks for admission will not be considered for an interview.</li> </ul> |
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## Prairie View A&M University

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| <b>Graduate</b> | ADMISSION STANDARDS WITHOUT CHANGES |
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### MS Sociology

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|------------------------|---|
| <b>Application Fee</b> | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee |
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| <b>Previous Degree(s)</b> | Must hold baccalaureate degree or higher from a regionally accredited college or university. |
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| <b>Undergraduate Cumulative GPA</b> | Minimum 2.75 cumulative GPA or 3.00 on last 60 SCH for regular status.<br>Minimum 2.50 cumulative GPA for conditional status or non-degree status.<br>Students below a 2.50 GPA who have acquired relevant experience that could contribute to ensuring their success in graduate study, may be considered for conditional admission upon a holistic review and recommendation by the respective department head and dean. |
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**GRE+**

|   |  |
|---|--|
| <b>International Applicant English Proficiency Requirements</b> | TOEFL:<br>550 Paper;<br>79 Internet based<br><br>IELTS: 60 |
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| <b>Other Requirements</b> | <ul style="list-style-type: none"> <li>• 1000-word personal statement describing your interest in pursuing a sociology degree</li> <li>• Three letters of recommendation of which one should be from someone with personal knowledge of the applicant's skills and potential for graduate work. Each letter must be printed on letterhead of the writer's agency or higher education institution.</li> </ul> |
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## Prairie View A&M University

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|-----------------|-------------------------------------|
| <b>Graduate</b> | ADMISSION STANDARDS WITHOUT CHANGES |
|-----------------|-------------------------------------|

### Ph.D. Educational Leadership

|                        |   |
|------------------------|---|
| <b>Application Fee</b> | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee |
|------------------------|---|

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| <b>Previous Degree(s)</b> | Bachelor's and master's from a regionally accredited college or university. Master Degree prior to entering doctoral program. |
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|                                     |   |
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| <b>Undergraduate Cumulative GPA</b> | Minimum of 2.75 GPA in undergraduate work.<br>Minimum of 3.20 on all completed graduate work. |
|-------------------------------------|---|

**GRE+**

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|---|---|
| <b>International Applicant English Proficiency Requirements</b> | TOEFL:<br>550 Paper;<br>79 Internet based<br><br>IELTS: 6.0 |
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|---------------------------|---|
| <b>Other Requirements</b> | <ul style="list-style-type: none"> <li>• Original 1000-word written essay.</li> <li>• Departmental Application</li> <li>• Individual Interview</li> </ul> |
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## Prairie View A&M University

### Graduate

### ADMISSION STANDARDS WITHOUT CHANGES

#### Ph.D. Electrical Engineering

|                        |   |
|------------------------|---|
| <b>Application Fee</b> | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee |
|------------------------|---|

|                           |  |
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| <b>Previous Degree(s)</b> | Bachelor degree in Engineering, Mathematics or the Physical Sciences from a regionally accredited institution.<br>MS in Electrical Engineering. or related discipline from a regionally accredited institution |
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| <b>Undergraduate Cumulative GPA</b> | 2.75 GPA in undergraduate work.<br>Minimum of 3.20 on all completed graduate work. |
|-------------------------------------|--|

#### GRE+

|   |   |
|---|---|
| <b>International Applicant English Proficiency Requirements</b> | TOEFL:<br>550 Paper;<br>79 Internet based<br><br>IELTS: 6.0<br>** |
|---|---|

|                           |   |
|---------------------------|---|
| <b>Other Requirements</b> | <ul style="list-style-type: none"><li>• Essay describing research goals and/or professional accomplishments.</li><li>• Produce original transcripts for all academic work completed at the undergraduate and graduate levels.</li><li>• Submit three letters of recommendation. These should preferably come from faculty sufficiently acquainted with the student to comment on the student's potential to successfully complete the doctoral program.</li></ul> |
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## Prairie View A&M University

### Graduate

### ADMISSION STANDARDS WITHOUT CHANGES

#### MS Accounting

|                        |   |
|------------------------|---|
| <b>Application Fee</b> | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee |
|------------------------|---|

|                           |  |
|---------------------------|--|
| <b>Previous Degree(s)</b> | Must hold baccalaureate degree or higher from a regionally accredited college or university. Students without a bachelor's degree in business or its equivalent may be required to take leveling courses upon review of undergraduate coursework.* |
|---------------------------|--|

|                                     |   |
|-------------------------------------|---|
| <b>Undergraduate Cumulative GPA</b> | Minimum 2.75 Cumulative GPA or 3.0 on the last 60 SCH for regular status.<br>Minimum 2.50 Cumulative GPA for conditional status or non-degree status. |
|-------------------------------------|---|

**GRE/GMAT+**

|   |   |
|---|---|
| <b>International Applicant English Proficiency Requirements</b> | TOEFL:<br>550 Paper;<br>79 Internet based<br>IELTS: 6.0<br>** |
|---|---|

|                           |   |
|---------------------------|---|
| <b>Other Requirements</b> | <ul style="list-style-type: none"><li>• Essay: Please share your short term and long-term career goals. Explain how the graduate business degree will contribute to accomplishing these goals.</li><li>• Resume</li></ul> Additional requirements for Conditional Admission: <ul style="list-style-type: none"><li>• Interview</li></ul> <p>* Applicants who have not completed the accounting pre-requisites, including non-accounting and non-business majors, will be required to take the following courses prior to enrolling in specific graduate-level accounting coursework:</p> <ul style="list-style-type: none"><li>• ACCT 2113 Financial Accounting</li><li>• ACCT 2123 Managerial Accounting</li><li>• ACCT 3213 Intermediate Accounting I</li><li>• ACCT 3223 Intermediate Accounting II</li><li>• ACCT 3333 Federal Income Tax I</li><li>• ACCT 4223 Auditing</li><li>• FINA 3103 Principles of Finance or FINA 5003 Concepts of Finance</li></ul> |
|---------------------------|---|

**Nursing, Doctor of Nursing Practice**

|                        |   |
|------------------------|---|
| <b>Application Fee</b> | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee |
|------------------------|---|

|                           |   |
|---------------------------|---|
| <b>Previous Degree(s)</b> | An earned master's degree in nursing from a program accredited by the Accreditation Commission for Education in Nursing (ACEN) or the Commission on Collegiate Nursing Education (CCNE) |
|---------------------------|---|

|                                     |   |
|-------------------------------------|---|
| <b>Undergraduate Cumulative GPA</b> | Overall minimum undergraduate GPA of 3.00 and minimum graduate GPA of 3.30. |
|-------------------------------------|---|

**GRE+**

|   |   |
|---|---|
| <b>International Applicant English Proficiency Requirements</b> | TOEFL:<br>550 Paper;<br>79 Internet based<br><br>IELTS: 6.0<br><br>** |
|---|---|

Meet Commission on Graduates of Foreign Nursing Schools admission requirements.

|                           |  |
|---------------------------|--|
| <b>Other Requirements</b> | <ul style="list-style-type: none"><li>• Current license as a RN in Texas or have proof of licensure in another state; have an unencumbered license to practice nursing.</li><li>• An official transcript of all academic work (undergraduate and graduate) from each college or university previously attended.</li><li>• Three letters of recommendation, one must be a former nursing faculty.</li><li>• Documentation of a completed state and/or federal background check, including fingerprints.</li><li>• An interview with the program admission committee members and provision of a writing sample prior to interview.</li><li>• National certification and recognition by a US Board of Nursing as an advance practice nurse (FNP) or a post-master's degree in Nursing with a specialty in Nursing Administration.</li></ul> |
|---------------------------|--|

\* A current resume or curriculum vita



## Graduate

## ADMISSION STANDARDS WITHOUT CHANGES

### MSW Social Work - Traditional Program

|                        |   |
|------------------------|---|
| <b>Application Fee</b> | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee |
|------------------------|---|

|                           |  |
|---------------------------|--|
| <b>Previous Degree(s)</b> | Must hold BSW degree from a CSWE accredited institution within the past six years and before the start of the MSW Advanced Year matriculation. |
|---------------------------|--|

|                                     |  |
|-------------------------------------|--|
| <b>Undergraduate Cumulative GPA</b> | Minimum 3.00 cumulative GPA in undergraduate degree. |
|-------------------------------------|--|

**GRE+**

|   |  |
|---|--|
| <b>International Applicant English Proficiency Requirements</b> | TOEFL: 550 Paper; 79 Internet based<br>IELTS: 60 |
|---|--|

**\*\***

|                           |   |
|---------------------------|---|
| <b>Other Requirements</b> | <ul style="list-style-type: none"><li>• Successful completion of at least one introductory statistics course with a grade of C or better</li><li>• Adequate undergraduate studies in liberal arts and behavioral sciences</li></ul> |
|---------------------------|---|

### Prairie View A&M University

## Graduate

## ADMISSION STANDARDS WITHOUT CHANGES

### MSW Social Work - Advanced Standing

|                        |   |
|------------------------|---|
| <b>Application Fee</b> | \$50 domestic non-refundable fee<br>\$50 international non-refundable fee |
|------------------------|---|

|                           |  |
|---------------------------|--|
| <b>Previous Degree(s)</b> | Must hold baccalaureate degree or higher from a regionally accredited college or university. |
|---------------------------|--|

|                                     |  |
|-------------------------------------|--|
| <b>Undergraduate Cumulative GPA</b> | Minimum 3.0 (on a 4.0 scale) in upper division (junior and senior) coursework. |
|-------------------------------------|--|

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**GRE+**

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|   |  |
|---|--|
| <b>International Applicant English Proficiency Requirements</b> | TOEFL: 550 Paper; 79 Internet based<br><br>IELTS: 60 |
|---|--|

**\*\***

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|                           |  |
|---------------------------|--|
| <b>Other Requirements</b> | <ul style="list-style-type: none"><li>• Earned a B or better in all social work undergraduate required courses.</li><li>• A final field practicum evaluation (if currently enrolled in a BSW program, a mid-term Final Field Practicum Evaluation)</li></ul> |
|---------------------------|--|

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## **Texas A&M University**

### **Graduate**

ADMISSION STANDARDS WITHOUT CHANGES

### **College of Veterinary Medicine & Biomedical Sciences Veterinary Medicine D.V.M.**

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|                        |  |
|------------------------|--|
| <b>Application Fee</b> | \$75 non-refundable fee<br>\$165 non-refundable fee to TMDSAS. |
|------------------------|--|

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|                           |   |
|---------------------------|---|
| <b>Previous Degree(s)</b> | An applicant is expected to have completed at least 37 hours of course work before submitting an application. Applicants must have 53 hours prior to admission into the professional program. All applicants are required to have completed or be enrolled in Organic Chemistry I, Physics I and Biochemistry I prior to submission of the application. All prerequisite courses must be completed and all transcripts submitted to the College of Veterinary Medicine within 15 days of the end of the semester. |
|---------------------------|---|

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|                                     |  |
|-------------------------------------|--|
| <b>Undergraduate Cumulative GPA</b> | Minimum of 2.90 overall and 3.10 on the last 45 hours attempted and a 2.90 in science coursework.<br>Completion of set core curriculum with GPA as high as possible. |
|-------------------------------------|--|

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|             |  |
|-------------|--|
| <b>GRE+</b> | Official scores required (examination results must be within 5 years of the time of application) |
|-------------|--|

|  |   |
|--|---|
| <b>International Applicant English Proficiency Requirements **</b> | Priority consideration is given to qualified applicants who are residents of Texas & U.S. citizens, or residents of Texas who live in the U.S. under a visa permitting permanent residence or qualify for residency under the rules of SB 1528. Applicants of other states with superior credentials will be considered for up to 10 to 15 available spots in each class. |
|--|---|

|                           |   |
|---------------------------|---|
| <b>Other Requirements</b> | Application interview at the option of the Selection Committee. |
|---------------------------|---|

## **Texas A&M University-Central Texas**

|                 |                                     |
|-----------------|-------------------------------------|
| <b>Graduate</b> | ADMISSION STANDARDS WITHOUT CHANGES |
|-----------------|-------------------------------------|

### **General**

|                        |  |
|------------------------|--|
| <b>Application Fee</b> | \$45 non-refundable fee<br>\$100 non-refundable fee for international students |
|------------------------|--|

|                           |  |
|---------------------------|--|
| <b>Previous Degree(s)</b> | Must hold baccalaureate degree or higher from an accredited college or university (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees) |
|---------------------------|--|

|                                     |   |
|-------------------------------------|---|
| <b>Undergraduate Cumulative GPA</b> | Minimum 3.0 cumulative GPA at time of degree conferral, or on last 60 semester credit hours of course work completed (to include all courses in the semester where the 60th hour occurs), can qualify for full admission. |
|-------------------------------------|---|

Test Optional: Applicants with a GPA of 2.5-2.99 on the last 60 semester credit hours of coursework completed (to include all courses in the semester where the 60th hour occurs) can qualify for conditional admission. Full admission requires a minimum of 12 semester credit hours of successful initial coursework (3.0 or higher earned GPA).

**GRE+** Applicants with a GPA of 2.5-2.99 at time of degree conferral, or on the last 60 semester credit hours of coursework completed (to include all courses in the semester where the 60th hour occurs) can qualify for full admission with an acceptable GRE score.

If GRE is required, official scores must be submitted.

**GMAT+  
(Business  
only)** Applicants with a GPA of 2.5-2.99 at time of degree conferral, or on the last 60 semester credit hours of coursework completed (to include all courses in the semester where the 60th hour occurs), can qualify for admission with an acceptable GMAT score

Applicants planning to pursue a Master's program in Business may submit GRE instead of GMAT scores if in the past five years they had previously taken the GRE.

If GMAT is required, official scores must be submitted.

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\*** TOEFL: 550 Paper; 80 Internet-based.  
or  
IELTS: 6  
or  
Completion of ENGL 1301 and ENGL 1302 with a C or better  
or  
Earned an undergraduate or graduate degree in one of the prescribed countries approved by the State Board for Educator Certification to satisfy the language proficiency requirement.

**Other  
Requirements** Foreign credentials must be evaluated by an accrediting agency that is recognized by the U.S.  
Must be eligible to enroll at all institutions previously attended and submit all transcripts.  
See individual department for additional program specific requirements.

## **Texas A&M University-Kingsville**

### **Graduate**

ADMISSION STANDARDS WITHOUT  
CHANGES

### **General**

**Application  
Fee** \$50 non-refundable application fee for U.S. applicants.  
\$75 non-refundable application fee for international applicants.

|  |   |
|--|---|
| <b>Previous Degree(s)</b>  | Must hold baccalaureate degree or higher from a regionally accredited college or university (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)  |
| <b>Undergraduate Cumulative GPA</b>                                | Subject to departmental approval.   |
| <b>GRE+</b>  | Official scores required for international students in MS in Plant and Soil Science, MS in Agriculture Science, and MS in Animal Science. All other programs do not require GRE scores.   |
| <b>GMAT+ (Business only)</b>                                       | Not required.   |
| <b>International Applicant English Proficiency Requirements **</b> | <p>TOEFL: 79 Internet based</p> <p>IELTS: 6.0</p> <p>PTE: 53</p> <p>Duolingo: 100</p> <p>GRE verbal score: 146 (score of the current GRE scale)</p> <p>Based on the review and decision of the College of Graduate Studies, students who have earned at least 12 credits, with a grade C or better, in university-level courses from a U.S. institution or an institution in a traditionally English speaking country, may be exempt from TOEFL.</p> <p>Completion of IEP program at TAMUK ELTC with an Advanced Plus.</p> <p>Completion of the advanced-level Texas Intensive English Program (TIEP) offered by the Texas International Education Consortium (TIEC).</p> |
| <b>Other Requirements</b>  | <p>See individual department for additional requirements</p> <p>All international students must submit a transcript evaluation from an approved Foreign Credential Evaluation Service.</p>  |

## Graduate

## ADMISSION STANDARDS WITHOUT CHANGES

### General

**Application  
Fee**

\$50 non-refundable fee for domestic students  
\$50 non-refundable fee for international students.

**Previous  
Degree(s)**

Must hold baccalaureate degree or higher from a regionally accredited college or university (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)

**Undergraduate  
Cumulative  
GPA**

Minimum 2.5 GPA overall or on last 60 hours toward bachelor's degree. Some degrees require 3.0 overall. See individual program for specific requirements.

**GRE+**

For programs requiring the GRE, official scores (no more than 5 years old) are required.

See individual program for specific requirements.

**GMAT+  
(Business only)**

Official scores (not over 5 years old) are required.

For MBA, GMAT waived for cumulative GPA of 3.0 on baccalaureate degree

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

TOEFL:  
550 Paper

Notarized Affidavit of Sponsor Support and Visa Status  
Documentation.

|                           |   |
|---------------------------|---|
| <b>Other Requirements</b> | <p>Additional requirements vary by program but may include GRE, MAT or GMAT scores, letter of purpose/intent, resume, references, interview, or writing sample. See individual program for specific requirements.</p> <p>Individual program admissions decisions are based on total points received on a quality program rubric (e.g., for the Master's in Education Administration – a score of 50 out of 80 on a rubric assessing the quality of five components: GPA, GRE, letter of purpose, references and resume).</p> <p>Students who do not meet institutional requirements for admissions may request consideration through an Alternative Admissions process.</p> |
|---------------------------|---|

## West Texas A&M University

### Graduate

### ADMISSION STANDARDS WITHOUT CHANGES

#### General

|                                     |   |
|-------------------------------------|---|
| <b>Application Fee</b>              | <p>\$55 non-refundable fee for U.S. and permanent resident applicants.</p> <p>\$90 non-refundable fee for international applicants.</p>   |
| <b>Previous Degree(s)</b>           | Must hold baccalaureate degree or higher from a regionally accredited college or university (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees)        |
| <b>Undergraduate Cumulative GPA</b> | <p>For Master's level, Composite score of undergraduate GPA (overall or last 60 SCH)</p> <p>For Doctoral level, Master's GPA.</p> <p>See individual department for specific requirements.</p> |
| <b>GRE+</b>                         | <p>For programs requiring the GRE, official scores required. Must not be over 5 years old.</p> <p>See individual department for specific requirements.</p>                                    |
| <b>GMAT+ (Business only)</b>        | Applicants whose GPA is 3.0 or above can request the GMAT to be waived.   |

**International  
Applicant  
English  
Proficiency  
Requirements  
\*\***

TOEFL:  
79 Internet based

IELTS: 6.5

PTE: 58

Duolingo: 105

ACT English: 21

SAT: 560

Letter of English proficiency directly from school

Cambridge CPE or CAE Certificate

Country of Citizenship Exemption

Score requirements for the M.S. in Biology and Environmental  
Science are as follows: TOEFL 90-91 (Internet based); or IELTS 6.5;  
or PTE 62

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**Other  
Requirements**

See individual department for additional specific requirements

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Agenda Item No.

**AGENDA ITEM BRIEFING**

**Submitted by:** Phillip Ray, Vice Chancellor for Business Affairs  
The Texas A&M University System

**Subject:** Approval of Revisions to System Policy 32.02, *Discipline and Dismissal of Employees*

**Proposed Board Action:**

Approve revisions to System Policy 32.02, *Discipline and Dismissal of Employees*.

**Background Information:**

The following revisions are proposed for this policy:

Revisions were made to clarify the policy's application to all system employment positions, faculty and nonfaculty.

**A&M System Funding or Other Financial Implications:**

None.

**Strategic Plan Imperative(s) this Item Advances:**

This agenda item advances Strategic Plan Imperatives 1-6 by ensuring that system members employ only faculty and staff of sufficient quality to enable the institution or agency to meet all applicable imperatives.

Agenda Item No.

**THE TEXAS A&M UNIVERSITY SYSTEM**  
Office of the Vice Chancellor for Business Affairs  
April 15, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of Revisions to System Policy 32.02, *Discipline and Dismissal of Employees*

I recommend adoption of the following minute order:

**“The revisions to System Policy 32.02, *Discipline and Dismissal of Employees*, as shown in the attached exhibit, are approved, effective immediately.”**

Respectfully submitted,

Phillip Ray  
Vice Chancellor for Business Affairs

**Approval Recommended:**

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John Sharp  
Chancellor

**Approved for Legal Sufficiency:**

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer



## 32.02 Discipline and Dismissal of Employees

Revised May 29, 2025 (MO -2025)

Revised February 6, 2020 (MO 024 2020)

Next Scheduled Review: February 6, 2025 May 29, 2030

Click to view [Revision History](#).

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### Policy Summary

~~Nonfaculty employees of The Texas A&M University System (system) are “at-will” employees.~~  
The discipline and/or dismissal of any The Texas A&M University System (sSystem) employee will be in accordance with ~~s~~System policies and regulations.

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### Regulation

#### 1. AT-WILL EMPLOYMENT FOR ALL NONFACULTY EMPLOYEES

All nonfaculty positions (including administrative appointments held by faculty members) in the ~~s~~System are “at will,” meaning that any nonfaculty employee may be dismissed from employment with or without cause.<sup>1</sup> Any such dismissal must be in compliance with federal and state law.

#### 2. DISCIPLINE AND DISMISSAL

- 2.1 Subject to ~~S~~section 1 of this policy, all employees may be dismissed for cause at any time. Discipline and dismissal of a faculty member will be in accordance with applicable ~~s~~System policies.
- 2.2 Except as provided in System Policy *01.03, Appointing Power and Terms and Conditions of Employment*, and ~~S~~section 1 of this policy, an employee ~~may will~~ be subject to disciplinary action, up to and including dismissal, upon a finding that the employee’s job performance or conduct falls below expected or required standards.
- 2.3 To the extent not addressed in ~~s~~System policy, the chancellor will establish regulations to determine when disciplinary action or dismissal may be imposed under ~~S~~section 2.2 of this policy.

#### 3. WRITTEN NOTICE

All notifications to employees regarding disciplinary actions, including the term of any designation as Not Eligible for Rehire, must be in writing and include notice of applicable

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<sup>1</sup>This reference excludes a nonfaculty system employee having a written employment contract entered in accordance with System Policy 25.07, *Contract Administration*.

appeal procedures. Copies of these written notifications must be maintained in the employee's official personnel file.

#### 4. NOT ELIGIBLE FOR REHIRE

~~As the result of a n-employee who is dismissed or resigns in lieu of dismissal as a result of a written finding of serious misconduct-that has been~~ substantiated by an investigation, an employee or former employee conducted in accordance with system policy will may be designated as Not Eligible for Rehire in Workday for a specified term of not less than five years. The member who designates a former employee as Not Eligible for Rehire is responsible for removing the designation in Workday at the end of the specified term. Serious misconduct includes, but is not limited to, sexual harassment, research misconduct, fraud, and violations of law such as theft, violence or threat of violence in the workplace.

A designation of Not Eligible for Rehire will disqualify a former employee from being (a) employed or retained by any System member including as an independent contractor, consultant or volunteer, or (b) assigned to perform work for a member while an employee of a business entity for the duration of the specified term. Any former employee acting as an independent contractor, consultant, or volunteer must disclose their designation of Not Eligible for Rehire to the member for whom they are proposing to perform work. A business entity employing a former member employee designated as Not Eligible for Rehire is responsible for ensuring that its employee is not involved in any work for the ~~s~~System. Members must include a clause to this effect in all solicitations and agreements. (See the Contract Management Handbook).

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### Related Statutes, Policies, or Requirements

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[System Policy 01.03, Appointing Power and Terms and Conditions of Employment](#)

[System Policy 12.01, Academic Freedom, Responsibility and Tenure](#)

[System Policy 12.07, Fixed Term Academic Professional Track Faculty](#)

[System Policy 25.07, Contract Administration](#)

[System Policy 32.01, Employee Complaint and Appeal Procedures](#)

[Contract Management Handbook](#)

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### Member Rule Requirements

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A rule is not required to supplement this policy.

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### Contact Office

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| ~~System Offices~~ Human Resources  
(979) 458-6169

## 32.02 Discipline and Dismissal of Employees

Revised [May 29, 2025](#) (MO -2025)  
Next Scheduled Review: May 29, 2030  
Click to view [Revision History](#).



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### Policy Summary

The discipline and/or dismissal of any The Texas A&M University System (System) employee will be in accordance with System policies and regulations.

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### Regulation

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#### 1. AT-WILL EMPLOYMENT FOR ALL NONFACULTY EMPLOYEES

All nonfaculty positions (including administrative appointments held by faculty members) in the System are “at will,” meaning that any nonfaculty employee may be dismissed from employment with or without cause.<sup>1</sup> Any such dismissal must be in compliance with federal and state law.

#### 2. DISCIPLINE AND DISMISSAL

- 2.1 Subject to section 1 of this policy, all employees may be dismissed for cause at any time. Discipline and dismissal of a faculty member will be in accordance with applicable System policies.
- 2.2 Except as provided in System Policy *01.03, Appointing Power and Terms and Conditions of Employment*, and section 1 of this policy, an employee may be subject to disciplinary action, up to and including dismissal, upon a finding that the employee’s job performance or conduct falls below expected or required standards.
- 2.3 To the extent not addressed in System policy, the chancellor will establish regulations to determine when disciplinary action or dismissal may be imposed under section 2.2 of this policy.

#### 3. WRITTEN NOTICE

All notifications to employees regarding disciplinary actions, including the term of any designation as Not Eligible for Rehire, must be in writing and include notice of applicable appeal procedures. Copies of these written notifications must be maintained in the employee’s official personnel file.

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<sup>1</sup> This reference excludes a nonfaculty system employee having a written employment contract entered in accordance with System Policy 25.07, *Contract Administration*.

#### 4. NOT ELIGIBLE FOR REHIRE

As the result of a written finding of serious misconduct substantiated by an investigation, an employee or former employee may be designated as Not Eligible for Rehire in Workday for a specified term of not less than five years. The member who designates a former employee as Not Eligible for Rehire is responsible for removing the designation in Workday at the end of the specified term. Serious misconduct includes, but is not limited to, sexual harassment, research misconduct, fraud, and violations of law such as theft, violence or threat of violence in the workplace.

A designation of Not Eligible for Rehire will disqualify a former employee from being (a) employed or retained by any System member including as an independent contractor, consultant or volunteer, or (b) assigned to perform work for a member while an employee of a business entity for the duration of the specified term. Any former employee acting as an independent contractor, consultant, or volunteer must disclose their designation of Not Eligible for Rehire to the member for whom they are proposing to perform work. A business entity employing a former member employee designated as Not Eligible for Rehire is responsible for ensuring that its employee is not involved in any work for the System. Members must include a clause to this effect in all solicitations and agreements. (See the Contract Management Handbook).

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### **Related Statutes, Policies, or Requirements**

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[System Policy 01.03, Appointing Power and Terms and Conditions of Employment](#)

[System Policy 12.01, Academic Freedom, Responsibility and Tenure](#)

[System Policy 12.07, Fixed Term Academic Professional Track Faculty](#)

[System Policy 25.07, Contract Administration](#)

[System Policy 32.01, Employee Complaint and Appeal Procedures](#)

[Contract Management Handbook](#)

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### **Member Rule Requirements**

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A rule is not required to supplement this policy.

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### **Contact Office**

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Human Resources  
(979) 458-6169

Agenda Item No.

**EAST TEXAS A&M UNIVERSITY**

Office of the President

March 5, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of Academic Tenure, May, 2025,  
East Texas A&M University

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System, in accordance with System Policy 12.01, *Academic Freedom, Responsibility and Tenure*, hereby authorizes the granting of tenure to the following faculty members at East Texas A&M University as set forth in the exhibit, Tenure List No. 25-03.”**

Respectfully submitted,

Mark J. Rudin

**Approval Recommended:**

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John Sharp  
Chancellor

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**Approved for Legal Sufficiency:**

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Ray Bonilla  
General Counsel



**EAST TEXAS A&M UNIVERSITY  
BACKGROUND OF FACULTY  
RECOMMENDED FOR ACADEMIC TENURE  
TENURE LIST NO. 25-03**

ITEM  
EXHIBIT

**COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES**

| <u>Name</u>         | <u>Present Rank</u><br><u>Department</u>                              | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|---------------------|---|---------------------------------------|--------------------|--|
|                     |   | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Desire Djidonou | Assistant Professor<br>Agricultural Sciences and<br>Natural Resources | 6                                     | 0                  | 09/01/2025                             |
| Ph.D. (2012)        | University of Florida   |                                       |                    |  |
| Fa 2019 – Present   | East Texas A&M University   | Assistant Professor                   |                    |  |

Dr. Djidonou has developed two undergraduate and one graduate course. In addition, he has co-authored a lab manual for the undergraduate course, Introduction to Plant Science. Dr. Djidonou's primary research area is plant science. He has actively pursued external funding, having submitted twelve grant proposals, of which three have been funded. The total funding of his awarded grants is \$1,591,611. He has ten refereed publications since 2019, of which he was the primary author on four of the articles. In addition, he has published multiple peer-reviewed abstracts and delivered five professional presentations. Dr. Djidonou has served on a variety of college and university committees. In addition, he has served as a reviewer for the USDA NIFA. United States Department of Agriculture National Institute of Food and Agriculture.

Dr. Djidonou's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>                                       | <u>Present Rank</u><br><u>Department</u>  | <u>Yrs. Towards</u><br><u>Tenure*</u>                             |                    | <u>Effective Date</u><br><u>Tenure</u>               |
|---|---|---|--------------------|--|
|   |   | <u>Univ.</u>  | <u>Other Inst.</u> |  |
| Dr. Bryan Rank                                    | Associate Professor<br>Agricultural Sciences and<br>Natural Resources             | 0   | 8                  | Upon Approval<br>by the Board and Faculty<br>Arrival |
| Ph.D. (2016)                                      | Iowa State University   |   |                    |  |
| Fa 2017 – Sp 2023<br>Fa 2023 – Sp 2025<br>Sp 2025 | Arkansas Tech University<br>Arkansas Tech University<br>East Texas A&M University | Assistant Professor<br>Associate Professor<br>Associate Professor |                    |  |

Dr. Bryan Rank is an active grant writer, fundraiser, and an established leader who has secured over 1.2 million dollars in funding for agricultural laboratory and equipment. His publication record includes more than 45 articles and delivered presentations. He has experience in strategic planning, curriculum and program development, and a special interest in agricultural education. He was elected to serve as the Director-at-Large

on the Non-Land-Grant Agricultural and Renewable Resources Universities Board of Directors. Dr. Rank has extensive industry experience, including land and rural property consulting, seedstock production and cattle welfare.

Dr. Rank's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

## COLLEGE OF BUSINESS

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u>      | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|---|---------------------------------------|--------------------|--|
|                   |   | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Robert Rankin | Assistant Professor<br>Accounting and Finance | 6                                     | 0                  | 09/01/2025                             |
| D.B.A. (2016)     | North Central University                      |                                       |                    |  |
| Fa 2019 – Present | East Texas A&M University                     | Assistant Professor                   |                    |  |

Dr. Rankin is a committed educator who provides experiential learning opportunities that benefit students both academically and professionally. His mentorship has positively influenced student success. Dr. Rankin's research includes both pedagogical and applied theoretical work, addressing critical areas within his field. His research is published in respected journals included in the College of Business journal list, demonstrating his commitment to producing high-quality work. Dr. Rankin's outreach to the local business community, including Business to Industry program and firm partnerships, has strengthened connections between academia and the local business community.

Dr. Rankin's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>  | <u>Present Rank</u><br><u>Department</u>  | <u>Yrs. Towards</u><br><u>Tenure*</u>  |                    | <u>Effective Date</u><br><u>Tenure</u>               |
|--|---|--|--------------------|--|
|  |   | <u>Univ.</u>   | <u>Other Inst.</u> |  |
| Dr. Sri Beldona  | Professor<br>Business Administration  | 0  | >15                | Upon Approval<br>by the Board and Faculty<br>Arrival |
| Ph.D. (1997)   | Temple University   |  |                    |  |
| Fa 2001 – Sp 2007<br>Fa 2007 – Sp 2011<br>Fa 2013 – Sp 2018<br>Sp 2025 | University of Dallas<br>University of Dallas<br>University of Dallas<br>East Texas A&M University | Assistant Professor<br>Associate Professor<br>Professor (Tenure 2013)<br>Professor |                    |  |

Dr. Beldona has an impressive background in developing innovative and market-driven curricula and raising and managing multi-million-dollar budgets in academic and corporate settings. With a proven track record in fundraising and philanthropy, Dr. Beldona has raised over \$10 million toward scholarships and STEM-designated programs. He also played a pivotal role in securing a \$12 million gift for the University of Dallas.

He has an impressive history of building and securing external partnerships and advancing academic development, such as increasing enrollment by more than 60%.

Dr. Beldona's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u>               |
|-------------------|--|---------------------------------------|--------------------|--|
|                   |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Nancy Albers  | Professor<br>Marketing                   | 0                                     | >15                | Upon Approval<br>by the Board and Faculty<br>Arrival |
| Ph.D. (1994)      | University of Houston                    |                                       |                    |  |
| Fa 1994 – Sp 2001 | University of North Texas                | Assistant Professor                   |                    |  |
| Fa 2001 – Sp 2003 | University of North Texas                | Associate Professor                   |                    |  |
| Fa 2003 – Sp 2008 | Berry College                            | Associate Professor                   |                    |  |
| Fa 2008 – Sp 2013 | Berry College                            | Professor (Tenured 2008)              |                    |  |
| Fa 2016 – Sp 2022 | Louisiana State University Shreveport    | Professor                             |                    |  |
| Fa 2022 – Sp 2025 | University South Carolina Aiken          | Professor                             |                    |  |
| Sp 2025           | East Texas A&M University                | Professor                             |                    |  |

Dr. Albers comes to the role of dean of the College of Business with extensive experience in strategic planning, accreditation, and external relations, evidenced by her success in enrollment growth, program building, and student engagement in her most recent role as dean of the School of Business Administration at the University of South Carolina Aiken. She has garnered over 35 grants and awards, written over 30 publications, and given more than 120 presentations.

Dr. Albers' file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

## COLLEGE OF EDUCATION AND HUMAN SERVICES

| <u>Name</u>        | <u>Present Rank</u><br><u>Department</u>          | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|--------------------|---|---------------------------------------|--------------------|--|
|                    |   | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Kamisha Childs | Assistant Professor<br>Curriculum and Instruction | 6                                     | 0                  | 09/01/2025                             |
| Ed.D. (2013)       | Texas Southern University                         |                                       |                    |  |
| Fa 2019 – Present  | East Texas A&M University                         | Assistant Professor                   |                    |  |

Since joining the university, Dr. Childs has published seven peer-reviewed manuscripts and three peer-reviewed book chapters. She has four additional manuscripts under review. In addition, Dr. Child has two grant-related research briefs that have been reviewed by the Texas Higher Education Coordinating Board. These reports stemmed from a THECB grant upon which she was a Co-PI (\$550,000). She has given 25 conference presentations during her time on the tenure track. Finally, during the pandemic Dr. Childs played an integral

role in bringing GoReact to campus (and the A&M System) as a way to address internship/residency observation requirements that were difficult to navigate due to social distancing needs. Other service endeavors include acting as the coordinator of the Science of Teaching Reading concentration, as well as playing important roles in the Texas Association of Literacy Education.

Dr. Childs' file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>             | <u>Present Rank</u><br><u>Department</u>          | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------------|---|---------------------------------------|--------------------|--|
|                         |   | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Melanie Loewenstein | Assistant Professor<br>Curriculum and Instruction | 6                                     | 0                  | 09/01/2025                             |
| Ed.D. (2018)            | Texas Woman's University                          |                                       |                    |  |
| Fa 2019 – Present       | East Texas A&M University                         | Assistant Professor                   |                    |  |

Dr. Loewenstein has been involved with curriculum change, adjusting the Reading Specialist practicum course to better align with state standards, lending her expertise in literacy to aid our university's successful Texas Reading Academy application. She has produced nine peer-reviewed papers. Dr. Loewenstein was lead author on five of her publications and her work appears in a variety of outlets. In addition to publications, she consistently presents at state and national conferences, accumulating fifteen national and regional presentations. Dr. Loewenstein's service is highlighted by her coordination of the Reading Master's Program, pivotal work on the Texas Education Agency application for Early Childhood-3 certification program, as well as her work on the Bill Martin Jr. Symposium. Recently, Dr. Loewenstein was awarded grant funding of \$5,000 from the ChangeX Foundation.

Dr. Loewenstein's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u>          | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|---|---------------------------------------|--------------------|--|
|                   |   | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Julia Persky  | Assistant Professor<br>Curriculum and Instruction | 6                                     | 0                  | 09/01/2025                             |
| Ph.D. (2018)      | Texas A&M University                              |                                       |                    |  |
| Fa 2019 – Present | East Texas A&M University                         | Assistant Professor                   |                    |  |

Dr. Persky teaches across graduate and undergraduate levels. She has taught 11 classes for the department and plays an important role as one of the primary instructors for our students in Corsicana. She has published five peer-reviewed articles as well as two other publications currently under review. Dr. Persky has created writing groups to help both faculty and students improve their productivity. She is chairing three dissertation committees as well as serving on the University Hearing Board and serves on the ad-hoc Academic Dishonesty Committee.

Dr. Persky's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>       | <b>Present Rank<br/>Department</b>                | <b>Yrs. Towards<br/>Tenure*</b> |                    | <b>Effective Date<br/>Tenure</b> |
|-------------------|---|---------------------------------|--------------------|----------------------------------|
|                   |   | <u>Univ.</u>                    | <u>Other Inst.</u> |                                  |
| Dr. Laura Slay    | Assistant Professor<br>Curriculum and Instruction | 6                               | 0                  | 09/01/2025                       |
| Ph.D. (2018)      | University of North Texas                         |                                 |                    |                                  |
| Fa 2019 – Present | East Texas A&M University                         | Assistant Professor             |                    |                                  |

Dr. Slay teaches both the graduate and undergraduate levels although her primary responsibilities have been at the undergraduate level. Her scholarly productivity is strong. She currently has 11 publications with two others under review. Dr. Slay is a frequent presenter at state and national conferences. Her dedication includes her editorial responsibilities, during which she has evaluated manuscripts and conference proposals, further showcasing her involvement and impact in the field of educational research.

Dr. Slay's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>         | <b>Present Rank<br/>Department</b>            | <b>Yrs. Towards<br/>Tenure*</b> |                    | <b>Effective Date<br/>Tenure</b> |
|---------------------|---|---------------------------------|--------------------|----------------------------------|
|                     |   | <u>Univ.</u>                    | <u>Other Inst.</u> |                                  |
| Dr. Mack Hines, III | Assistant Professor<br>Educational Leadership | 2                               | >15                | 09/01/2025                       |
| Ed.D. (2003)        | South Carolina State University               |                                 |                    |                                  |
| Fa 2004 – Sp 2005   | University of Arkansas-Monticello             | Assistant Professor             |                    |                                  |
| Fa 2005 – Sp 2019   | Sam Houston State University                  | Associate Professor             |                    |                                  |
| Fa 2019 – Sp 2020   | Tennessee State University                    | Associate Professor             |                    |                                  |
| Fa 2022 – Sp 2023   | Fairfield University                          | Associate Professor             |                    |                                  |
| Fa 2023 – Present   | East Texas A&M University                     | Assistant Professor             |                    |                                  |

Dr. Hines has taught exclusively online and at the graduate level. As Dr. Hines had been a tenured associate professor at another institution, he was granted four years toward tenure. His appointment letter included fourteen publications that he could apply toward his application for tenure and promotion. Since joining the university, he has published one additional peer-reviewed article. Dr. Hines has provided departmental level service appropriate for a faculty member completing their first year on campus. He has served on departmental committees and has taken on a handful of doctoral advisees.

Dr. Hines' file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u>                             | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|--|---------------------------------------|--------------------|--|
|                   |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Tony Lee      | Assistant Professor<br>Higher Education and<br>Learning Technologies | 2                                     | >15                | 09/01/2025                             |
| Ph.D. (2014)      | University of Oklahoma   |                                       |                    |  |
| Fa 2019 – Present | East Texas A&M University  | Assistant Professor                   |                    |  |

Dr. Lee has taught at both the undergraduate and graduate levels. He teaches almost all his courses online due to the nature of the program and the department within which he is situated. Dr. Lee has produced research at a solid rate. He has five peer-reviewed journal articles with two more under review. He is the first author on four of his journal articles. In addition to the articles, he has four book chapters, all of which he is either first or sole author. Dr. Lee has provided noteworthy service as an assistant department head, chairing a program and serving on numerous committees, such as Faculty Senate and University Hearing Board. He participates in professional organizations at the national level, including reviewing for conferences.

Dr. Lee's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

#### **COLLEGE OF HUMANITIES, SOCIAL SCIENCES AND ARTS**

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|--|---------------------------------------|--------------------|--|
|                   |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Cynthia Ross  | Assistant Professor<br>History           | 6                                     | 0                  | 09/01/2025                             |
| Ph.D. (2011)      | Washington State University              |                                       |                    |  |
| Fa 2019 – Present | East Texas A&M University                | Assistant Professor                   |                    |  |

Dr. Ross has published a refereed book chapter, five peer-reviewed journal articles, seven shorter publications, and has been active in conferences with approximately forty presentations at all levels. Dr. Ross continues to expand her research agenda with manuscripts in progress. Beyond teaching and research, Dr. Ross has contributed notable service activities that range from departmental committees to professional service, including working with the World History Association of Texas. Dr. Ross's service and scholarship combine to help elevate her professional profile.

Dr. Ross' file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>         | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|---------------------|--|---------------------------------------|--------------------|--|
|                     |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Ms. Andrea Williams | Assistant Professor<br>Theatre           | 6                                     | 3                  | 09/01/2025                             |
| MFA (2007)          | University of Arkansas                   |                                       |                    |  |
| Fa 2016 – Sp 2019   | Massachusetts College of Liberal Arts    | Assistant Professor                   |                    |  |
| Fa 2019 – Present   | East Texas A&M University                | Assistant Professor                   |                    |  |

Ms. Williams, a specialist in costume design, has taught 15 different courses and created seven new classes since joining the university. Her syllabi assignments set clear expectations. Ms. Williams surpassed requirements for research and creative activities, including conferences and symposia presentations, prominently at the United States Institute for Theatre Technology annual conferences. Several committees have benefited by having Ms. Williams serve on them, including serving a term on the Faculty Senate, where she took one of the leadership roles as Secretary for a year.

Ms. Williams's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

- \* Each university determines, through a review process, the number of years each faculty member will be awarded towards tenure based on his/her dossier.

Agenda Item No.

## **AGENDA ITEM BRIEFING**

**Submitted by:** Mark J. Rudin, President  
East Texas A&M University

**Subject:** Granting of Faculty Development Leave for FY 2026,  
East Texas A&M University

### **Proposed Board Action:**

Authorize faculty development leave for FY 2026 at East Texas A&M University (ETAMU).

### **Background Information:**

System Policy [31.03, Leaves of Absence](#), and System Regulation [12.99.01, Faculty Development Leave](#), require that a recommendation for faculty development leave be submitted by the university president to the chancellor for recommendation to the Board of Regents for approval. At ETAMU, the application is submitted with support of the academic department, college dean, university development leave committee (elected by the general faculty), provost and executive vice president for academic affairs, and president.

As shown in the exhibit, ETAMU requests approval for faculty development leave for eight faculty members for FY 2026.

ETAMU is in compliance with the statutory requirement that no more than six percent of eligible faculty be on development leave at any time.

### **A&M System Funding or Other Financial Implications:**

No additional funding is required. Departmental faculty members are assuming the recommended faculty members' teaching loads by adjusting course offerings the next academic year.

### **Strategic Plan Imperative(s) this Item Advances:**

Strategic Plan Imperative 4: The A&M System will increase its prominence by building a robust and targeted research portfolio. Providing faculty development leave opportunities further supports two of East Texas A&M University's strategic priorities and goals of elevating research and student preparedness.



Agenda Item No.

**EAST TEXAS A&M UNIVERSITY**

Office of the President

March 4, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Granting of Faculty Development Leave for FY 2026,  
East Texas A&M University

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System, in accordance with System Policy 31.03, System Regulation 12.99.01 and Sections 51.101-108 of the Texas Education Code, authorizes faculty development leave to the faculty members as shown in the attached exhibit, Faculty Development Leave List FY 2026, East Texas A&M University.”**

Respectfully submitted,

Mark J. Rudin  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**FACULTY DEVELOPMENT LEAVE LIST  
FY 2026  
EAST TEXAS A&M UNIVERSITY**

| <b>Name/<br/>Title/<br/>Department</b>              | <b>Years of<br/>ETAMU<br/>Tenured,<br/>Tenure-<br/>Track<br/>Service</b> | <b>Semester<br/>of Leave</b> | <b>Location, Brief Description of Leave and<br/>Benefit to University</b>   |
|---|--|------------------------------|---|
|   |  |                              |   |
| <b>COLLEGE OF BUSINESS</b>                          |  |                              |   |
| Asli Ogunc<br>Professor<br>Management and Economics | 20   | Spring<br>2026               | Dr. Ogunc plans to take multiple short research trips to visit colleagues who have been teaching statistics in different universities across the nation for feedback on the work in progress. She is developing <i>Business Statistics Using Python</i> , a comprehensive, application-centered textbook designed to provide students with critical skills for a data-driven world—completely free of charge to students at East Texas A&M University. This innovative resource combines engaging lessons in statistics with practical Python applications, fostering confidence, curiosity, and career readiness. By equipping students with Python expertise, one of the most in-demand programming languages according to platforms like Glassdoor and Indeed, Dr. Ogunc aims to prepare students for competitive job markets and high-impact careers. This initiative will assist the university in becoming a student-ready institution and directly support learners while cultivating a workforce capable of driving innovation and economic growth. Students will gain hands-on experience analyzing and interpreting data using Python, enhancing their employability and value in the industry. By addressing the growing demand for data analysis and programming expertise, <i>Business Statistics Using Python</i> not only benefits students but also advances the university’s mission of improving regional outcomes. |

| COLLEGE OF EDUCATION AND HUMAN SERVICES                    |    |                |   |
|--|----|----------------|---|
| Kay Hong-Nam<br>Professor<br>Curriculum and Instruction    | 16 | Spring<br>2026 | Dr. Hong-Nam's faculty development leave will take place in Seoul, Korea, where research will focus on the integration of Artificial Intelligence (AI), specifically ChatGPT, into English language teaching and learning. Participants will include English as a Foreign Language Korean college students enrolled in an intensive English language program and their instructors. These students are part of the Global Frontier Program, which will prepare them to transfer to East Texas A&M University (ETAMU) after completing the program and earning 12 college credit hours. The objective of the leave is to explore perceptions, experiences and challenges of students and instructors in using ChatGPT. The study aims to uncover how AI tools support or challenge language learning and teaching, and classroom dynamics in an intensive English language learning environment. Data will be collected through surveys and semi-structured interviews, with a pilot study ensuring the reliability of the instruments. The outcome of the leave will provide actionable insights for ETAMU faculty to better support Korean students on campus and refine teaching practices. The findings will also contribute to the broader understanding of ChatGPT's role in language education, offering practical recommendations for integrating AI tools. The research will enhance the university's reputation as a leader in innovative education and support academic advancements in AI-assisted learning. |
| Shulan Lu<br>Professor<br>Psychology and Special Education | 20 | Spring<br>2026 | Dr. Lu's faculty development leave will primarily occur in Commerce, Texas; however, she anticipates traveling for a few weeks intermittently to Southern Methodist University and Stanford University to build collaborations as the project progresses. She will develop and conduct research projects to assess the integration of AI in student learning engagement. Her faculty development work will involve students, faculty collaborators from the disciplines of psychology and computer science, and multiple institutions. The proposed work aims to produce peer-reviewed publications, disseminate insights into educational practices, and develop an external research grant proposal. Dr. Lu's research will generate significant impacts, contributing to the development of well-informed, effective, and ethical AI integration strategies in education.  |

| <b>COLLEGE OF HUMANITIES, SOCIAL SCIENCES AND ARTS</b>                  |    |             |  |
|---|----|-------------|--|
| Salvatore Attardo<br>Professor<br>Literature and Languages              | 18 | Fall 2025   | Dr. Attardo intends to complete and publish an open access graduate level English grammar textbook. He does not plan to travel while on faculty development leave. The research will be conducted locally. The book will be released immediately after completion of the leave (early 2026). A draft of the book is currently being used in one of the courses offered at ETAMU. The project is innovative in two ways: 1) it uses a method of heuristics (discovery procedures) that helps students reason about grammar, and 2) it incorporates important information about language variation, which most grammars fail to do. Consideration will be given to the pedagogy of grammar as well. There currently are no textbooks available that share all these features. The main objective of the leave will be that a free, open access, English grammar textbook will be available to teachers and students worldwide. |
| Zachary Palmer<br>Associate Professor<br>Sociology and Criminal Justice | 6  | Fall 2025   | Dr. Palmer's work while on faculty development leave will be to complete the writing of his book. Drawing from 50 in-depth interviews, the book explores how social movements articulate claims and motivate participation in different political environments. Chapters will explore how individuals navigate issues around healthcare and community. This project contributes to multiple fields, including sociology and public health. The book is currently under contract with Lexington Books with an expected completion of spring 2026.   |
| <b>COLLEGE OF SCIENCE AND ENGINEERING</b>                               |    |             |  |
| Matt Wood<br>Regents Professor<br>Physics and Astronomy                 | 13 | Spring 2026 | Dr. Wood plans to conduct his research at host institutions such as Armagh Observatory in Northern Ireland; Warwick University in the United Kingdom; and the University of Cape Town in South Africa. Dr. Wood recently assumed the role of Scientific Director for the Center for Backyard Astrophysics (CBA). CBA is the "Pro-Am" collaboration minding the clockworks of the cataclysmic variable (CV) stars. Using the existing and ever-growing repository of data (containing over 65,000 time series data sets and increasing at a rate of >3,000/yr), Dr. Wood will be working on in-depth studies of objects DQ Her and V1674 Her, a study of white dwarf spin period changes in   |

|  |  |  |   |
|--|--|--|---|
|  |  |  | <p>the intermediate polar CVs, and further studies of the superhump phenomena in nova and nova-like systems. Dr. Wood expects at least two of these projects to result in peer-reviewed (e.g., <i>The Astrophysical Journal</i>) publications during the leave period. The leave will allow Dr. Wood an opportunity to develop the suite of software data analysis tools that will reduce the time required to complete the data analysis for future manuscripts.</p> |
|--|--|--|---|

Agenda Item No.

**AGENDA ITEM BRIEFING**

**Submitted by:** Mark J. Rudin, President  
East Texas A&M University

**Subject:** Approval of a New Bachelor of Arts or a Bachelor of Science Degree Program with a Major in Secondary Education and Authorization to Request Approval from the Texas Higher Education Coordinating Board

**Proposed Board Action:**

Approve the establishment of a New Degree Program at East Texas A&M University (ETAMU) leading to the Bachelor of Arts or Bachelor of Science (B.A./B.S.) with a major in Secondary Education, authorize the submission of the degree program to the Texas Higher Education Coordinating Board (THECB) for approval and certify that all applicable THECB criteria have been met.

**Background Information:**

Over the past decade, ETAMU updated its education program for secondary teacher preparation, resulting in successful initiatives like the yearlong paid student teaching for Science, Technology, Engineering, and Math (STEM) candidates. Faculty research indicates that future secondary teachers benefit from a full academic year of student teaching and enhanced support, which the existing bachelor's degree programs for 7-12 teacher preparation do not provide. The proposed program will address this need and meet the revised requirements of the Texas Education Agency (TEA) and current THECB standards.

The proposed program will meet new state requirements and provide students with valuable early field experiences, a full academic year of student teaching (often paid), and strong content-area preparation. It will include partnerships with specific academic departments to offer double major options, thereby enhancing the knowledge base of future secondary educators. Additionally, the program will support the development of a range of secondary teaching certificates not previously available. With permission from TEA, ETAMU may now offer the coursework to prepare graduates for specific TEA certifications such as 7-12 science (covering the comprehensive science exam), 7-12 family consumer science, 7-12 mathematics/physics/science, 7-12 math/physics, and 7-12 social studies. The proposed plan ensures compliance with the new TEA certifications while providing students with double majors in content and education.

**A&M System Funding or Other Financial Implications:**

Existing institutional funds will be used to support the proposed B.A./B.S. in Secondary Education. The new costs for the first five years will not exceed \$2 million.

**Strategic Plan Imperative(s) this Item Advances:**

The degree aligns with Imperative 1 by allowing students to identify their path to preparation and certification.

Agenda Item No.

**EAST TEXAS A&M UNIVERSITY**

Office of the President

March 24, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of a New Bachelor of Arts or a Bachelor of Science Degree Program with a Major in Secondary Education and Authorization to Request Approval from the Texas Higher Education Coordinating Board

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System approves the establishment of a new degree program at East Texas A&M University leading to a Bachelor of Arts or Bachelor of Science in Secondary Education.**

**The Board also authorizes submission of East Texas A&M University’s new degree program request to the Texas Higher Education Coordinating Board for approval and hereby certifies that all applicable criteria of the Coordinating Board have been met.”**

Respectfully submitted,

Mark J. Rudin  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**East Texas A&M University**

Bachelor of Arts/Bachelor of Science  
with a major in Secondary Education  
(CIP 13.1205.00)

**Program Review Outline**

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**BACKGROUND & PROGRAM DESCRIPTION**

Administrative Unit: Department of Curriculum and Instruction within the College of Education and Human Services

The proposed Bachelor of Arts/Bachelor of Science (B.A./B.S.) with a major in Secondary Education is designed to provide students entering secondary education with a foundation for many of the concepts, practices, and issues they will encounter in the field of education. The proposed degree program will allow students to explore pedagogical approaches, classroom practices, and the legal, ethical, and cultural issues they may face during observations, clinical experiences, and teaching. The proposed program will enhance students' educational foundation, boost their confidence and ensure that the coursework complies with the new Texas Education Agency (TEA) requirements. The proposed program aims to prepare students for their field experiences before they enter the classroom as clinical student teachers. Currently, students take only one secondary education course before their semester of student teaching. The proposed program will provide additional pedagogy courses, a one-year clinical teaching model, and opportunities for earlier field experiences. The additional courses will enable students to develop a deeper understanding of classroom instruction, foster relationships with students, and enhance their instructional design capabilities before they enter a classroom.

*Student Learning Outcomes:*

1. Preservice teachers will engage with and explain fundamental components of teaching pedagogy.
2. Preservice teachers will develop a teacher identity throughout the sequence of courses.
3. Preservice teachers will be able to discuss theories of learning and identify key moments in the historical development of secondary education.
4. Preservice teachers will be able to describe how to foster an environment suitable for a diverse learning population, including, but not limited to, special education needs, cultures, learning needs, and learning abilities.
5. Preservice teachers will be engaged in active learning situations throughout their sequence of coursework to ensure they can generate class management plans, lesson plans, assessments, and other fundamental components of teaching a classroom of diverse learners.

Students will complete five pedagogy courses, three support courses and a year-long student teaching experience. This will allow students to complete 24 semester credit hours (SCH) of education courses prior to their year of student teaching. Along with the pedagogy, each degree emphasis area will include 36 to 39 SCH of content coursework to ensure students are well-prepared with the depth of content knowledge needed for a secondary school classroom and success on the state exam in their chosen content area. This combination provides space for



pedagogical content knowledge and research-based practices to ensure that graduates will be prepared to enter classrooms across Texas.

The proposed implementation date is fall 2025.

East Texas A&M University (ETAMU) certifies that the proposed new degree program meets the criteria under the 19 Texas Administrative Code, Section 2.117 regarding need, quality, financial and faculty resources, standards, and costs.

## **I. NEED**

### **A. Employment Opportunities**

A 2023 report from the Texas Workforce Commission highlights that teaching has remained in the number one spot among the top five high-growth opportunities since 2018. Teaching accounts for approximately 14% of all certified jobs needed in Texas. Nationwide, there is a shortage of K-12 teachers. Across the nation, more than 44% of all Independent School Districts reported vacancies. According to the TEA website (2024), the high-need teaching areas are primarily in secondary education, specifically math, science, social studies, English, computer science, bilingual education, Spanish, and special education. Within the BA/BS in Secondary Education, students can choose their area of specialization for teaching all-level subject areas or middle/high school. To ensure that the program meets the market demands, it is designed to allow students to choose their specialization and prepare them to take the aligned state certification exam.

### **Projected Enrollment**

The proposed program will allow students to self-identify as being on a teaching path as early as their freshmen year. The proposed program will allow greater partnerships with local high schools and dual credit programs. The program is projected to begin with 30 students in the first year and increase to a total of 76 students by year three. Total enrollment is projected to remain at 76 students in the following years.

| <b>Projected Enrollment</b> | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|-----------------------------|---------------|---------------|---------------|---------------|---------------|
| <b>Total New Students</b>   | <b>30</b>     | <b>40</b>     | <b>40</b>     | <b>40</b>     | <b>40</b>     |
| Attrition                   | 10 %          | 10 %          | 10 %          | 10 %          | 10 %          |
| <b>Cumulative Headcount</b> | <b>30</b>     | <b>67</b>     | 76            | 76            | 76            |
| FTSE                        | 18            | 38            | 42            | 42            | 42            |
| Graduates                   | 0             | 0             | 24            | 32            | 32            |

### **B. Existing State Programs**

Currently, only two public universities in Texas offer similar programs (CIP 13.1205.00): Midwestern State University and Tarleton State University.

## **II. QUALITY & RESOURCES**

### **A. Faculty**

The existing team of three faculty members, one staff member and administrative support will be reassigned to the new program. No additional faculty will be needed. Should enrollment exceed projections the department has available faculty lines that can be used to provide the necessary support.

### **B. Program Administration**

The proposed degree program will be administered by the Department of Curriculum and Instruction within the College of Education and Human Services. The current Secondary Program Coordinator will continue in this role and support the new program. No additional administrative costs are anticipated.

### **C. Other Personnel**

No other personnel will be required.

### **D. Supplies, Materials**

Additionally, a computer lab specifically designated for technology pedagogy is available for students in the program. No additional supplies or materials are needed to support the proposed program.

### **E. Library**

The library currently possesses a comprehensive collection of educational literature. By utilizing Open Educational Resources (OER) and existing loaned materials, no additional costs will be incurred to implement the new program.

### **F. Equipment, Facilities**

The existing facilities and equipment will be used for the proposed program. The majority of education courses are conducted at Sowers Education South, which is located on the main campus in Commerce.

### **G. Accreditation**

No accreditation changes are needed to establish the program.

### III. NEW 5-YEAR COSTS & FUNDING SOURCES

| NEW FIVE-YEAR COSTS   |                  | SOURCES OF FUNDING               |                    |
|---|------------------|----------------------------------|--------------------|
| Faculty   |                  | Formula Income                   | \$178,796          |
| Program Administration  |                  | Statutory Tuition                | \$231,413          |
| Graduate Assistants   |                  | Designated Tuition               | \$527,860          |
| Supplies & Materials  |                  | Reallocation                     | \$1,209,608        |
| Library & IT Resources  |                  | Other Funding:                   |                    |
| Other (Costs associated with student attrition and uncollected tuition and fees & overhead) | \$206,375        |                                  |                    |
| <b>Estimated 5-Year Costs</b>   | <b>\$206,375</b> | <b>Estimated 5-Year Revenues</b> | <b>\$2,147,677</b> |

Agenda Item No.

**AGENDA ITEM BRIEFING**

**Submitted by:** Mark J. Rudin, President  
East Texas A&M University

**Subject:** Approval of a New Bachelor of Science Degree Program with a Major in Biochemistry and Authorization to Request Approval from the Texas Higher Education Coordinating Board

**Proposed Board Action:**

Approve the establishment of a New Degree Program at East Texas A&M University (ETAMU) leading to a Bachelor of Science (B.S.) in Biochemistry, authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval and certify that all applicable THECB criteria have been met.

**Background Information:**

The B.S. in Biochemistry degree at ETAMU is proposed to address a programmatic need for students in northeast Texas. There is a growing need for biochemists in Texas and across the United States. The proposed program will provide graduates with increased job opportunities, allowing them to realize a positive return on investment from their education. This program represents an expansion of the STEM fields available to ETAMU students.

**A&M System Funding or Other Financial Implications:**

Existing institutional funds will be used to support the proposed B.S. in Biochemistry degree program. The expenses will include hiring one new faculty member, new supplies and materials as well as equipment associated with hiring a new faculty. New costs during the first five years of the program will not exceed \$2 million.

**Strategic Plan Imperative(s) This Item Advances:**

The proposed program will address The Texas A&M University System's (A&M System) Strategic Plan imperative 3: "Our students will leave the A&M System as responsible and engaged citizens prepared for successful careers in an increasingly global economy" by increasing student placement as well as improving student return on investment. It also addresses imperative 4: "The A&M System will increase its prominence by building a robust and targeted research portfolio" by increasing research activities in biochemistry, which should help increase the total volume of research activities across the A&M System.

Agenda Item No.

**EAST TEXAS A&M UNIVERSITY**

Office of the President

February 17, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of a New Bachelor of Science Degree Program with a Major in Biochemistry  
and Authorization to Request Approval from the Texas Higher Education Coordinating  
Board

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System approves  
the establishment of a new degree program at East Texas A&M University  
leading to a Bachelor of Science in Biochemistry.**

**The Board also authorizes submission of East Texas A&M University’s  
new degree program request to the Texas Higher Education Coordinating  
Board for approval and hereby certifies that all applicable criteria of the  
Coordinating Board have been met.”**

Respectfully submitted,

Mark J. Rudin  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**East Texas A&M University**

Bachelor of Science  
with a major in Biochemistry  
(CIP 26.0202.00)

**Program Review Outline**

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**BACKGROUND & PROGRAM DESCRIPTION**

Administrative Unit: Department of Chemistry within the College of Science and Engineering

The proposed B.S. in Biochemistry degree program at East Texas A&M University (ETAMU) will provide students in northeast Texas an opportunity to pursue new avenues in knowledge in biochemistry and molecular biology. Currently, students in northeast Texas have to attend more distant universities to obtain a degree in biochemistry. The Department of Chemistry has the faculty expertise and research background to initiate the proposed degree program to serve the needs of the students in the region.

The proposed program will provide graduates many marketable skills, including critical thinking, relative problem solving, data and statistical analyses, a deep understanding of the relationship between biochemistry and molecular biology, laboratory techniques including cell culturing and protein purification, and communication skills. Graduates will be able to write clear, succinct scientific reports. The students in the proposed degree program will be made aware of these marketable skills through the proposed curriculum and the student-learning outcomes of the new courses associated with the program. The students in the program will be made aware that their marketable skills will allow them to enter the job market as research scientists, laboratory technicians, quality assurance technicians, bioinformatics analysts, or science writers.

The proposed program will require students to complete 120 semester credit hours. It will not require a track or concentration and will not have unique special requirements.

The proposed implementation date is fall 2025.

ETAMU certifies that the proposed new degree program meets the criteria under Title 19 of the Texas Administrative Code, Part 1, Chapter 2, Subchapter F, Rule 2.117 regarding need, quality, financial and faculty resources, standards, and costs. New costs during the first five years will not exceed \$2 million.

**I. NEED**

**A. Employment Opportunities**

The U.S. Bureau of Labor Statistics Occupational Outlook for biochemists shows a 2023 median annual salary of \$107,460, with 35,700 biochemistry jobs. The job outlook between 2023 and 2033 is projected to be 9% with 3,200 jobs added per year. According to the Texas Workforce Commission, the annual salary of a Texas biochemist is \$79,983. The employment rate in Texas is expected to increase by 16.25% annually. In 2022, 517 biochemists were employed in Texas at an hourly wage of \$38.45. According to Zip

Recruiter, \$27 per hour is the Texas average for an entry-level biochemist. The U.S. News and World Reports ranked biochemistry jobs are at number four among the best jobs in science available.

## **B. Projected Enrollment**

ETAMU projects an enrollment of 20 new students annually. The proposed enrollment is in line with the number of biochemistry majors at the University of Texas at Dallas (45) in spring 2023 and 32 majors at both the University of Texas at Arlington and the University of Texas at Tyler.

Based on the projected enrollment, it is anticipated that the program could grow to a similar number of majors reported at the other universities. If a 90% retention rate is applied, it would be expected that 72 students would be in the program in year five with the expectation that 18 students would graduate in year four.

## **C. Existing State Programs**

There are 14 existing bachelor's programs offered by public universities in Texas. None of the programs are offered within 50 miles of ETAMU. The four closest programs are offered by: the University of Texas at Dallas (71 miles), the University of Texas at Tyler (84 miles), the University of North Texas (102 miles), and the University of Texas at Arlington (104 miles). As can be seen from the mileage distances, a B.S. degree in Biochemistry is not readily available to students in the region or area near ETAMU. The proposed B.S. in Biochemistry degree does not represent a duplication of programs since ETAMU will be the closest Texas university offering the degree going as far east as Texarkana. The number of graduates each year should find employment as biochemists since the job market is growing. The already existing B.S. degree in Biochemistry programs in area universities has not saturated the job market relative to employment estimates.

# **II. QUALITY & RESOURCES**

## **A. Faculty**

The core faculty in the Department of Chemistry includes six faculty members, and an additional faculty line is being added, which will increase the core faculty to seven. In addition, there will be another related faculty member supporting the program. The projected number of new faculty would be one additional faculty member with a Ph.D. degree in Biochemistry. The anticipated hiring date of the new faculty member would be fall 2026. The estimated salary cost of the new faculty member is \$60,000. The hiring of additional part-time faculty is not anticipated.

## **B. Program Administration**

No additional administrative costs are required to initiate the B.S. degree in Biochemistry.

### **C. Other Personnel**

No other personnel will be needed to initiate the B.S. degree in Biochemistry.

### **D. Supplies, Materials**

Total five-year costs are estimated at \$32,000. Beginning in year two of the program, the Department of Chemistry budget is expected to incur an additional annual cost of \$8,000 for supplies and materials. This includes expendable supplies, which are expected to cost \$4,000, and biochemical materials, such as biochemical compounds and enzymes, which are estimated to cost an additional \$4,000.

### **E. Library**

The library's biochemistry and molecular biology holdings are sufficient to support the proposed B.S. degree in biochemistry. The major journals in biochemistry are available online, so the additional annual cost of library resources is not anticipated.

### **F. Equipment, Facilities**

The proposed new faculty line will require the purchase of specific equipment (\$40,000) to initiate a new research program that will help train biochemistry majors. The facilities available are sufficient to support the proposed program and there is no need to renovate current facilities.

### **G. Accreditation**

The program can be accredited by the American Society for Biochemistry and Molecular Biology (ASBMB). It involves an online application, major coursework template, Dean's letter of support, and curricula vitae of the selected program. Their rubric evaluates laboratory facilities, institutional support, degrees awarded, safety programs, professional development for faculty, support staff, faculty training and research background, core curriculum, ethical conduct of research, and academic and research advisement. To be accredited by ASBMB, students will engage in a cumulative total of 400 or more contact hours of direct, hands-on laboratory experience over the course of the degree program. ASBMB requires juniors or seniors in accredited programs to complete an annual exam with a charge of \$50/student paid by the program. Realistically, it will require five years before the proposed program will achieve the level necessary to request ASBMB accreditation.

## **III. NEW 5-YEAR COSTS & FUNDING SOURCES**

| <b>NEW FIVE-YEAR COSTS</b> |           | <b>SOURCES OF FUNDING</b> |           |
|----------------------------|-----------|---------------------------|-----------|
| Faculty                    | \$300,000 | Formula Income            | \$69,859  |
| Program Administration     | \$0       | Statutory Tuition         | \$215,050 |



|   |                  |                                  |                    |
|---|------------------|----------------------------------|--------------------|
| Graduate Assistants   | \$0              | Reallocation                     | \$989,155          |
| Supplies & Materials  | \$32,000         | Designated Tuition               | \$490,537          |
| Library & IT Resources  | \$0              | Other Funding:                   | \$0                |
| Equipment, Facilities   | \$40,000         |                                  |                    |
| Scholarships/Grants   | \$50,000         |                                  |                    |
| Other (Costs associated with student attrition and uncollected tuition and fees & overhead) | \$170,598        |                                  |                    |
| <b>Estimated 5-Year Costs</b>   | <b>\$592,598</b> | <b>Estimated 5-Year Revenues</b> | <b>\$1,764,601</b> |

Agenda Item No.

## **AGENDA ITEM BRIEFING**

**Submitted by:** Mark J. Rudin, President  
East Texas A&M University

**Subject:** Approval of a New Bachelor of Science Degree Program with a Major in Sports Media Studies and Authorization to Request Approval from the Texas Higher Education Coordinating Board

### **Proposed Board Action:**

Approve the establishment of a new degree program at East Texas A&M University (ETAMU) leading to a Bachelor of Science (B.S.) in Sports Media Studies, authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval, and certify that all applicable THECB criteria have been met.

### **Background Information:**

ETAMU is seeking approval to offer a B.S. degree in Sports Media Studies. The proposed program will prepare students for dynamic careers at the intersection of sports, media and communication. The proposed interdisciplinary program integrates foundational knowledge in communication studies, sports management and media production with specialized courses in sports media. Students will enhance their practical skills in multimedia content creation, acquire insights into the business of sports, and examine the societal impact of sports media.

Graduates of the program will be equipped with a strong foundation in sports media. Additionally, graduates will gain practical experience through internships, develop critical thinking abilities, and acquire knowledge of the business and ethical aspects of the sports media industry.

### **A&M System Funding or Other Financial Implications:**

Existing institutional funds will be used to support the proposed B.S. in Sports Media Studies. The new costs for the first five years will not exceed \$2 million.

### **Strategic Plan Imperative(s) This Item Advances:**

The proposed B.S. in Sports Media Studies directly supports imperative 5 by providing services that respond to the needs of the people of Texas and contribute to the state's economic strength. By emphasizing practical application and experiential learning in internships, the program addresses industry needs for those who can immediately implement strategic initiatives in the sports media field.

Agenda Item No.

**EAST TEXAS A&M UNIVERSITY**

Office of the President

February 17, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of a New Bachelor of Science Degree Program with a Major in Sports Media Studies and Authorization to Request Approval from the Texas Higher Education Coordinating Board

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System approves the establishment of a new degree program at East Texas A&M University leading to a Bachelor of Science in Sports Media Studies.**

**The Board also authorizes submission of East Texas A&M University’s new degree program request to the Texas Higher Education Coordinating Board for approval and hereby certifies that all applicable criteria of the Coordinating Board have been met.”**

Respectfully submitted,

Mark J. Rudin  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**East Texas A&M University**

Bachelor of Science  
with a major in Sports Media Studies  
(CIP 09.0906.00)

**Program Review Outline**

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**BACKGROUND & PROGRAM DESCRIPTION**

Administrative Unit: College of Innovation and Design

The proposed Bachelor of Science (B.S.) in Sports Media Studies at East Texas A&M University (ETAMU) is designed to prepare graduates with a strong foundation in sports media. Graduates will possess advanced communication skills, proficiency in multimedia production and content creation, and a deep understanding of the complex relationship between sports, media and society. Additionally, graduates will gain practical experience through internships, develop critical thinking abilities and acquire knowledge of the business and ethical aspects of the sports media industry.

Student Learning Outcomes:

1. Develop proficiency in various forms of sports writing, including game recaps, feature stories, and opinion pieces
2. Critically analyze the role of media in shaping sports narratives and public perception
3. Gain hands-on experience with audio, video and social media tools for sports coverage
4. Apply ethical decision-making frameworks to challenging scenarios in sports media
5. Understand complex business models in sports media, including rights negotiations and content monetization
6. Conduct original research on contemporary issues in sports media.

The program will require students to complete 120 semester credit hours of coursework, including a minor of their choosing. Students will be required to participate in an internship program in Sports Media during their last year of the program.

The proposed implementation date is fall 2025.

ETAMU certifies that the proposed new degree program meets the criteria under Texas Administrative Code, Title 19, Part 1, Chapter 2, Subchapter F, Rule §2.117 regarding need, quality, financial and faculty resources, standards and costs. New costs during the first five years will not exceed \$2 million.

**I. NEED**

**A. Employment Opportunities**

The proposed B.S. in Sports Media Studies emerges from a comprehensive analysis of industry needs and evolving professional education requirements. Research conducted by the college's leadership team revealed a growing employment need in the fields related to the proposed degree. The U.S. Bureau of Labor Statistics projects significant growth in

entertainment and sports occupations from 2023 to 2033, with a projection of approximately 108,900 openings each year (*Management occupations* 2024). The degree provides exceptional preparation for the diverse and lucrative opportunities evident in Texas's projected job market, which is predicted to increase by 17% according to the Texas Workforce Commission (*Texas Career Check*). Graduates will be strategically positioned to compete for high-demand positions such as a sportswriter or broadcaster, along with positions in other areas of this field, such as sports design and marketing, or sports research and analysis. The program's comprehensive curriculum combining sports studies with communications will allow graduates to take advantage of the range of job opportunities that will be available to them.

## B. Projected Enrollment

| Projected Enrollment                  |        |        |        |        |        |
|---------------------------------------|--------|--------|--------|--------|--------|
|                                       | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Students Returning from Previous Year | 0      | 50     | 90     | 132    | 118    |
| New Students                          | 60     | 60     | 60     | 60     | 60     |
| <b>Total Number of Students</b>       | 60     | 110    | 150    | 192    | 178    |
|                                       |        |        |        |        |        |
| <b>FTSE</b>                           | 45     | 83     | 113    | 144    | 134    |
| Attrition Following Current Year      | 10     | 20     | 27     | 35     | 32     |
| Graduates During Current Year         | 0      | 0      | 9      | 39     | 35     |

## C. Existing State Programs

An analysis of the Texas Higher Education Coordinating Board (THECB) data indicates that there are currently no public universities in Texas offering a standalone undergraduate degree in Sports Media Studies. The closest identified program is at LeTourneau University, a private institution, that offers a bachelor's degree in Communications with a Sports Communication Concentration (CIP Code: 09.0906.00). However, this program is not accessible to students seeking public university tuition rates and funding options, demonstrating a potential gap in the state's higher education landscape. While some public universities in Texas offer related programs—such as Communications, Journalism, or Media Studies—these do not provide a dedicated Sports Media Studies curriculum. For instance, universities such as the University of Texas at Austin and the University of North Texas offer sports media-related coursework within broader journalism or communications degrees, but they lack a program fully tailored to the interdisciplinary demands of sports media careers. Given this limited availability at public institutions, the proposed Sports Media Studies program would fill a critical gap in Texas higher education. With increasing student interest in sports journalism, digital content creation and broadcasting, and a strong job market demand, the introduction of this program would provide a distinct and necessary academic pathway. The lack of duplication at the public university level supports the need for this program to ensure affordable and accessible education options for Texas students pursuing careers in the sports media industry.

## **II. QUALITY & RESOURCES**

### **A. Faculty**

Core faculty working in the program will be comprised of faculty members from the College of Education and Human Services and the College of Humanities (COEHS), Social Sciences, and Arts (CHSSA) since the content of the program will be interdisciplinary across colleges. Support faculty from COEHS will include Dr. Brandy Runyan and Dr. Hyeol Yu from the Department of Health and Human Performance (HHP), who will be the primary instructors for the courses in the program that are housed in the HHP Department. Dr. Runyan has a Ph.D. in Sports Leadership and has industry experience as a sports agent. Dr. Yu has an M.S. in Sport Management. Support faculty from CHSSA will include Dr. Brad Klypchak, from the Department of Liberal Studies. Dr. Klypchak has an M.S. in Sport Studies. Additionally, CHSSA will hire a full-time tenure-track faculty member in the fall of 2025 to work exclusively on the Sports Media program.

### **B. Program Administration**

The B.S. in Sports Media Studies will be administered within the College of Innovation and Design with no additional administrative costs anticipated.

### **C. Other Personnel**

No new personnel will be needed for the proposed program at this time.

### **D. Supplies, Materials**

No new supplies or materials will be needed for the proposed B.S. in Sports Media Studies.

### **E. Library**

The library currently has access to an extensive range of literature to support the proposed B.S. in Sports Media Studies. No additional annual costs for library resources are anticipated.

### **F. Equipment and Facilities**

Courses will utilize current classrooms and laboratories. No new equipment or facilities will be needed.

### **G. Accreditation**

There are no plans to seek additional accreditation for the proposed B.S. Sports Media Studies program at this time.

### III. NEW 5-YEAR COSTS & FUNDING SOURCES

| NEW FIVE-YEAR COSTS           |                  | SOURCES OF FUNDING               |                  |
|-------------------------------|------------------|----------------------------------|------------------|
| Faculty                       | \$455,958        | Formula Income                   | \$38,025         |
| Program Administration        | \$0              | Statutory Tuition                | \$175,440        |
| Graduate Assistants           | \$0              | Reallocation                     | \$229,164        |
| Supplies & Materials          | \$0              | Designated Tuition               | \$400,185        |
| Library & IT Resources        | \$0              | Course Fees- Online Fees         | \$103,200        |
| Equipment, Facilities         | \$0              |                                  |                  |
|                               |                  | Other Funding:                   | \$0              |
| Other (Bad debt)              | \$157,707        |                                  |                  |
| <b>Estimated 5-Year Costs</b> | <b>\$613,655</b> | <b>Estimated 5-Year Revenues</b> | <b>\$946,014</b> |

Agenda Item No.

## **AGENDA ITEM BRIEFING**

**Submitted by:** Mark J. Rudin, President  
East Texas A&M University

**Subject:** Approval of a New Master of Education Degree Program with a Major in Instructional Design and Authorization to Request Approval from the Texas Higher Education Coordinating Board

### **Proposed Board Action:**

Approve the establishment of a New Degree Program at East Texas A&M University (ETAMU) leading to a Master of Education (M.Ed.) in Instructional Design, authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval, and certify that all applicable THECB criteria have been met.

### **Background Information:**

The proposed M.Ed. in Instructional Design offers a flexible, competency-based format where students will master skills at their own pace while creating engaging learning experiences for K-12, higher education, corporate training, and online platforms. The ability to demonstrate mastery through real-world projects rather than seat time allows educators to advance their professional growth and expand their impact through broader curriculum design opportunities. This innovative approach blends educational theory with practical skills, enabling working professionals to immediately apply their learning while building a portfolio of proven competencies. The self-paced structure supports career advancement while potentially reducing completion time and costs.

### **A&M System Funding or Other Financial Implications:**

Existing institutional funds will be used to support the M.Ed. in Instructional Design. One new full-time faculty member will be hired for the program. The new costs for the first five years will not exceed \$2 million.

### **Strategic Plan Imperative(s) This Item Advances:**

The proposed M.Ed. in Instructional Design aligns with The Texas A&M University System strategic plan imperative 5 by addressing critical workforce needs in educational technology and corporate training while leveraging innovative delivery methods to expand access for Texas professionals seeking to advance their careers in instructional design and technology integration.



Agenda Item No.

**EAST TEXAS A&M UNIVERSITY**

Office of the President

February 17, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of a New Master of Education Degree Program in Instructional Design and  
Authorization to Request Approval from the Texas Higher Education Coordinating  
Board

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System approves  
the establishment of a new degree program at East Texas A&M University  
leading to a Master of Education in Instructional Design.**

**The Board also authorizes submission of East Texas A&M University’s  
new degree program request to the Texas Higher Education Coordinating  
Board for approval and hereby certifies that all applicable criteria of the  
Coordinating Board have been met.”**

Respectfully submitted,

Mark J. Rudin  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**East Texas A&M University**  
Master of Education  
with a major in Instructional Design  
(CIP 13.0501.00)

**Program Review Outline**

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**BACKGROUND & PROGRAM DESCRIPTION**

Administrative Unit: College of Innovation and Design

The proposed Master of Education (M.Ed.) in Instructional Design represents a strategic response to the rapidly evolving educational technology landscape, offering an advanced educational pathway designed to prepare professionals who can effectively bridge pedagogical theory with innovative learning solutions across various educational and corporate environments. The program will be delivered entirely online, providing a learning experience that ensures maximum accessibility for working educators, trainers and learning design professionals. Through a comprehensive Competency-Based Education (CBE) model, the university will offer year-round enrollment across six seven-week terms, creating a flexible educational pathway that accommodates the diverse needs of adult learners seeking career advancement in educational design and technology.

Student Learning Outcomes:

1. Foundational Design and Learning Theory Integration: Synthesize a comprehensive understanding of learning theories, instructional design principles and pedagogical strategies to create innovative and effective educational experiences.
2. Ethical and Inclusive Design Practices: Demonstrate mastery of ethical considerations, accessibility standards and culturally responsive design principles in creating inclusive learning experiences.
3. Comprehensive Curriculum Development and Assessment: Design, implement and evaluate sophisticated curriculum and assessment strategies that promote meaningful learning outcomes and continuous improvement.
4. Professional Project Management and Implementation: Execute complex instructional design projects using advanced project management techniques, collaborative strategies and technological tools.

The proposed M.Ed. in Instructional Design program will be a 30-semester credit hour (SCH) graduate program that adheres to the Texas Higher Education Coordinating Board's Standards for bachelor's and master's degree programs. All competencies have been mapped to SCH. Students will complete courses that satisfy the Core Requirements (15 SCH), Research (3 SCH), and an Emphasis (12 SCH) in Corporate Training and Development or Curriculum Innovation with Artificial Intelligence.

The proposed implementation date is fall 2025.

East Texas A&M University (ETAMU) certifies that the proposed new degree program meets the criteria under Title 19 of the Texas Administrative Code, Part 1, Chapter 2, Subchapter F, Rule 2.117 regarding need, quality, financial and faculty resources, standards and costs. New costs during the first five years will not exceed \$2 million.

## I. NEED

### A. Employment Opportunities

Global Market Insights projects the eLearning market to reach \$1 trillion by 2028, with the corporate training segment showing particularly strong growth (Wadhwani, 2023). The M.Ed. in Instructional Design will provide exceptional preparation for the diverse and expanding educational technology opportunities evident in the latest Association for Talent Development Research Report, which indicates that a significant number of organizations have increased their investment in digital learning design and development, and more than half expect digital learning to increase in 2025 (Association for Talent Development, 2024). With median salaries ranging from \$83,347 to \$85,452 across key instructional design roles according to a recent survey of instructional designers, graduates are strategically positioned to compete for high-demand positions such as Learning Experience Designers, Digital Learning Specialists, and Educational Technology Coordinators (Peck, 2024). The program's comprehensive curriculum of learning theory, digital content development and educational technology integration emphasizes the critical need for learning professionals who can design adaptive and personalized learning experiences. Particularly noteworthy is LinkedIn Learning's Workplace Learning Report finding that learning in the workplace moved from nine to four in a list of priorities in the past year, indicating a robust job market where the advanced skills gained through this degree, including multimedia learning principles, user experience design, and evidence-based instructional strategies, can provide a significant competitive advantage for professionals seeking to advance their careers (LinkedIn, 2024).

### B. Projected Enrollment

The following table shows the projected enrollment and graduation for the program's first five years.

| Enrollment                              | Year 1     | Year 2     | Year 3     | Year 4     | Year 5     |
|---|------------|------------|------------|------------|------------|
| <b>Full-Time</b>                        |            |            |            |            |            |
| In-state                                | 182        | 246        | 246        | 246        | 246        |
| Out-of-state                            |            |            |            |            |            |
| Out-of-country                          |            |            |            |            |            |
| FTSE Semester Credit Hours              | 46         | 62         | 62         | 62         | 62         |
| <b>Part-Time</b>                        |            |            |            |            |            |
| In-state                                | 59         | 101        | 105        | 105        | 105        |
| Out-of-state                            |            |            |            |            |            |
| Out-of-country                          |            |            |            |            |            |
| FTSE Semester Credit Hours              | 7          | 12         | 12         | 12         | 12         |
| <b>Total New Students<sup>1</sup></b>   | <b>241</b> | <b>347</b> | <b>351</b> | <b>351</b> | <b>351</b> |
| <b>Total FTSE Semester Credit Hours</b> | <b>52</b>  | <b>73</b>  | <b>74</b>  | <b>74</b>  | <b>74</b>  |
| Attrition Headcount                     | 41         | 86         | 90         | 90         | 90         |
| Graduates                               | 11         | 34         | 36         | 36         | 36         |
| <b>Cumulative Headcount</b>             | <b>189</b> | <b>227</b> | <b>225</b> | <b>225</b> | <b>225</b> |

### **C. Existing State Programs**

Currently, six public universities in Texas offer master's degree programs in Instructional Design and Technology (CIP code 13.0501.00), distributed across various regions including East Texas (Texas A&M University-Texarkana), Southeast Texas (Sam Houston State University), the Gulf Coast (Texas A&M University-Corpus Christi and University of Houston-Clear Lake), North Texas (University of Texas at Arlington), and West Texas (West Texas A&M University). While these programs share similar nomenclature and core focus areas, ETAMU's proposed Competency-Based Education (CBE) M.Ed. in Instructional Design would offer a distinctive approach to program delivery. This innovative CBE format would address a significant gap in the current educational landscape. With Texas Workforce Commission projecting approximately 200 to 250 annual job openings for instructional designers and technologists and an estimated current output of 150 to 180 graduates per year from existing programs, there is demonstrated market demand to support an additional program. Furthermore, the CBE format will provide working professionals with a flexible pathway to degree completion while ensuring the development of specific, industry-aligned competencies. The program's location would serve the North-East Texas region, complementing rather than duplicating existing offerings due to its unique delivery model and geographical positioning.

## **II. QUALITY & RESOURCES**

### **A. Faculty**

Existing institutional funding will provide support for one additional full-time faculty member who will have a 50% workload teaching in the program and a 50% workload doing instructional design for courses within the college. That position is currently open and waiting to be filled.

### **B. Program Administration**

The M.Ed. in Instructional Design will be administered by the College of Innovation and Design with no additional administrative costs anticipated.

### **C. Other Personnel**

No new personnel will be needed for the proposed program at this time.

### **D. Supplies, Materials**

No new supplies or materials will need to be purchased for the proposed program.

### **E. Library**

The library currently has access to an extensive range of literature to support the proposed M.Ed. in Instructional Design. No additional annual costs for library resources are anticipated.

## F. Equipment, Facilities

Because the program will be delivered 100% online, students may successfully complete the M.Ed. without ever needing to set foot on the Commerce campus or the Dallas site. No additional resources are necessary for the proposed program. Existing facilities and resources are sufficient for the proposed program and meet the standards of the appropriate accrediting agency.

## G. Accreditation

There are no plans to obtain additional accreditation for the proposed M.Ed. in Instructional Design.

## III. NEW 5-YEAR COSTS & FUNDING SOURCES

| NEW FIVE-YEAR COSTS   |                  | SOURCES OF FUNDING               |                    |
|---|------------------|----------------------------------|--------------------|
| Faculty   | \$520,922        | Formula Income                   | \$529,948          |
| Program Administration  | \$0              | Statutory Tuition                | \$0                |
| Graduate Assistants   | \$0              | Reallocation                     | \$104,910          |
| Supplies & Materials  | \$0              | Designated Tuition               | \$0                |
| Library & IT Resources  | \$0              | Other Funding:                   |                    |
| Equipment, Facilities   | \$0              | Required Fees Collected          | \$1,641,000        |
|   |                  |                                  |                    |
| Other (Costs associated with student attrition and uncollected tuition and fees & overhead) | \$43,419         |                                  |                    |
| <b>Estimated 5-Year Costs</b>   | <b>\$564,341</b> | <b>Estimated 5-Year Revenues</b> | <b>\$2,275,858</b> |

Agenda Item No.

**AGENDA ITEM BRIEFING**

**Submitted by:** Mark J. Rudin, President  
East Texas A&M University

**Subject:** Approval of a New Master of Science Degree Program with a Major in Organizational Leadership and Authorization to Request Approval from the Texas Higher Education Coordinating Board

**Proposed Board Action:**

Approve the establishment of a new degree program at East Texas A&M University (ETAMU) leading to a Master of Science (M.S.) in Organizational Leadership, authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval, and certify that all applicable THECB criteria have been met.

**Background Information:**

The proposed M.S. in Organizational Leadership offers a competency-based format where professionals master advanced leadership skills at their own pace while continuing their careers. Students demonstrate expertise through engagement in real-world projects focused on strategic thinking, ethical decision-making and organizational change management. This flexible approach allows learners to progress as they prove mastery, potentially accelerating completion and reducing costs. The program emphasizes the practical application of leadership theory, conflict resolution and communication strategies, enabling immediate workplace implementation. Graduates will emerge with a portfolio of demonstrated competencies valued by employers across industries, ready to advance into senior leadership roles.

**A&M System Funding or Other Financial Implications:**

Existing institutional funds will be used to support the M.S. in Organizational Leadership. The new costs for the first five years will not exceed \$2 million.

**Strategic Plan Imperative(s) This Item Advances:**

The competency-based program directly supports the strategic plan imperative 5, with a commitment to providing services that respond to the needs of the people of Texas and contribute to the state's economic strength. By emphasizing practical application and demonstrated mastery, the program addresses industry needs for leaders who can immediately implement strategic initiatives, manage organizational change, and foster innovation across diverse business environments.

Agenda Item No.

**EAST TEXAS A&M UNIVERSITY**

Office of the President

February 17, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of a New Master of Science Degree Program with a Major in Organizational Leadership and Authorization to Request Approval from the Texas Higher Education Coordinating Board

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System approves the establishment of a new degree program at East Texas A&M University leading to a Master of Science Degree Program With a major in Organizational Leadership.**

**The Board also authorizes submission of East Texas A&M University’s new degree program request to the Texas Higher Education Coordinating Board for approval and hereby certifies that all applicable criteria of the Coordinating Board have been met.”**

Respectfully submitted,

Mark J. Rudin  
President

**Approved for Legal Sufficiency:**

**Approval Recommended:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**East Texas A&M University**  
Master of Science  
with a major in Organizational Leadership  
(CIP 52.0213.00)

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**Program Review Outline**

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**BACKGROUND & PROGRAM DESCRIPTION**

Administrative Unit: College of Innovation and Design

The proposed M.S. in Organizational Leadership represents a strategic shift and builds on the success of the existing undergraduate degree in Organizational Leadership. The proposed program elevates the focus of study to advanced leadership education and is designed to meet the complex demands of contemporary professional environments. The program will be delivered entirely online, providing a 100% digital learning experience that ensures maximum accessibility for working professionals and remote learners. Through a comprehensive Competency-Based Education (CBE) model, the university will offer year-round enrollment across six seven-week terms, creating a flexible educational pathway that accommodates the diverse needs of adult learners seeking career advancement. By introducing this program, the university demonstrates a forward-thinking approach to professional development, creating an accessible, innovative educational pathway that empowers professionals to excel in leadership roles across diverse organizational contexts.

The following are the four comprehensive student learning outcomes that capture the core skills and knowledge students will acquire throughout the program:

1. Strategic Leadership and Organizational Effectiveness: Students will demonstrate the ability to analyze complex organizational challenges, develop evidence-based strategic solutions and lead transformative change initiatives across diverse business environments.
2. Ethical and Purpose-Driven Leadership: Students will critically assess and apply ethical leadership principles, corporate social responsibility and principled decision-making.
3. Advanced Team Dynamics and Interpersonal Effectiveness: Students will assess team dynamics, design targeted interventions and implement evidence-based strategies to enhance organizational team effectiveness.
4. Research-Driven and Adaptive Leadership Practices: Students will demonstrate proficiency in applied research methodologies, critical analysis and evidence-based leadership approaches.

All courses are carefully designed to reflect consideration of Bloom's Taxonomy. The student learning outcomes associated with each competency have been mapped to the appropriate levels of learning for students where students focus on degree-specific skills.

The degree consists of 30 semester credit hours (SCH), including the Core Requirements (15 SCH), Research (3 SCH), and an Emphasis (12 SCH) in Corporate Training and Development, Disaster Preparedness, or Curriculum Innovation with Artificial Intelligence.



The proposed implementation date is fall 2025.

East Texas A&M University certifies that the proposed new degree program meets the criteria under Title 19 of the Texas Administrative Code, Part 1, Chapter 2, Subchapter F, Rule 2.117 regarding need, quality, financial and faculty resources, standards and costs. New costs during the first five years will not exceed \$2 million.

## I. NEED

### A. Employment Opportunities

The need determination process for the graduate degree involved labor market analyses and consultations with industry leaders in North Texas. Preliminary conversations with industry leaders demonstrated a critical shortage of specialized leadership development programs that can simultaneously address the complex challenges of modern organizational environments. Local business leaders, particularly in the Dallas-Fort Worth metroplex, expressed a consistent need for graduates with advanced competencies in organizational strategy, change management, and innovative leadership approaches. We are confident that the program's robust curriculum and alignment with current organizational leadership trends will continue to attract motivated professionals seeking to enhance their career trajectories. Notably, the program addresses specific regional workforce needs in the North Texas area, where rapidly evolving economic landscapes demand increasingly sophisticated leadership capabilities. By creating a flexible, competency-based educational model, the university responds directly to the dynamic requirements of modern organizations, positioning graduates for successful leadership roles across diverse industry sectors.

### B. Projected Enrollment

The following table shows the projected enrollment and graduates for the first five years of operation.

| Enrollment                              | Year 1     | Year 2     | Year 3     | Year 4     | Year 5     |
|---|------------|------------|------------|------------|------------|
| <b>Full-Time</b>                        |            |            |            |            |            |
| In-state                                | 182        | 246        | 246        | 246        | 246        |
| Out-of-state                            |            |            |            |            |            |
| Out-of-country                          |            |            |            |            |            |
| FTSE Semester Credit Hours              | 46         | 62         | 62         | 62         | 62         |
| <b>Part-Time</b>                        |            |            |            |            |            |
| In-state                                | 59         | 101        | 105        | 105        | 105        |
| Out-of-state                            |            |            |            |            |            |
| Out-of-country                          |            |            |            |            |            |
| FTSE Semester Credit Hours              | 7          | 12         | 12         | 12         | 12         |
| <b>Total New Students<sup>1</sup></b>   | <b>241</b> | <b>347</b> | <b>351</b> | <b>351</b> | <b>351</b> |
| <b>Total FTSE Semester Credit Hours</b> | <b>52</b>  | <b>73</b>  | <b>74</b>  | <b>74</b>  | <b>74</b>  |
| Attrition Headcount                     |            | 43         | 62         | 63         | 63         |
| Graduates                               | 9          | 18         | 29         | 29         | 29         |
| <b>Cumulative Headcount</b>             | <b>232</b> | <b>285</b> | <b>260</b> | <b>259</b> | <b>259</b> |

## **C. Existing State Programs**

Currently, seven universities in Texas offer master's degree programs in Organizational Leadership or related leadership fields (CIP code 52.0213.00), with concentrations in the Dallas-Fort Worth metroplex (Dallas Baptist University, LeTourneau University, and The University of Texas at Dallas) and San Antonio region (Our Lady of the Lake University offering two distinct programs, and University of the Incarnate Word). While these institutions provide various approaches to leadership education, East Texas A&M University's proposed Competency-Based Education (CBE) M.S. in Organizational Leadership would be distinctive in several ways. First, it would be the second public university in Texas to offer this degree program. Second, the CBE delivery model would provide a unique and flexible pathway that is not currently available in existing programs. The geographical location would serve the East Texas region, where there is currently no similar program available.

According to the Texas Workforce Commission, management and leadership positions are projected to grow by 15% through 2028, with particularly strong demand in rural and developing areas. Additionally, the CBE format would specifically appeal to working professionals seeking to advance their careers while maintaining their current positions, addressing a critical need for accessible, skills-based leadership education in the region. This program would not duplicate existing offerings due to its public institution status, CBE format, and strategic geographic location in North-East Texas.

## **II. QUALITY & RESOURCES**

### **A. Faculty**

Existing institutional funding will support hiring an additional full-time instructor to teach 50% in the program. Currently, support faculty includes two adjuncts and one full-time instructional designer who will be involved in course development and will be available to teach part-time in the program. No additional new faculty will be needed at this time.

### **B. Program Administration**

The College of Innovation and Design will administer the M.S. in Organizational Leadership with no additional administrative costs anticipated.

### **C. Other Personnel**

No new personnel will be needed for the proposed program.

### **D. Supplies, Materials**

No new supplies or materials will need to be purchased for the proposed program.

### **E. Library**

The library currently has access to an extensive range of literature to support the proposed M.S. in Organizational Leadership. No additional annual costs for library resources are anticipated.

## F. Equipment, Facilities

Because this program will be delivered 100% online, students may successfully complete their program without ever needing to set foot on the ETAMU campus or the Dallas site. No additional resources are necessary for the proposed program. Existing facilities and resources are sufficient for the proposed program and meet the standards of the appropriate accrediting agency.

## G. Accreditation

There are no plans to obtain additional accreditation for the proposed M.S. in Organizational Leadership.

## III. NEW 5-YEAR COSTS & FUNDING SOURCES

| NEW FIVE-YEAR COSTS   |                  | SOURCES OF FUNDING               |                    |
|---|------------------|----------------------------------|--------------------|
| Faculty   | \$287,000        | Formula Income                   | \$847,695          |
| Program Administration  | \$0              | Statutory Tuition                | \$0                |
| Graduate Assistants   | \$0              | Reallocation                     | \$527,804          |
| Supplies & Materials  | \$0              | Designated Tuition               | \$0                |
| Library & IT Resources  | \$0              | Other Funding:                   |                    |
| Equipment, Facilities   | \$0              | Required Fees Collected          | \$1,641,000        |
|   |                  |                                  |                    |
| Other (Costs associated with student attrition and uncollected tuition and fees & overhead) | \$49,744         |                                  |                    |
| <b>Estimated 5-Year Costs</b>   | <b>\$336,744</b> | <b>Estimated 5-Year Revenues</b> | <b>\$3,016,499</b> |

## **AGENDA ITEM BRIEFING**

**Submitted by:** Mark J. Rudin, President  
East Texas A&M University

**Subject:** Approval of a New Master of Science Degree Program with a Major in Public Safety and Authorization to Request Approval from the Texas Higher Education Coordinating Board

### **Proposed Board Action:**

Approve the establishment of a New Degree Program at East Texas A&M University (ETAMU) leading to a Master of Science (M.S) in Public Safety, authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval, and certify that all applicable THECB criteria have been met.

### **Background Information:**

The proposed M.S. in Public Safety will offer students a flexible, competency-based format tailored for working professionals in law enforcement, emergency management, homeland security, and related fields. Students will advance through the courses by demonstrating mastery of real-world skills through practical scenarios and projects rather than traditional coursework. This innovative approach will allow students to develop crucial leadership abilities, crisis management expertise and advanced knowledge of public safety policies while allowing professionals to progress at their own pace. The program's self-directed structure enables immediate application of learning to workplace challenges, allowing students to build a portfolio of proven competencies while potentially reducing completion time and costs. Graduates emerge prepared to lead complex public safety initiatives across various jurisdictions.

### **A&M System Funding or Other Financial Implications:**

Existing institutional funds will be used to support the proposed M.S. in Public Safety and will support funding for one additional full-time instructor, who will be hired to teach 100% in the program. Existing facilities and resources are sufficient for the proposed program and meet the standards of the appropriate accrediting agency. The new costs for the first five years will not exceed \$2 million.

### **Strategic Plan Imperative(s) This Item Advances:**

The proposed M.S. in Public Safety directly aligns with The Texas A&M University System strategic plan imperative 5. By offering law enforcement professionals flexible opportunities to advance their professional growth and expand their curriculum design capabilities, the program strengthens Texas's educational workforce. This enhanced expertise allows educators to better serve their students and institutions, ultimately contributing to the overall quality of education across the state and supporting Texas's economic development through improved educational services.

Agenda Item No.

**EAST TEXAS A&M UNIVERSITY**

Office of the President

February 17, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of a New Master of Science Degree Program with a Major in Public Safety  
and Authorization to Request Approval from the Texas Higher Education Coordinating  
Board

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System approves  
the establishment of a new degree program at East Texas A&M University  
leading to a Master of Science with a major in Public Safety.**

**The Board also authorizes submission of East Texas A&M University’s  
new degree program request to the Texas Higher Education Coordinating  
Board for approval and hereby certifies that all applicable criteria of the  
Coordinating Board have been met.”**

Respectfully submitted,

Mark J. Rudin  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**East Texas A&M University**  
Master of Science  
with a major in Public Safety  
(CIP 43.0103.00)

**Program Review Outline**

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**BACKGROUND & PROGRAM DESCRIPTION**

Administrative Unit: College of Innovation and Design

The proposed Master of Science (M.S.) Degree Program in Public Safety at East Texas A&M University (ETAMU) will provide a comprehensive understanding of emergency management, crisis response and public safety leadership theories and principles, coupled with thematic concentrations in specific critical infrastructure domains. Graduates will be well-positioned to pursue diverse and critical career opportunities across multiple sectors. They may find promising roles as emergency management directors, homeland security specialists, public safety policy analysts, or risk mitigation coordinators in government agencies, emergency response organizations, and critical infrastructure protection departments. The program's comprehensive approach also prepares graduates for executive leadership positions such as emergency operations center directors, urban security planning managers and strategic public safety advisors in sectors including municipal government, federal emergency management, healthcare preparedness, and homeland security organizations. Additionally, these professionals can excel in roles that require advanced strategic and analytical skills, such as emergency response coordinators, disaster resilience planners and community safety implementation specialists.

The following are the four comprehensive student learning outcomes that capture the core skills and knowledge students will acquire throughout the program:

1. Critical Thinking and Problem-Solving: Students will demonstrate the ability to critically analyze complex public safety issues, identify root causes, and develop innovative solutions that promote safety, security and community well-being.
2. Leadership and Management: Students will acquire the skills and knowledge necessary to lead and manage public safety organizations effectively, including strategic planning, decision-making, resource allocation, and personnel management.
3. Policy Analysis and Development: Students will be able to analyze existing public safety policies, identify gaps and inconsistencies and develop evidence-based policy recommendations to address contemporary challenges.
4. Research and Data Analysis: Students will demonstrate the ability to conduct rigorous research, analyze data and interpret findings to inform evidence-based decision-making in public safety.

The proposed M.S. in Public Safety program will be a 30-semester credit hour (SCH) graduate program that adheres to the Texas Higher Education Coordinating Board's Standards for bachelor's and master's degree programs. All competencies have been mapped to semester credit hours. The ETAMU courses will be taught online and offered in seven-week terms. Students will complete 30 SCH, including the Core Requirements (15 SCH), Research (3 SCH), and an Emphasis (12 SCH) in Corporate Training and Development or Disaster Preparedness. All courses are carefully designed to reflect consideration of Bloom's Taxonomy. The student learning

outcomes associated with each competency have been mapped to the appropriate levels of learning for students where students focus on degree-specific skills.

The proposed implementation date is fall 2025.

ETAMU certifies that the proposed new degree program meets the criteria under Title 19 of the Texas Administrative Code, Part 1, Chapter 2, Subchapter F, Rule 2.117 regarding need, quality, financial and faculty resources, standards, and costs. New costs during the first five years will not exceed \$2 million.

## I. NEED

### A. Employment Opportunities

The proposed M.S. in Public Safety addresses critical gaps in emergency management education and growing demands for advanced expertise in disaster response. Research by the National Emergency Management Association highlights an increasing complexity of natural and human-made disasters, with climate-related incidents alone causing \$165 billion in damage in 2022 (Smith, 2023). The Federal Emergency Management Agency's Strategic Plan 2022-2026 emphasizes the need for professionals with advanced training in emerging technologies, crisis communication and multi-agency coordination. The Bureau of Labor Statistics reports that the Dallas Fort Worth Metroplex area is the third highest in metropolitan areas for employment of emergency management directors with a mean annual salary of \$93,690 (*Emergency Management Directors*, 2023). The program's comprehensive curriculum addresses the Department of Homeland Security's Strategic Framework goals, which have put significant importance on developing a pipeline of leaders with advanced education who can accomplish DHS's core mission (Department of Homeland Security, 2020).

### B. Projected Enrollment

| Enrollment                              | Year 1     | Year 2     | Year 3     | Year 4     | Year 5     |
|---|------------|------------|------------|------------|------------|
| <b>Full-Time</b>                        |            |            |            |            |            |
| In-state                                | 182        | 246        | 246        | 246        | 246        |
| Out-of-state                            |            |            |            |            |            |
| Out-of-country                          |            |            |            |            |            |
| FTSE Semester Credit Hours              | 46         | 62         | 62         | 62         | 62         |
| <b>Part-Time</b>                        |            |            |            |            |            |
| In-state                                | 59         | 101        | 105        | 105        | 105        |
| Out-of-state                            |            |            |            |            |            |
| Out-of-country                          |            |            |            |            |            |
| FTSE Semester Credit Hours              | 7          | 12         | 12         | 12         | 12         |
| <b>Total New Students<sup>1</sup></b>   | <b>241</b> | <b>347</b> | <b>351</b> | <b>351</b> | <b>351</b> |
| <b>Total FTSE Semester Credit Hours</b> | <b>52</b>  | <b>73</b>  | <b>74</b>  | <b>74</b>  | <b>74</b>  |
| Attrition Headcount                     | 41         | 86         | 90         | 90         | 90         |
| Graduates                               | 11         | 34         | 36         | 36         | 36         |
| <b>Cumulative Headcount</b>             | <b>189</b> | <b>227</b> | <b>225</b> | <b>225</b> | <b>225</b> |

### C. Existing State Programs

Currently, seven public universities in Texas offer master's degree programs in Criminal Justice or related fields (CIP code 43.0103.00), distributed across various regions including

Southeast Texas (Sam Houston State University), South Texas (Texas A&M International University and Texas A&M University-Central Texas), Houston area (Texas Southern University), Central Texas (Texas State University), West Texas (The University of Texas Permian Basin), and the Rio Grande Valley (The University of Texas Rio Grande Valley). While these programs maintain traditional delivery formats, ETAMU's proposed Competency-Based Education (CBE) program would provide a distinctive approach to public safety education. The program is innovative in two key aspects: its broader public safety focus beyond traditional criminal justice, and its CBE delivery model.

According to the Texas Workforce Commission, employment in public safety, emergency management and protective service occupations is projected to grow by 8 to 10% through 2028, with increasing demand for professionals who can address complex public safety challenges. The CBE format would specifically serve working public safety professionals who require flexible educational options while developing practical, job-relevant competencies. The program's location would address a geographic gap in North-East Texas, where no similar program currently exists, while its unique focus on comprehensive public safety leadership would complement rather than duplicate existing criminal justice programs.

## **II. QUALITY & RESOURCES**

### **A. Faculty**

Currently, the support faculty includes three adjunct faculty who will be involved in course development and will be available to teach part-time in the program. Additionally, a full-time instructor will need to be recruited for the program, with existing institutional funding already allocated for the position.

### **B. Program Administration**

The College of Innovation and Design will administer the M.S. in Public Safety with no additional administrative costs anticipated.

### **C. Other Personnel**

No other personnel will be needed for the proposed M.S. in Public Safety.

### **D. Supplies, Materials**

No new supplies or materials will need to be purchased for the proposed program.

### **E. Library**

The library currently has access to an extensive range of literature to support the proposed M.S. in Public Safety. No additional annual cost for library resources is anticipated.



## **F. Equipment, Facilities**

Because this program will be delivered 100% online, students may successfully complete their program without ever needing to set foot on the ETAMU campus or the Dallas site. No additional resources are necessary for the proposed M.S. in Public Safety program. Existing facilities and resources are sufficient for the proposed program and meet the standards of the appropriate accrediting agency.

## **G. Accreditation**

There are no plans to obtain additional accreditation for the proposed M.S. in Public Safety at this time.

## **III. NEW 5-YEAR COSTS & FUNDING SOURCES**

| <b>NEW FIVE-YEAR COSTS</b>   |                  | <b>SOURCES OF FUNDING</b>        |                     |
|--|------------------|----------------------------------|---------------------|
| Faculty  | \$709,893        | Formula Income                   | \$1,253,245         |
| Program Administration   | \$0              | Statutory Tuition                | \$0                 |
| Graduate Assistants  | \$0              | Reallocation                     | \$104,911           |
| Supplies & Materials   | \$0              | Designated Tuition               | \$0                 |
| Library & IT Resources   | \$0              | Other Funding:                   | \$0                 |
| Equipment, Facilities  | \$0              | Required Fees                    | \$1,641,000         |
| Other (Costs Associated with attrition and uncollected student tuition and fees) | \$57,885         |                                  |                     |
| <b>Estimated 5-Year Costs</b>  | <b>\$767,778</b> | <b>Estimated 5-Year Revenues</b> | <b>\$ 2,999,156</b> |

Agenda Item No.

## **AGENDA ITEM BRIEFING**

**Submitted by:** Mark J. Rudin, President  
East Texas A&M University

**Subject:** Authorization to Award an Honorary Degree to Mr. Scott Wheeler

### **Proposed Board Action:**

Authorize the president of East Texas A&M University (ETAMU) to award an Honorary Doctor of Philosophy degree to Mr. Scott Wheeler.

### **Background Information:**

In accordance with Section 1.2 of System Policy [11.07, Granting of Honorary Degrees](#), ETAMU submits this request to award an Honorary Doctor of Philosophy degree to Mr. Scott Wheeler. This recognition is in tribute to his distinguished career and for the positive and significant impact his lifetime of service has made on ETAMU, the state of Texas, and the United States of America.

The nomination received unanimous support from the University Honorary Degrees Committee as required in the ETAMU Rule *11.07.99.R1*, Granting of Honorary Degrees.

With Board authorization, this honorary degree will be presented to Mr. Scott Wheeler at ETAMU's commencement ceremony in August 2025.

### **A&M System Funding or Other Financial Implications:**

None.

### **Strategic Plan Imperative(s) this Item Advances:**

Mr. Scott Wheeler is a distinguished leader and accomplished executive with a remarkable career spanning over 35 years. His contributions to the institution are both profound and enduring, reflecting his passion for education and mentorship, making him an extraordinary candidate for this prestigious recognition. Beyond his exceptional professional achievements, he has demonstrated an unwavering commitment to ETAMU in achieving Imperative 5 of The Texas A&M University System strategic plan to provide services that respond to the needs of the people of Texas and contribute to the strength of the state's economy.

Agenda Item No.

**EAST TEXAS A&M UNIVERSITY**

Office of the President

March 4, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Authorization to Award an Honorary Degree to Mr. Scott Wheeler

I recommend approval of the following minute order:

**“The president of East Texas A&M University is authorized to award  
an Honorary Doctor of Philosophy degree to Mr. Scott Wheeler.”**

Respectfully submitted,

Mark J. Rudin  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**East Texas A&M University**  
Honorary Degree Candidate Summary of Accomplishments

Mr. Scott Wheeler  
Candidate for Honorary Doctor of Philosophy

Mr. Scott Wheeler's accomplishments include the following:

- Attended Commerce Independent School District schools and East Texas A&M University (ETAMU)
- Worked as a professional musician for a few years
- Received Master of Business Administration from Southern Methodist University
- Long and successful business career:
  - Worked in many industries, including real estate, entertainment, high tech, etc.
  - Created thousands of jobs and hired many graduates from ETAMU.
  - Co-founded Cane Rosso pizza restaurants – named best pizza in Dallas for 10 years straight.
  - Co-founded one of the largest payroll automation companies in the USA.
  - Built the largest flatbed trucking company in the USA – IPO.
- Long and successful business career
  - Served as Mayor of a Dallas Suburb (Addison, Texas) – Bridge named after him
  - CEO, CFO, Board Member
  - Served as Interim Dean of the College of Business at ETAMU
- Educational Support
  - Served as Chair for the Foundation Board
  - Served as Chair for the College of Business Advisory Board
  - Served as Adjunct Professor in Finance for the past 12 years

Mr. Scott Wheeler has been an exemplary supporter of the university, with his financial resources and with his time. He was recently inducted into the Athletic Hall of Fame and was named a Distinguished Alumni.

Agenda Item No.

**PRAIRIE VIEW A&M UNIVERSITY**

Office of the President

February 19, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of Academic Tenure, May 2025,  
Prairie View A&M University

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System, in accordance with System Policy 12.01, *Academic Freedom, Responsibility and Tenure*, hereby authorizes the granting of tenure to the following faculty members at Prairie View A&M University as set forth in the exhibit, Tenure List No. 25-03.”**

Respectfully submitted,

Tomikia P. LeGrande  
President

**Approval Recommended:**

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John Sharp  
Chancellor

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**Approved for Legal Sufficiency:**

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Ray Bonilla  
General Counsel

**PRAIRIE VIEW A&M UNIVERSITY  
BACKGROUND OF FACULTY  
RECOMMENDED FOR ACADEMIC TENURE  
TENURE LIST NO. 25-03**

ITEM  
EXHIBIT

**MARVIN D. AND JUNE SAMUEL BRAILSFORD COLLEGE OF ARTS AND SCIENCES**

| <u>Name</u>                            | <u>Present Rank</u><br><u>Department</u>     | <u>Yrs. Towards</u><br><u>Tenure*</u>      |                    | <u>Effective Date</u><br><u>Tenure</u> |
|--|--|--|--------------------|--|
|  |  | <u>Univ.</u>                               | <u>Other Inst.</u> |  |
| Dr. Lori Banks                         | Assistant Professor<br>Biology               | 1  | 4                  | Upon Approval<br>by the Board          |
| Ph.D. (2011)                           | Baylor College of Medicine                   |  |                    |  |
| Fa 2019 – Sp 2023<br>Fa 2023 – Present | Bates College<br>Prairie View A&M University | Assistant Professor<br>Assistant Professor |                    |  |

Dr. Lori Banks' accomplishments include serving as a principal investigator on a National Institutes of Health - Institutional Development Award grant for four years at \$90,000/year, and internal research funding awards all six years on the tenure track. Her efforts have led to more than 30 posters, talks, invited lectures, and four publications. Dr. Banks has an additional 10 posters, talks and invited lectures from her STEM education research and curriculum development, and three publications from that work. In recognition of her work, she has won several awards for both research and teaching, including the Cell Mentor 1,000 Inspiring Black Scientists in America list and, recently, the Texas Branch of the American Society for Microbiology (ASM) Peggy Cotter Award for outstanding early career faculty in microbiology. She gives back to her professional community through institutional committees on curriculum, undergraduate student research, and the Institutional Review Board. Externally, she sits on committees or editorial boards of national organizations like ASM and the American Association for the Advancement of Science and previously worked with the Maine Department of Education. In her committee work, she contributes to early investigator training in peer review best practices and STEM curriculum development for K-12 and undergraduate-level education.

To the best of our knowledge, Dr. Banks' file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>           | <u>Present Rank</u><br><u>Department</u>               | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-----------------------|--|---------------------------------------|--------------------|--|
|                       |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Victoria Mgbemena | Assistant Professor<br>Biology                         | 6                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2013)          | University of Texas Health Science Center, San Antonio |                                       |                    |  |
| Fa 2018 – Present     | Prairie View A&M University                            | Assistant Professor                   |                    |  |

Dr. Victoria Mgbemena's research program at Prairie View A&M University investigates cancer mechanisms using a preventative and personalized medicine approach. Her fields of expertise include microbiology, immunology, and hematology/oncology. Her research achievements include serving as principal investigator

(PI) or Co-PI on several grants totaling over a million dollars from agencies including the National Institutes of Health and National Science Foundation. Dr. Mgbemena has authored and co-authored 15 publications over the last 14 years in peer-reviewed journals, and has established working research partnerships with investigators at institutions across the U.S. Her program invites students to gain experience in human three-dimensional (3D) cell modeling and her previous trainees include professional school students, health care professionals, and biomedical and clinical researchers. As director of the Genomics Core in the Center for Computer Systems Biology, Dr. Mgbemena facilitates collaborations and core lab support. She teaches General Microbiology, Immunology, and Research lectures and labs for Biology and STEM majors, and she uses technology in class to support interactive and collaborative environments for engagement. Dr. Mgbemena is a member of a nationally recognized science honor society and serves on departmental, college and university committees.

To the best of our knowledge, Dr. Mgbemena's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>          | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|----------------------|--|---------------------------------------|--------------------|--|
|                      |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Sameh Abdelwahed | Assistant Professor<br>Chemistry         | 6                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2006)         | Marquette University                     |                                       |                    |  |
| Fa 2018 – Present    | Prairie View A&M University              | Assistant Professor                   |                    |  |

Dr. Sameh Abdelwahed's research accomplishments include serving as principal investigator (PI) or Co-PI on several multi-thousand-dollar grants from agencies such as the U.S. Department of Defense and U.S. Department of Agriculture, leading to significant findings in supramolecular chemistry, electrochemistry, medicinal chemistry, and therapeutic compound development. His work has been published in more than 10 peer-reviewed articles in the last five years in journals such as *Molecules*, *Pharmaceuticals*, and *American Chemical Society (ACS) Central Science*. His teaching effectiveness is demonstrated through consistently high evaluations and a diverse teaching portfolio, including general chemistry and organic chemistry, utilizing various teaching methods to accommodate different learning styles. Dr. Abdelwahed's professional service includes roles such as chair of the seminar committee and member of the Faculty Senate at Prairie View A&M University, as well as a reviewer for esteemed journals. Additionally, he has organized workshops and educational field trips, contributing to community outreach and student development. His extensive experience in mentoring students and his active involvement in interdisciplinary research and teaching underscore his commitment to advancing scientific knowledge and education. Furthermore, his proficiency with advanced laboratory instrumentation and techniques highlights his technical expertise and dedication to high-quality research. Dr. Abdelwahed's dedication to fostering student development and his active participation in community outreach further exemplifies his commitment to the academic and local community.

To the best of our knowledge, Dr. Abdelwahed's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|--|---------------------------------------|--------------------|--|
|                   |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Yunxiang Gao  | Assistant Professor<br>Chemistry         | 6                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2010)      | Ohio University                          |                                       |                    |  |
| Fa 2018 – Present | Prairie View A&M University              | Assistant Professor                   |                    |  |

Dr. Yunxiang Gao is an accomplished scholar with a strong record of scholarly productivity through over \$1.25 million in external funding secured as principal investigator (PI) (\$3.8 million as PI or Co-PI), six peer-reviewed publications in medium- to high-impact journals since joining Prairie View A&M University (PVAMU), and presentations at national and international conferences. His teaching has been consistently well-received, both in person and online, featuring swift adaptation to remote instruction during the pandemic and the effective use of new technologies. Under Dr. Gao's mentorship, students have gained admittance to prominent programs, including summer research experiences at Stanford University and the University of Colorado Boulder, as well as doctoral program admission at Texas A&M University, Baylor University and Drexel University. In the realm of service, Dr. Gao has contributed significantly to departmental committees (such as the college tenure promotion handbook taskforce), regularly reviewed journal manuscripts, and chaired sessions at international conferences. He also takes on substantial responsibilities in advising and mentoring, guiding several undergraduate students each semester toward meaningful research opportunities. These collective efforts underscore Dr. Gao's commitment to teaching excellence, research advancement, and service to both PVAMU and the broader scientific community.

To the best of our knowledge, Dr. Gao's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>   | <u>Present Rank</u><br><u>Department</u>  | <u>Yrs. Towards</u><br><u>Tenure*</u>                             |                    | <u>Effective Date</u><br><u>Tenure</u> |
|---|---|---|--------------------|--|
|   |   | <u>Univ.</u>  | <u>Other Inst.</u> |  |
| Dr. Therese Pennell   | Assistant Professor<br>Languages and<br>Communication                                 | 1   | 7                  | Upon Approval<br>by the Board          |
| Ph.D. (2017)  | East Carolina University  |   |                    |  |
| Fa 2016 – Sp 2019<br>Fa 2019 – Sp 2023<br>Fa 2023 – Present | University of Mount Olive<br>Tarleton State University<br>Prairie View A&M University | Assistant Professor<br>Assistant Professor<br>Assistant Professor |                    |  |

Dr. Therese Pennell has delivered conference presentations at several prominent technical communication forums. Her research focuses on designing communication for international and intercultural communities. She has published in high-ranking journals, written book chapters appearing in respected scholarly edited collections, and is a member of the Fulbright Roster. She is co-principal investigator in several interdisciplinary and interinstitutional collaborative proposals focusing on community-centered research submitted to funding bodies like National Science Foundation, U.S. Fish and Wildlife Service, and Southern Sustainable Agriculture and Research Education. Dr. Pennell has participated in professional development activities like the Association of College and University Educators and Teaching with Artificial Intelligence (AI), which has contributed to



her teaching accomplishments. She introduced international collaborative writing experiences through the Trans-Atlantic and Pacific Project, as well as writing, speech, and debate projects to improve students' critical thinking. She has ethically integrated AI tools to enhance students' research, editing, and writing, and assist with translation. Dr. Pennell's professional service includes serving in roles such as editorial committee member to two journals, chairing and working on hiring committees, chairing and working on graduate comprehensive exam committees, streamlining the operations for the Center for Writing and Public Discourse where she serves as director, and co-facilitating academic initiatives like the Writing, Speech, and Debate Faculty Fellows program.

To the best of our knowledge, Dr. Pennell's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|--|---------------------------------------|--------------------|--|
|                   |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Tracey Robin  | Assistant Professor<br>Mathematics       | 6                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2016)      | University of Louisiana at Lafayette     |                                       |                    |  |
| Fa 2018 – Present | Prairie View A&M University              | Assistant Professor                   |                    |  |

Dr. Tracey Robin's research accomplishments include serving as co-principal investigator on a grant awarded in 2019 by the National Science Foundation. His research in  $C^*$ -algebras has led to significant findings in operator theory. He has authored several peer-reviewed articles published in leading mathematics journals. Dr. Robin has extensive teaching experience ranging from college algebra to senior-level advanced math courses. His teaching style involves giving a detailed breakdown of the steps required to solve math problems. He incorporates technology in his courses using graphs, pictures, and software to help explain why solutions make sense. He has served as the Calculus II section leader designing syllabi, exams, and homework assignments for the sections. Dr. Robin serves on several committees at Prairie View A&M University including a journal editorial board, curriculum committee, and Faculty Senate. He is the Mathematics Assessment Committee Chair, ensuring that assessments are completed, and data is properly reported. His dedication to working with this generation of students is a testament to the university's mission.

To the best of our knowledge, Dr. Robin's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|--|---------------------------------------|--------------------|--|
|                   |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Daniel Pardo  | Assistant Professor<br>Music             | 5                                     | 0                  | Upon Approval<br>by the Board          |
| D.M.A. (2016)     | University of North Texas                |                                       |                    |  |
| Fa 2019 – Present | Prairie View A&M University              | Assistant Professor                   |                    |  |

Dr. Daniel Pardo’s artistic accomplishments include the recent release of a CD of Latin American boleros with the Czech National Symphony Orchestra, which has been internationally recognized with two gold medals in the Global Music Awards (Best Instrumentalist, Best Album), two Absolute First Prize awards (National Music, Professional) and the Innovation Special Award in the Beethoven International Music Competition (United Kingdom). His CD also appears in the Top 50 and Top 30 charts at the North American College & Community Chart. Additionally, Dr. Pardo’s compositions have been premiered at multiple international conferences. He has extensive teaching experience, ranging from one-on-one mentorship in flute performance to classrooms where he offers music theory lectures, and online environments where he has designed synchronous and asynchronous music courses. Dr. Pardo’s students have been recognized with Prairie View A&M University’s (PVAMU) highest musical awards, multiple Research and Innovation for Scholarly Excellence Undergraduate grants, and acceptance at top music institutions to pursue graduate studies. He is in demand as a presenter in conferences and universities, adjudicator for national/international competitions, and in 2026 will serve as program chair for the National Flute Association Convention. Prior to joining PVAMU, he worked as a principal flutist for U.S. military bands and as a studio musician.

To the best of our knowledge, Dr. Pardo’s file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>              | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards</u><br><u>Tenure*</u> |                              | <u>Effective Date</u><br><u>Tenure</u> |
|--------------------------|--|---------------------------------------|------------------------------|--|
|                          |  | <u>Univ.</u>                          | <u>Other</u><br><u>Inst.</u> |  |
| Dr. Tabitha S. M. Morton | Assistant Professor<br>Political Science | 6                                     | 0                            | Upon Approval<br>by the Board          |
| Ph.D. (2013)             | Texas A&M University                     |                                       |                              |  |
| Fa 2018 – Present        | Prairie View A&M University              | Assistant Professor                   |                              |  |

Dr. Tabitha S. M. Morton is a distinguished scholar, educator, and faculty leader. She has published seven peer-reviewed journal articles, four book chapters (two forthcoming), and presented at 13 national and regional conferences. She secured a \$695,742 National Science Foundation grant and serves as Principal Investigator on a study of shared governance in higher education. Her research has shaped university policies, statewide governance initiatives, and national discussions on educational equity. A dedicated educator, Dr. Morton teaches courses in government, public policy, and public administration. Certified in online instruction since 2020, she employs adaptive, evidence-based teaching methods across multiple modalities. She holds two certifications from the Association of College and University Educators (ACUE) and has facilitated an ACUE cohort. Her course revisions and scaffolded assessments enhance student engagement, critical thinking, and global competencies. Consistently high evaluations and external recognition affirm her teaching excellence. Dr. Morton's extensive service includes leadership roles in the American Association of University Professors, the Texas Council of Faculty Senates and Prairie View A&M University’s Faculty Senate, where she has advanced shared governance and faculty advocacy. Her contributions at institutional, state, and national levels underscore her commitment to academic excellence, faculty rights and educational equity.

To the best of our knowledge, Dr. Morton’s file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>         | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|---------------------|--|---------------------------------------|--------------------|--|
|                     |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Marlon C. James | Associate Professor<br>Sociology         | 1                                     | 15                 | Upon Approval<br>by the Board          |
| Ph.D. (2008)        | Texas A&M University                     |                                       |                    |  |
| Fa 2008 – Sp 2011   | University of Connecticut                | Assistant Professor                   |                    |  |
| Fa 2011 – Sp 2014   | Loyola University of Chicago             | Assistant Professor                   |                    |  |
| Fa 2014 – Sp 2023   | Texas A&M University                     | Assistant Professor                   |                    |  |
| Fa 2023 – Present   | Prairie View A&M University              | Associate Professor                   |                    |  |

Dr. Marlon C. James is an accomplished scholar specializing in African American education and the sociology of education. His research contributions include 31 peer-reviewed journal articles, a book, multiple book chapters, and impactful partnerships, such as a five-year research collaboration with the Dallas Independent School District. In teaching, he employs culturally responsive pedagogy and innovative technology-enhanced instruction, and his student evaluations are consistently above university averages. His courses incorporate digital tools and alternative assessments to promote deeper understanding and engagement. Dr. James has also demonstrated exceptional service and leadership at Prairie View A&M University (PVAMU), where he has chaired faculty search committees, led student success initiatives in his college as assistant dean for Student Success, and serves on several university committees. As the interim associate dean for Faculty, Academic and Student Affairs, Dr. James provides oversight to the college strategic plan, academic curriculum revision processes, and student success programming. His commitment to fostering excellence aligns with PVAMU's mission, and he actively supports its strategic goals through research, teaching, and service.

To the best of our knowledge, Dr. James' file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>        | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|--------------------|--|---------------------------------------|--------------------|--|
|                    |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Ronald Lorenzo | Assistant Professor<br>Sociology         | 6                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2012)       | Texas A&M University                     |                                       |                    |  |
| Fa 2018 – Present  | Prairie View A&M University              | Assistant Professor                   |                    |  |

Dr. Ronald Lorenzo is a sociologist focusing on the study of culture. He authored a book on the culture of military law, *The Puritan Culture of America's Military*, which is in over 300 university libraries, including those of law schools, theological seminaries and federal military service academies. His forthcoming books examine the culture of altruism in religion and the culture of scientific activity. Dr. Lorenzo is a member of the inaugural class of Historically Black Colleges and Universities Research Faculty Fellows (2024-2025) for Stanford University's School of Medicine. He is currently researching the human impact of Artificial Intelligence in scientific research. Dr. Lorenzo has worked with Prairie View A&M University Biology and Stanford Medicine to create interinstitutional, interdisciplinary research and educational collaborations. He has

written seed grants with Stanford University to this end. His graduate students have continued their academic careers in professional or doctoral programs in Law, Criminal Justice, Education, Sociology, and Political Science. Dr. Lorenzo is the faculty representative of Alpha Kappa Delta, the sociology honor society. He served as the graduate program coordinator for sociology between 2020 and 2023, and he serves on college and division committees.

To the best of our knowledge, Dr. Lorenzo's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>              | <b>Present Rank</b><br><u>Department</u> | <b>Yrs. Towards</b><br><b>Tenure*</b> |                    | <b>Effective Date</b><br><u>Tenure</u> |
|--------------------------|--|---------------------------------------|--------------------|--|
|                          |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Tamika Baldwin-Clark | Assistant Professor<br>Social Work       | 5                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2014)             | Morgan State University                  |                                       |                    |  |
| Sp 2019 – Present        | Prairie View A&M University              | Assistant Professor                   |                    |  |

Dr. Tamika Baldwin-Clark's research accomplishments include serving as a co-principal investigator, co-activity director, and co-investigator on various internal and external grants. These efforts have led to the establishment of Prairie View A&M University's Master of Social Work program and the addition of a Sustainability minor, funded by the National Academies of Sciences, Engineering, and Medicine. Furthermore, her research has resulted in fellowships with the Center for Health Equity Research Institute, the National Science Foundation-Historically Black College and Universities Summer Institute on Secondary Data Analysis, and the Equity Accelerator's Structures for Advancing Scholarship, Practice, and Policy Convening. Dr. Baldwin-Clark has extensive teaching experience at both the graduate and undergraduate levels. As a fall 2024 Semester at Sea faculty member, she also taught internationally. Dr. Baldwin-Clark has received many certifications through the Association of College and University Educators professional development program, which she has applied to her teaching skills, resulting in consistently strong student evaluations. Her professional service includes board membership with the Association for Gerontology Education in Social Work and Scholars of Color Committee through the American Association of University Professors.

To the best of our knowledge, Dr. Baldwin-Clark's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

## COLLEGE OF BUSINESS

| <u>Name</u>            | <b>Present Rank</b><br><u>Department</u>                       | <b>Yrs. Towards</b><br><b>Tenure*</b> |                    | <b>Effective Date</b><br><u>Tenure</u> |
|------------------------|--|---------------------------------------|--------------------|--|
|                        |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Oluwagbemiga Ojumu | Assistant Professor<br>Management and Marketing<br>(Economics) | 6                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2009)           | Auburn University  |                                       |                    |  |
| Fa 2018 – Present      | Prairie View A&M University                                    | Assistant Professor                   |                    |  |

Dr. Oluwagbemiga Ojumu has demonstrated significant effectiveness in scholarly activity through numerous grants and publications in esteemed journals, including the *Global Economy Journal* and the *Journal of Applied Business and Economics*. His research spans critical areas like international trade, economic diversification, the impact of global economic factors on national economies, and the impact of global oil price fluctuations. He also explored the resilience of supply chains during the COVID-19 pandemic and the economic impact of technological advancements in various sectors. His research provides insights into how economic policies and global market dynamics influence economic growth and development. In teaching, his effectiveness and excellence are evident from his role in teaching a wide range of economics courses at various levels. He has served as an advisor for graduate and undergraduate students. His service contributions are notable, including roles on the Faculty Senate, the University International Student Scholarship Award Committee, the University Undergraduate Research Committee, and various curriculum development committees. His service impacts reflect a dedication to fostering academic excellence, supporting student success, and enhancing community development. Additionally, Dr. Ojumu has been instrumental in successfully securing substantial grants, demonstrating his ability to attract and manage funding for impactful research and community development projects.

To the best of our knowledge, Dr. Ojumu's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

#### ROY G. PERRY COLLEGE OF ENGINEERING

| <u>Name</u>           | <u>Present Rank</u><br><u>Department</u>    | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-----------------------|---|---------------------------------------|--------------------|--|
|                       |   | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Kazeem Olanrewaju | Assistant Professor<br>Chemical Engineering | 6                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2012)          | University of Iowa                          |                                       |                    |  |
| Fa 2018 – Present     | Prairie View A&M University                 | Assistant Professor                   |                    |  |

Dr. Kazeem Olanrewaju's research accomplishments include serving as principal investigator (PI) or Co-PI on grants close to \$2 million from agencies such as National Institutes of Health (NIH) and National Science Foundation, collaborating across disciplines. These efforts have led to significant findings on the impacts of big data in medicine and healthcare systems, as well as immunotherapy biomarker predictions, culminating in nine peer-reviewed publications and numerous presentations at both invited and peer-reviewed conferences. His innovative research on glucose optimization in the proximal small intestine secured the NIH Support for Research Excellence-First award as a Single PI. Dr. Olanrewaju has taught a wide range of chemical engineering courses at both undergraduate and graduate levels. His dynamic teaching methods, incorporating active learning such as audio-visual, and experiential learning strategies to accommodate diverse learning styles, have consistently resulted in high student evaluations. He co-developed Chemical Engineering 2308-open educational resources projected to save students \$25,200 annually. His professional service includes American Institute of Chemical Engineers Minority Affairs Committee (MAC-AIChE) chair 2020, recipient of the MAC-AIChE Distinguish Service, and MAC 30th-Anniversary James Wei Awards. He serves as a reviewer for several prestigious journals and grant programs. Before joining Prairie View A&M University, he worked as a Chemical/Cement Lab Engineer, Associate Consultant, and Adjunct Process Engineer, focusing on materials testing, carbon capture, and biodiesel production.

To the best of our knowledge, Dr. Olanrewaju's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u>                    | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|---|---------------------------------------|--------------------|--|
|                   |   | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Jobair Alam   | Assistant Professor<br>Civil & Environmental<br>Engineering | 5                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2017)      | University of Texas at Arlington                            |                                       |                    |  |
| Fa 2019 – Present | Prairie View &M University                                  | Assistant Professor                   |                    |  |

Dr. Jobair Alam's research accomplishments include serving as principal investigator (PI) or Co-PI on several multi-million-dollar grants from agencies such as National Science Foundation, U.S. Department of Transportation, and NASA, and collaborating with colleagues across disciplines. These efforts have led to significant findings on increasing earth infrastructure durability and resiliency, published in 36 peer-reviewed articles, and presented at numerous invited and peer-reviewed conferences. His research in waste management has also resulted in innovative material deployment for advanced waste containment systems. Dr. Alam has extensive teaching experience, ranging from large lecture-based courses to hands-on training-based interactive classes at both graduate and undergraduate levels. He incorporates visual, audio, and experiential learning strategies to accommodate diverse learning styles, earning consistently strong student evaluations. His professional service includes four terms on two technical committees of the American Society of Civil Engineers, focusing on unsaturated soil and geophysical engineering. He served as guest editor for a special issue, reviewed numerous esteemed journals, chaired various technical sessions, and served as a judge for multiple student competitions.

To the best of our knowledge, Dr. Alam's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u>      | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|---|---------------------------------------|--------------------|--|
|                   |   | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Penrose Cofie | Assistant Professor<br>Electrical Engineering | 6                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2010)      | University of Houston                         |                                       |                    |  |
| Fa 2018 – Present | Prairie View A&M University                   | Assistant Professor                   |                    |  |

Dr. Penrose Cofie's research accomplishment includes participating as a Co-principal investigator (PI) on the multi-million-dollar Micro-grid Texas A&M Chancellor Research Initiative. He has also served as a Co-PI on a \$650,000 National Science Foundation research grant and others such as U.S. Department of Energy and European Thermo-Nuclear Society research grants. The latter research effort culminated in a patent award (US Patent No. 6824305) assigned to The Texas A&M University System. Dr. Cofie's research efforts have produced over 65 published papers including more than 25 peer-reviewed journal publications. Some of the published results have served as benchmark data in the relevant literature. He has over 35 years of teaching

experience and has graduated over 50 Master of Science and PhD students serving as chair, co-chair, or member of the students' advisory committee. Dr. Cofie incorporates his research results in his course teaching delivery. He also uses visual, audio and virtual teaching techniques in his teaching methods that have consistently earned him excellent student evaluations. Dr. Cofie is a member of these professional societies: Institute of Electrical and Electronics Engineers, International Society of Automation, American Society of Mechanical Engineers, International Council on Large Electric Systems, and American Society of Civil Engineers. He is a volunteer Adult Educator with the Houston Community College.

To the best of our knowledge, Dr. Cofie's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

## SCHOOL OF ARCHITECTURE

| <u>Name</u>        | <u>Present Rank</u><br><u>Department</u>     | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|--------------------|--|---------------------------------------|--------------------|--|
|                    |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Ms. Tiffany Thomas | Assistant Professor<br>Community Development | 6                                     | 0                  | Upon Approval<br>by the Board          |
| M.S. (2008)        | Prairie View A&M University                  |                                       |                    |  |
| Fa 2018 – Present  | Prairie View A&M University                  | Assistant Professor                   |                    |  |

Ms. Tiffany D. Thomas, Assistant Professor of Community Development, has secured over \$492,000 in grants from agencies like the Centers for Disease Control and the Payne Research Center, driving impactful research on heirs' property, housing, disaster preparedness, and public health. Her work has gained national recognition, with citations in federal legislation (H.R. 8127 Heirs' Act of 2024) and contributions to three book chapters and national reports. Ms. Thomas regularly presents at high-profile academic and industry conferences, including the Community Development Educators Symposium and Florida A&M University Law's Heirs' Property Symposium. Her innovative teaching methods, including co-teaching "Innovations in Community Development" with the University of Kentucky, transform classrooms into experiential labs integrating visual, auditory, and hands-on learning. With consistently strong student evaluations, her students thrive in academic, governmental, and private sector roles. Ms. Thomas' service record includes leadership roles on the National League of Cities' Community Economic Development Committee, two national editorial boards and extensive campus service. Recognized for her contributions, she was named Community Development Educator of the Year (2023) and received the Prairie View A&M University Faculty Senate Award for Service (2021). Her research, teaching, and service continue to advance the field of community development.

To the best of our knowledge, Ms. Thomas' file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

## SCHOOL OF PUBLIC AND ALLIED HEALTH

| <u>Name</u>                            | <u>Present Rank</u><br><u>Department</u>                           | <u>Yrs. Towards</u><br><u>Tenure*</u>      |                    | <u>Effective Date</u><br><u>Tenure</u> |
|--|--|--|--------------------|--|
|  |  | <u>Univ.</u>                               | <u>Other Inst.</u> |  |
| Dr. Dwedor Ford                        | Assistant Professor<br>Health and Kinesiology                      | 5  | 7                  | Upon Approval<br>by the Board          |
| Ph.D. (2009)                           | Middle Tennessee State University                                  |  |                    |  |
| Fa 2010 – Fa 2017<br>Sp 2019 – Present | North Carolina A&T State University<br>Prairie View A&M University | Assistant Professor<br>Assistant Professor |                    |  |

Dr. Dwedor Ford's scholarly contributions include serving as principal investigator on federally funded research initiatives such as a submitted National Science Foundation Faculty Early Career Development grant (\$968,557) and a funded Prairie View A&M University (PVAMU) Research & Innovation for Scholarly Excellence (RISE) Faculty Development Grant (\$6,111), alongside authoring/co-authoring peer-reviewed publications on Artificial Intelligence (AI)-driven educational models, socio-economic barriers in disability sports, and health interventions, with findings presented at national conferences including the National Association for Kinesiology in Higher Education Conference and AI for All Summit. Dr. Ford's teaching excellence is evident in her integration of Universal Design for Learning principles and technology-enhanced learning. She has developed and taught a wide range of undergraduate and graduate courses, from Motor Learning and Control to Research Statistics, earning consistently strong student evaluations. Her mentorship of undergraduate researchers in projects, such as the examination of menstrual cycle impacts on athletic performance and physical-mental fitness connections, has been supported by PVAMU RISE grants. Service leadership roles include division director, where she oversees curriculum development and faculty mentorship, committee chair positions, and advisement for Phi Epsilon Kappa Honors Fraternity, alongside community and professional service. Administrative achievements feature strategic resource allocation, faculty mentorship, and mediation training to resolve academic conflicts, complemented by ongoing professional development in cybersecurity and teaching excellence (PROPEL HBCU Fellows) and biomedical research (All of Us Scholars Program).

To the best of our knowledge, Dr. Ford's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>                 | <u>Present Rank</u><br><u>Department</u>      | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-----------------------------|---|---------------------------------------|--------------------|--|
|                             |   | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Catherine Kisavi-Atatah | Assistant Professor<br>Health and Kinesiology | 5                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2014)                | Walden University                             |                                       |                    |  |
| Fa 2019 – Present           | Prairie View A&M University                   | Assistant Professor                   |                    |  |

Dr. Catherine Kisavi-Atatah is a scholar and educator specializing in health policy, research, and teaching. She has published over 30 peer-reviewed articles on mental health interventions, health disparities, and global health



challenges. She has secured funding for faculty and student research, including grants for undergraduate research and public health initiatives. As a Co-principal investigator on a \$1,099,469 Special Education Enhancement Degree grant, Dr. Kisavi-Atatah demonstrated success in securing major research funding. She designs rigorous public health courses, mentors students, and fosters critical thinking. Her extensive healthcare industry experiences bridge theory with practice. She serves on multiple committees, including accreditation teams and the Undergraduate and Graduate Student Councils. She leads study abroad programs, broadening students' global health perspectives. A dedicated reviewer for several academic journals, Dr. Kisavi-Atatah contributes to advancing public health scholarships. A member of the Society for Public Health Education and the Texas Public Health Association, she actively engages in healthcare policy and community advocacy. Committed to research, mentorship, and improving public health education, Dr. Kisavi-Atatah strives to expand students' professional and academic horizons.

To the best of our knowledge, Dr. Kisavi-Atatah's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

| <u>Name</u>         | <u>Present Rank</u><br><u>Department</u>      | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|---------------------|---|---------------------------------------|--------------------|--|
|                     |   | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Andrea McDonald | Assistant Professor<br>Health and Kinesiology | 5                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2015)        | Texas A&M University                          |                                       |                    |  |
| Fa 2019 – Present   | Prairie View A&M University                   | Assistant Professor                   |                    |  |

Dr. Andrea McDonald's research accomplishments include serving as principal investigator (PI), Co-PI, or Co-Investigator on several grants from agencies such as National Institutes of Health, collaborating with colleagues across disciplines. Her work has led to significant findings on health disparities and the development of a Public Health Informatics Curriculum now utilized by multiple universities in Texas. She has published 26 peer-reviewed articles, five book chapters, and two technical reports, and presented at numerous invited and peer-reviewed conferences. Dr. McDonald has extensive teaching experience, ranging from large lecture-based courses to small, interactive classes at both undergraduate and graduate levels. By incorporating experiential learning strategies, she consistently receives strong evaluations from students. She has led major academic initiatives, including the proposal writing for the Master of Public Health program at Prairie View A&M University (PVAMU) and contributions to the Sports Management, Kinesiology, and E-sports degree proposals. Her community service includes leading the Calhoun County Health Needs Assessment and Improvement Plan and developing nutrition manuals for Caribbean islands. Professionally, she serves as chair-elect for the Academy of Nutrition and Dietetics Public Health Practice Group, secretary for two academic associations, and editorial board member for two journals. In 2024, she was named a PVAMU Provost Fellow and received a Faculty Senate Service Award.

To the best of our knowledge, Dr. McDonald's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

## WHITLOWE R. GREENE COLLEGE OF EDUCATION

| <u>Name</u>         | <b>Present Rank</b><br><u>Department</u>          | <b>Yrs. Towards<br/>Tenure*</b> |                    | <b>Effective Date</b><br><u>Tenure</u> |
|---------------------|---|---------------------------------|--------------------|--|
|                     |   | <u>Univ.</u>                    | <u>Other Inst.</u> |  |
| Dr. Camille Burnett | Assistant Professor<br>Curriculum and Instruction | 6                               | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2012)        | Tufts University                                  |                                 |                    |  |
| Fa 2018 – Present   | Prairie View A&M University                       | Assistant Professor             |                    |  |

Dr. Camille Burnett's research accomplishments include serving as principal investigator (PI), Co-PI, or collaborator on federal, state, local, and private foundation grants through inter- and intra-disciplinary partnerships. Much of her funded work focuses on STEM teacher production and education. Her publications include five journal articles, three book chapters, and five conference proceedings with three manuscripts in press. She has also presented at local, state, national, and international conferences. Dr. Burnett currently teaches undergraduate mathematics courses for prospective K-8 teachers, an undergraduate course for students exploring STEM teaching, and a graduate course in education research. She is a proponent of best practices in teaching and recently earned the Association of College and University Educators Advanced Certificate in Effective Teaching Practice. She consistently receives strong evaluations from students and peers. Internally, Dr. Burnett has served as advisor and research mentor to her undergraduate and graduate students, as well as on multiple department, college, university, and ad hoc committees. Externally, she has been a reviewer for various organizations, an advisory board member, and served in a consulting capacity. She is the co-director of the PVU Teach Program, activity director of the Science, Mathematics, Reading, Technology, and Social Studies Curriculum Resource Lab, and co-director of the Whimsical Week summer experience.

To the best of our knowledge, Dr. Burnett's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

- \* Each university determines, through a review process, the number of years each faculty member will be awarded tenure based on his/her dossier.

Agenda Item No.

## **AGENDA ITEM BRIEFING**

**Submitted by:** Dr. James Hurley, President  
Tarleton State University

**Subject:** Naming of the Event Center

### **Proposed Board Action:**

Name the Event Center on the campus of Tarleton State University the “EECU Event Center at Tarleton State University.”

### **Background Information:**

In accordance with System Policy *51.06, Naming of Buildings, Geographical Areas and Academic Entities*, “It is the policy of the Board of Regents (board) of The Texas A&M University System (system) to honor or memorialize individuals, businesses and other entities who have made significant contributions to the system by naming buildings, definable portions of buildings, geographical areas or academic entities for such individuals, businesses and other entities.”

This recommendation is made per the attached memo from Dr. James Hurley.

### **A&M System Funding or Other Financial Implications:**

Not applicable.

### **Strategic Plan Imperative(s) this Item Advances:**

Approval of this agenda item will advance the following strategic imperative of The Texas A&M University System Strategic Plan: 6. The A&M System, in adhering to the high standard of excellence and growth required in this strategic plan, will display prudent financial stewardship and sustainability. The external financial support provided in the agreement has been secured through “expansion of our donor base and overall funds raised.”

Agenda Item No.

**TARLETON STATE UNIVERSITY**

Office of the President

April 2, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Naming of the Events Center

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System hereby names the Event Center on the campus of Tarleton State University the ‘EECU Event Center at Tarleton State University.’ ”**

Respectfully submitted,

Dr. James Hurley  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer



*Office of the President*  
Tarleton State University

April 2, 2025

MEMORANDUM

To: Ms. Vickie Burt Spillers, Executive Director, Board of Regents  
The Texas A&M University System

Subject: Naming of the Event Center

On behalf of Tarleton State University, I respectfully request approval, including that of the Board of Regents, to formally name the Event Center on the campus of Tarleton State University.

The proposed naming opportunity will recognize the significant financial contribution of an organization through a naming and sponsorship rights agreement, in accordance with System Policy [51.06, Naming of Buildings, Geographical Areas and Academic Entities](#), "It is the policy of the Board of Regents (board) of The Texas A&M University System (system) to honor or memorialize individuals, businesses and other entities who have made significant contributions to the system by naming buildings, definable portions of buildings, geographical areas or academic entities for such individuals, businesses and other entities."

We greatly appreciate your consideration of this request to honor this agreement.

**Naming Opportunity:** EECU Event Center at Tarleton State University

**Donors:** EECU

**Name Presentation:** EECU Event Center

**Total Gift Amount:** \$3,500,000

**Total Amount Paid:** To be paid over 10 years, beginning August 1, 2025

**Biographical Information:** EECU is a not-for-profit credit union, owned by its members. The credit union began in 1934 in the Fort Worth ISD with the formation of a credit union for teachers and administrators. Initially known as the Fort Worth Teachers Credit Union, the name was changed to the Educational Employees Credit Union, eventually becoming more simply known as EECU. EECU is a \$4+ billion-dollar institution, with over 279,000 members and 19 Financial Centers across the greater Dallas-Fort Worth area.

Respectfully submitted,

Dr. James Hurley  
President

Agenda Item No.

**TEXAS A&M INTERNATIONAL UNIVERSITY**

Office of the President

March 5, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of Academic Tenure, May 2025,  
Texas A&M International University

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System, in accordance with System Policy 12.01, *Academic Freedom, Responsibility and Tenure*, hereby authorizes the granting of tenure to the following faculty members at Texas A&M International University as set forth in the exhibit, Tenure List No. 25-03.”**

Respectfully submitted,

Juan J. Castillo  
Interim President

**Approval Recommended:**

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John Sharp  
Chancellor

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**Approved for Legal Sufficiency:**

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Ray Bonilla  
General Counsel

**TEXAS A&M INTERNATIONAL UNIVERSITY**  
**BACKGROUND OF FACULTY**  
**RECOMMENDED FOR ACADEMIC TENURE**  
**TENURE LIST NO. 25-03**

**A. R. SANCHEZ, JR. SCHOOL OF BUSINESS**

| <u>Name</u>   | <u>Present Rank</u><br><u>Department</u>  | <u>Yrs. Towards</u><br><u>Tenure*</u>   |                              | <u>Effective Date</u><br><u>Tenure</u> |
|---|---|---|------------------------------|--|
|   |   | <u>Univ.</u>  | <u>Other</u><br><u>Inst.</u> |  |
| Dr. Geoffrey S. Hubona  | Associate Professor<br>International Business and<br>Technology Studies   | 6   | 0                            | Upon Approval<br>by the Board          |
| Ph.D. (1993)  | University of South Florida   |   |                              |  |
| Fa 1993 – Fa 1995<br>Sp 1996 – Fa 2000<br>Sp 2001 – Su 2001<br>Sp 2005 – Sp 2007<br>Fa 2001 – Su 2010<br>Fa 2017 – Fa 2018<br>Fa 2018 – Present | University of Maryland Baltimore County<br>Virginia Commonwealth University<br>Virginia Commonwealth University<br>Virginia Commonwealth University<br>Georgia State University<br>Texas A&M International University<br>Texas A&M International University | Assistant Professor<br>Assistant Professor<br>Associate Professor (Tenure 2001)<br>Visiting Associate Professor<br>Associate Professor<br>Visiting Associate Professor<br>Associate Professor |                              |  |

Dr. Hubona's research explores consumer decision-making and satisfaction across myriad spheres while utilizing a variety of analytical techniques. He has published 22 peer-reviewed articles and five book chapters. He has secured over \$4 million in external funding which has aided his research agenda. This work has led to 17 research presentations and an additional 28 conference presentations. His research has informed his teaching agenda; he has taught courses at the graduate and undergraduate levels that include Programming in Python and R, Business Decision Modeling, Data Mining and Business Analytics, Business Data Visualization, Network Security and Distributed Systems, and Systems Analysis and Design. Dr. Hubona has also engaged in service to the department, college, university, and discipline. His most noteworthy service has been towards student dissertations.

To the best of our knowledge, Dr. Hubona has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|  |  |   |   |                               |
|--|--|---|---|-------------------------------|
| Dr. Constant L. Yayi                   | Assistant Professor<br>International Banking and<br>Finance Studies      | 6   | 0 | Upon Approval<br>by the Board |
| Ph.D. (2017)                           | University of Oklahoma   |   |   |                               |
| Fa 2017 – Sp 2018<br>Fa 2018 – Present | Texas A&M International University<br>Texas A&M International University | Visiting Assistant Professor<br>Assistant Professor |   |                               |

Dr. Yayi's research examines macroeconomics, international trade, uncertainty, central bank independence, economic policy, political affiliation, and economic uncertainty, all within the context of Africa. Towards this

agenda, Dr. Yayi has published six peer-reviewed articles and multiple presentations. His research experience inserts itself into the classes he teaches: Introduction to Financial Econometrics, Intermediate Macroeconomics, International Economics, Principles of Macroeconomics, and Managerial Economics. In addition to his solid research and teaching efforts, Dr. Yayi has engaged in service to the department, college, university and discipline. He has served on faculty search committees, dissertation committees, and as a member of the Texas A&M International University Core Curriculum Committee.

To the best of our knowledge, Dr. Yayi has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

## COLLEGE OF ARTS AND SCIENCES

| <u>Name</u>                            | <u>Present Rank</u><br><u>Department</u>                         | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|--|--|---------------------------------------|--------------------|--|
|  |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Mark T. Boseman                    | Assistant Professor<br>Fine and Performing Arts                  | 7                                     | 0                  | Upon Approval<br>by the Board          |
| D.M.A. (2014)                          | The Eastman School of Music                                      |                                       |                    |  |
| Sp 2017 – Fa 2017<br>Fa 2017 – Present | The University of Arkansas<br>Texas A&M International University | Instructor<br>Assistant Professor     |                    |  |

Dr. Boseman, a Doctor of Musical Arts, is an assistant professor of Percussion at Texas A&M International University. In this role, he has published four peer-reviewed articles on the nexus of percussion and the value of practice, Bach, broken intervals, and controlling independent rolls; Dr. Boseman has engaged in 14 commissions and consortiums, 24 performances, and eight tours. He has also published a book entitled *Mallets and Music*, written for four-mallet Marimba. Dr. Boseman has performed in recitals and clinical experience consistently since 2010; the locations of these events extend across the globe, from Pennsylvania to Japan. His teaching areas include Percussion Studio Class, Applied Percussion Lessons Percussion Ensemble, Percussion Methods, Senior Performance, and Music Appreciation. In addition to his teaching and performance efforts, Dr. Boseman has engaged in service to the department, college, university, and discipline. He has served on the University Curriculum Committee and two faculty search committees.

To the best of our knowledge, Dr. Boseman has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|   |   |   |   |                               |
|---|---|---|---|-------------------------------|
| Dr. Marcus T. Carey   | Assistant Professor<br>Social Sciences  | 6   | 0 | Upon Approval<br>by the Board |
| Ph.D. (2017)  | Texas State University  |   |   |                               |
| Fa 2016 – Sp 2018<br>Fa 2018 – Sp 2022<br>Fa 2022 – Present | Ohio University<br>Texas A&M International University<br>Texas A&M International University | Visiting Assistant Professor<br>Assistant Professional<br>Assistant Professor |   |                               |

Dr. Carey's research agenda focuses on criminological theory, methodology, and statistics. Specific areas under these umbrellas include substance abuse, peer associations, survival analysis, immigration, police perceptions,



juvenile justice, community supervision, and specialty courts. In sum, he has published nine peer-reviewed research articles. Dr. Carey has also published a combination of eight technical reports, encyclopedia entries and book reviews. This work has led to eight conference presentations and three invited presentations. Dr. Carey teaches an array of classes that include Organized Crime, White-Collar Crime, Cybercrime, Foundations of Crime, Capstone, Criminology, and Police Systems and Society. In addition to his research and teaching efforts, Dr. Carey has engaged in service to the department, college, university, and discipline. His service efforts include dissertation committees, faculty search committees and he assisted in the creation of the PhD in Criminal Justice.

To the best of our knowledge, Dr. Carey has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|  |  |                                 |   |                               |
|--|--|---------------------------------|---|-------------------------------|
| Dr. Khaled Enab                        | Assistant Professor<br>School of Engineering     | 5                               | 0 | Upon Approval<br>by the Board |
| Ph.D. (2018)                           | Penn State University                            |                                 |   |                               |
| Fa 2013 – Sp 2019<br>Fa 2019 – Present | Penn State University<br>Texas A&M International | Lecturer<br>Assistant Professor |   |                               |

Dr. Enab's research efforts center on the area of petroleum engineering. He has examined enhancing shale oil recovery, shale oil forecasting, fluid density in shales, artificial neural networks, property estimation, and the impact of CO<sub>2</sub> on shale recovery. He has published eight peer-reviewed research articles that have translated into eight conference proceeding presentations. He has published a book chapter and presented papers at 16 conferences. In sum, Dr. Enab has earned more than \$1.09 million in external grant funding and from organizations like the National Science Foundation. He has taught classes in a variety of petroleum engineering areas: Reservoir Fluid Properties, Reservoir Petrophysics, Reservoir Rock & Fluid Properties, Reservoir Rock & Fluid Properties Lab, Production Engineering I, Reservoir Engineering I & II, Reservoir Modeling and Simulation, Shale Oil and Gas, Well Testing, Integrated Reservoir Management, Senior Engineering Capstone Design, and Thermal Engineering. In addition to his research and teaching efforts, Dr. Enab has engaged in service to the department, college, university, and discipline. His service efforts include program coordinator for Petroleum Engineering, academic assessment, member of the University Curriculum Committee, and multiple search committees.

To the best of our knowledge, Dr. Enab has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|  |  |   |   |                               |
|--|--|---|---|-------------------------------|
| Dr. Nilda M. Garcia                    | Assistant Professor<br>Social Sciences             | 6   | 0 | Upon Approval<br>by the Board |
| Ph.D. (2017)                           | University of Miami                                |   |   |                               |
| Fa 2018 – Sp 2020<br>Fa 2020 – Present | Texas A&M International<br>Texas A&M International | Visiting Assistant Professor<br>Assistant Professor |   |                               |

Dr. Garcia's research agenda examines drug policy, smuggling, and Mexico's war on drugs. She has published a book on Mexico's drug war and three peer-reviewed articles, one in relation to the Covid-19 pandemic. Dr. Garcia has written several published book reviews and was part of a \$1 million grant from the Department of

Education. She has completed 11 conference presentations. The courses Dr. Garcia teaches include Drug Trafficking, Seminar in International Political Economy, Seminar in International Politics, American Foreign Policy, American National Government, and American State Government. In addition to her research and teaching efforts, Dr. Garcia has engaged in service to the department, college, university, and discipline. Her service efforts include Honors Program Advisor, faculty search committees, program assessment for political science, Sames Scholar mentor, webpage master for political science content, and chair of the comprehensive exam committee.

To the best of our knowledge, Dr. Garcia has behaved in a professional manner across her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|  |  |   |   |                               |
|--|--|---|---|-------------------------------|
| Dr. Adam S. Kozaczka                   | Assistant Professor<br>Humanities                  | 5   | 0 | Upon Approval<br>by the Board |
| Ph.D. (2019)                           | Syracuse University                                |   |   |                               |
| Fa 2019 – Su 2020<br>Fa 2020 – Present | Texas A&M International<br>Texas A&M International | Visiting Assistant Professor<br>Assistant Professor |   |                               |

Dr. Kozaczka is a Fulbright Scholar in Arts and Humanities. His scholarly areas of interest include Walter Scott, Henry Cockburn, Jane Austen, Frances Burney, H.P. Lovecraft, and Stephen King. He has published nine peer-reviewed articles, two reference chapters, and five book reviews. His scholarship has resulted in 21 conference presentations. Dr. Kozaczka earned a grant for \$12,000 from the Humanities Texas/National Endowment for the Humanities. In addition to his scholarship, he has taught graduate and undergraduate courses that include: Romantics, Studies in English Literature, British History and Literature, Literary Historicism and Historical Fiction, Literary Pandemics, Senior Seminar, British Literature to Neoclassical, College Composition I, College Composition II, Thesis, Restoration and Eighteenth Century, Literature of Enlightenment, Major Themes of British Literature, Introduction to Women and Gender Studies, and The Gothic. His teaching excellence earned him the Texas A&M International University Distinguished Teacher of the Year in 2023. In addition to his research and teaching efforts, Dr. Kozaczka has engaged in service to the department, college, university, and discipline. His service efforts include program coordinator for the Women and Gender Studies minor, member of the University Curriculum Committee, and peer reviewer for *Law and Literature* and *Nineteenth-Century Contexts*.

To the best of our knowledge, Dr. Kozaczka has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|   |   |   |   |                               |
|---|---|---|---|-------------------------------|
| Dr. Alfonso Vergaray  | Assistant Professor<br>Social Sciences  | 8   | 0 | Upon Approval<br>by the Board |
| Ph.D. (2014)  | Virginia Polytechnic Institute and State University   |   |   |                               |
| Fa 2014 – Sp 2016<br>Fa 2016 – Sp 2019<br>Fa 2019 – Present | California University of Pennsylvania<br>Texas A&M International<br>Texas A&M International | Visiting Assistant Professor<br>Assistant Professional Professor<br>Assistant Professor |   |                               |

Dr. Vergaray's research agenda focuses on the nature of democracy, Plato's philosophy, Spinoza, Henry Adams, and Martha Nussbaum. His work has appeared in both English and Spanish outlets. He has published four peer-

reviewed articles, two book chapters, and one encyclopedia entry. His scholarly efforts have resulted in 18 conference presentations. He has taught a variety of classes at both the graduate and undergraduate levels. These include Foundations of Leadership, American National Government, Cyber Politics and Society, Cyber Politics, Progress & Its Critics, Love & Politics, The Politics of Patriotism, Spinoza's Political Thought, Theories of Leadership and Practice, International Leadership Capstone, Cyber Crime and Politics, Senior Pro-Seminar in Criminal Justice [On Punishment], and Latin American Social and Political Theory. In addition to his research and teaching efforts, Dr. Vergaray has engaged in service to the department, college, university, and discipline. His service efforts include serving on thesis committees as a chair and as a member, an advisor to Honors students, as a member of the Leadership sub-committee, Leadership Awards Committee, and coordinator and membership on the program assessment committee (political science and international leadership).

To the best of our knowledge, Dr. Vergaray has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|  |  |   |   |                               |
|--|--|---|---|-------------------------------|
| Dr. Hongwei Wang                       | Assistant Professor<br>Mathematics and Physics     | 7 | 0   | Upon Approval<br>by the Board |
|  |  |   |   |                               |
| Ph.D. (2017)                           | Texas Tech University                              |   |   |                               |
| Fa 2017 – Su 2018<br>Fa 2018 – Present | Texas A&M International<br>Texas A&M International |   | Visiting Assistant Professor<br>Assistant Professor |                               |

Dr. Wang's research areas include data mining, path analysis, regression and teaching practices, teaching effectiveness, education in foreign countries, data transformation, the Kauffman Bracket skein algebra, and batch variable learning. Her efforts have resulted in 17 peer-reviewed articles across a variety of educational journals (mathematics, medicine, and education). She has earned \$200,000 in grant funding from the National Science Foundation. Her research has resulted in 19 conference presentations. Dr. Wang has engaged in a variety of courses taught at the graduate and undergraduate levels, including: Business Math, Business Calculus, Calculus II, Differential Equations, Abstract Algebra, Applied Data Analysis, Sampling and Surveys, Geometry, Statistical Methods for Clinical Trials, Case Seminar in Applied Statistics, Introductory Statistics, Topology, Calculus III, Pre-Calculus, Categorical Data Analysis, Discrete Mathematics, Generalized Linear Models with its Application, and Engineering Statistics. In addition to her research and teaching efforts, Dr. Wang has engaged in service to the department, college, university, and discipline. Her service efforts include membership on the program assessment committee, Honors Committee, Graduate Program Admissions Committee, membership on the college curriculum committee, and a peer-reviewer for several academic journals.

To the best of our knowledge, Dr. Wang has behaved in a professional manner across her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

## COLLEGE OF EDUCATION

| <u>Name</u>                            | <u>Present Rank</u><br><u>Department</u>         | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|--|--|---------------------------------------|--------------------|--|
|  |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Cody J. Perry                      | Assistant Professor<br>Educational Programs      | 5                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2017)                           | University of Wyoming                            |                                       |                    |  |
| Fa 2017 – Sp 2019<br>Fa 2019 – Present | University of Wyoming<br>Texas A&M International | Instructor<br>Assistant Professor     |                    |  |

Dr. Perry's research efforts pertain to teaching exams, preservice mathematics, Hispanic preservice teachers, school closures, and the concerns of international and domestic students. He has published 12 peer-reviewed articles across a variety of educational journals. His work has led to four invited presentations and five conference presentations. In addition to his scholarship, Dr. Perry has taught classes across a wide variety of educational subjects, including: Assessment for Instructional Design, Mathematics Principles for EC-6, Teaching in Diverse Settings, Survey of Content Knowledge & Experience, Introduction to Teaching and Learning, Foundations of Curriculum, and Foundations of Educational Research. In addition to his research and teaching efforts, Dr. Perry has engaged in service to the department, college, university, and discipline. His service efforts include faculty search committees, undergraduate student mentoring, member of the college assessment committee, Honors Committee, Sanford Programs Lead, Sanford Inspire program coordinator, and a peer-reviewer for several educational journals.

To the best of our knowledge, Dr. Perry has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

- \* Each university determines, through a review process, the number of years each faculty member will be awarded tenure based on his/her dossier.

Agenda Item No.

## **AGENDA ITEM BRIEFING**

**Submitted by:** Juan J. Castillo, Interim President  
Texas A&M International University

**Subject:** Granting of Faculty Development Leave for FY 2026,  
Texas A&M International University

### **Proposed Board Action:**

Authorize faculty development leave for FY 2026 at Texas A&M International University (TAMIU).

### **Background Information:**

System Policy [\*31.03, Leaves of Absence\*](#), and System Regulation [\*12.99.01, Faculty Development Leave\*](#), require that a recommendation for faculty development leave be submitted by the university president to the chancellor for recommendation to the Board of Regents for approval. At TAMIU, the application is submitted with support of the department chair, college dean, university development leave committee (elected by the general faculty), provost and vice president for academic affairs, and president.

As shown in the exhibit, TAMIU requests approval for faculty development leave for two faculty members for FY 2026.

TAMIU is in compliance with the statutory requirement that no more than six percent of eligible faculty be on development leave at any time.

### **A&M System Funding or Other Financial Implications:**

No additional funding is required. Departmental faculty members are assuming the recommended faculty members' teaching loads by adjusting course offerings the next academic year.

### **Strategic Plan Imperative(s) this Item Advances:**

The granting of faculty development leave allows for the promotion of the fourth imperative increasing prominence by building a robust and targeted research portfolio. The two projects supported will lead to robust/targeted research in the areas of literature and education.

Agenda Item No.

**TEXAS A&M INTERNATIONAL UNIVERSITY**

Office of the President

March 5, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Granting of Faculty Development Leave for FY 2026,  
Texas A&M International University

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System, in accordance with System Policy 31.03, System Regulation 12.99.01 and Sections 51.101-108 of the Texas Education Code, authorizes faculty development leave to the faculty members as shown in the attached exhibit, Faculty Development Leave List FY 2026, Texas A&M International University.”**

Respectfully submitted,

Juan J. Castillo  
Interim President

**Approval Recommended:**

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John Sharp  
Chancellor

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**Approved for Legal Sufficiency:**

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Ray Bonilla  
General Counsel

**FACULTY DEVELOPMENT LEAVE LIST  
FY 2026  
TEXAS A&M INTERNATIONAL UNIVERSITY**

| <b>Name/<br/>Title/<br/>Department</b>                                  | <b>Years of<br/>TAMIU<br/>Tenured,<br/>Tenure-<br/>Track<br/>Service</b> | <b>Semester<br/>of Leave</b> | <b>Location, Brief Description of Leave and<br/>Benefit to University</b>   |
|---|--|------------------------------|---|
|   |  |                              |   |
| <b>COLLEGE OF ARTS AND SCIENCES</b>                                     |  |                              |   |
| Dr. Paul J. Niemeyer<br>Associate Professor<br>Department of Humanities | 17   | Fall 2025                    | Dr. Niemeyer's leave will take place in Dorchester, England, and Laredo, Texas. Dr. Niemeyer will conduct an examination of Thomas Hardy's archives and interview two authors who have published in the area of Hardy and his works. The benefits of the leave include incorporating findings into course teachings, publication of a book, which supports accreditation efforts, as well as increasing the domestic and international profile of Dr. Neimeyer's department, the college, and Texas A&M International University.   |
| <b>COLLEGE OF EDUCATION</b>   |  |                              |   |
| Dr. Maria D. Vilorio<br>Associate Professor<br>Educational Programs     | 11   | Fall 2025                    | Dr. Vilorio's leave will take place in Laredo, Texas. Dr. Vilorio will conduct an examination of Principal Residency Programs to address the leadership shortage found in public education and to explore culturally responsive teaching interventions in STEM education with a focus on Hispanic students. The benefits of the leave will directly impact Texas A&M International University students in the classroom, the submission of a National Science Foundation grant proposal and publication of peer-reviewed articles, which all support accreditation efforts as well as increasing the domestic and international profile of Dr. Vilorio's department, the college, and Texas A&M International University. |

Agenda Item No.

**TEXAS A&M UNIVERSITY**

Office of the President

March 5, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of Academic Tenure, May 2025,  
Texas A&M University

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System, in accordance with System Policy 12.01, *Academic Freedom, Responsibility and Tenure*, hereby authorizes the granting of tenure to the following faculty members at Texas A&M University as set forth in the exhibit, Tenure List No. 25-03.”**

Respectfully submitted,

Mark A. Welsh III  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs



**TEXAS A&M UNIVERSITY  
BACKGROUND OF FACULTY  
RECOMMENDED FOR ACADEMIC TENURE  
TENURE LIST NO. 25-03**

ITEM  
EXHIBIT

**BUSH SCHOOL OF GOVERNMENT & PUBLIC SERVICE**

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u>     | <u>Yrs. Towards</u><br><u>Tenure*</u> |                     | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|--|---------------------------------------|---------------------|--|
|                   |  | <u>Univ.</u>                          | <u>Other Inst.</u>  |  |
| Dr. Fritz Bartel  | Assistant Professor<br>International Affairs | 6                                     | 0                   | 09/01/2025                             |
| Ph.D. (2017)      | Cornell University                           |                                       |                     |  |
| Fa 2019 – Present | Texas A&M University                         |                                       | Assistant Professor |  |

Dr. Fritz Bartel earned a Ph.D. in History from Cornell University in 2017. He is currently an assistant professor of International Affairs at the Bush School of Government & Public Service at Texas A&M University. His book, *The Triumph of Broken Promises: The End of the Cold War and the Rise of Neoliberalism*, was published with Harvard University Press in 2022. It won the 2023 Center for Presidential History Book Prize, and the 2023 Ed Hewitt Book Prize in Political Economy from the Association for Slavic, East European, and Eurasian Studies. As a dissertation, it won the 2018 Oxford University Press U.S.A. Dissertation Prize in International History from the Society for Historians of American Foreign Relations. Along with Nuno P. Monteiro, he also co-edited *Before and After the Fall: World Politics and the End of the Cold War* (Cambridge University Press, 2021). His work has been published in *Enterprise & Society* and *Diplomatic History* and his research has been funded by the German Academic Exchange Service and the Miller Center.

To the best of our knowledge, Dr. Bartel has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                   |  |   |                                    |  |
|-------------------|--|---|------------------------------------|--|
| Dr. Soren Jordan  | Associate Professor<br>Political Science | 0 | 8                                  | Upon Approval<br>by the Board and<br>Faculty Arrival |
| Ph.D. (2015)      | Texas A&M University                     |   |                                    |  |
| Fa 2016 – Su 2021 | Auburn University                        |   | Assistant Professor                |  |
| Fa 2021 – Su 2024 | Auburn University                        |   | Associate Professor (Tenured 2021) |  |
| Su 2024 – Present | Texas A&M University                     |   | Associate Professor                |  |

Dr. Soren Jordan earned a Ph.D. in Political Science from Texas A&M University (Texas A&M) in 2015. After holding faculty positions at Auburn University for eight years, Dr. Jordan joined Texas A&M as an associate professor in 2024. Dr. Jordan views polarization as the unifying theme between his study of political behavior and political institutions. The ideological extremity of the major political parties at the mass level determines the politicians we observe at the elite level. In turn, these elites create more or less ideologically extreme policy, bounded by the desires of their constituents and the goals of their parties. The resulting policy subsequently affects how likely individuals are to approve of elite institutions and the policymakers who embody them. This research is supplemented with a broad one in political methodology. His approach is to make the appropriate

model easier to identify, easier to use and easier to interpret for substantive researchers. He has also written several pieces on teaching political methodology, drawing on his own passion for teaching political methodology. He is the author of multiple Cambridge University Press books, and his research has appeared in *The Journal of Politics*, *American Journal of Political Science*, *Public Opinion Quarterly*, *Legislative Studies Quarterly*, *Political Research Quarterly*, *The R Journal*, *The Stata Journal*, and many others. He frequently publishes with graduate students and is highly involved with graduate programs and mentorship.

Dr. Jordan's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

## COLLEGE OF AGRICULTURE & LIFE SCIENCES

| <u>Name</u>          | <u>Present Rank</u><br><u>Department</u>      | <u>Yrs. Towards</u><br><u>Tenure*</u> |                     | <u>Effective Date</u><br><u>Tenure</u> |
|----------------------|---|---------------------------------------|---------------------|--|
|                      |   | <u>Univ.</u>                          | <u>Other Inst.</u>  |  |
| Dr. Samuel D. Zapata | Associate Professor<br>Agricultural Economics | 3                                     | 0                   | 09/01/2025                             |
| Ph.D. (2012)         | Clemson University                            |                                       |                     |  |
| Su 2022 – Present    | Texas A&M University                          |                                       | Associate Professor |  |

Dr. Samuel D. Zapata earned a Ph.D. in Applied Economics from Clemson University in 2012. He also earned a M.S. in Applied Economics and Statistics from Clemson University in 2009, and a B.S. in Agricultural Sciences and Production from Zamorano University in 2006. Dr. Zapata is an associate professor in the Department of Agricultural Economics at the Texas A&M University Higher Education Center at McAllen (HEC) and the Texas A&M AgriLife Research and Extension Center in Weslaco, Texas. Dr. Zapata served as extension economist for district 12 (2015-2022), where he proactively responded to emerging issues of economic relevance affecting South Texas agriculture. Dr. Zapata is a production economist and his research program focuses on the intersections of agricultural systems, farm management, marketing, and quantitative methods. His studies have been published in 22 journal articles and 42 non-technical reports, and he has received 33 competitive grants totaling \$55 million (\$2.3 million share). He oversees the new undergraduate Agricultural Economics program at the HEC where he teaches upper-level courses. Dr. Zapata funds and advises graduate and undergraduate students, creates internship programs for national and international scholars and supervises postdoctoral researchers. Dr. Zapata has held leadership positions in several regional and national professional organizations and has served on multiple government, university and departmental committees.

To the best of our knowledge, Dr. Zapata has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                              |   |   |                     |            |
|------------------------------|---|---|---------------------|------------|
| Dr. Janie McClurkin<br>Moore | Assistant Professor<br>Biological & Agricultural<br>Engineering | 8 | 0                   | 09/01/2025 |
| Ph.D. (2015)                 | Purdue University   |   |                     |            |
| Fa 2017 – Present            | Texas A&M University  |   | Assistant Professor |            |

Dr. Janie McClurkin Moore earned a Ph.D. in Agricultural and Biological Engineering at Purdue University in 2015. Dr. Moore was hired as an assistant professor in Texas A&M University's Department of Biological & Agricultural Engineering (BAEN) in 2017. She was hired to lead the forefront of post-harvest biotechnology. She is the leader of the prominent Post-Harvest Engineering and Education research program, which integrates research and teaching around innovative treatment technologies for valorization of grains and oilseeds. Dr. Moore's innovative research includes oxidative depolymerization of lignocellulosic biomass, mold and mycotoxin inactivation in stored grains and unique education methodologies for BAEN students. She is a pioneer in the application of atmospheric cold plasma for grain and oilseed treatment, addressing crucial challenges such as mycotoxin inactivation, heavy metal uptake and waste valorization. Dr. Moore's research interests encapsulate post-harvest treatment technologies, shelf-life preservation, mycotoxins, food safety, agricultural biosecurity, agricultural terrorism risk assessment, storage and packaging methods, and design-based research. Her multifaceted contributions define the future of sustainable agriculture and food quality development, embodying the essence of a trailblazing post-harvest biotechnologist.

To the best of our knowledge, Dr. Moore has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|                    |  |                     |   |            |
|--------------------|--|---------------------|---|------------|
| Dr. Daniel Spalink | Assistant Professor<br>Ecology & Conservation<br>Biology | 7                   | 0 | 09/01/2025 |
| Ph.D. (2015)       | University of Wisconsin-Madison                          |                     |   |            |
| Fa 2018 – Present  | Texas A&M University                                     | Assistant Professor |   |            |

Dr. Daniel Spalink earned a Ph.D. in Botany from the University of Wisconsin-Madison in 2015. Dr. Spalink joined the Department of Ecology and Conservation Biology at Texas A&M University as an assistant professor in 2018. He uses experiential, inquiry-based approaches to help students succeed and seeks continuous improvement by participating in workshops to critically inform his pedagogy. The implementation of high-performance group work has resulted in almost a five percent increase in student learning outcomes. His internationally recognized research in plant systematics integrates ecology and biogeography to understand the historical processes that have produced the remarkable diversity of plants around the world. This historical perspective, coupled with cutting-edge analytical techniques, is proving essential to understand the future of plant diversity in our changing world. He has emerged as a leader in the systematics of one of the world's most diverse plant families (Cyperaceae) and in the scientific discipline of spatial phylogenetics. His work in spatial phylogenetics is identifying cryptic hotspots and darkspots of species, genes, traits, and lineages, and linking these to predictions of how we might expect them to change through time. His research program thereby provides historical context to local conditions, generating direct applications for developing conservation strategies.

To the best of our knowledge, Dr. Spalink has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|                   |   |                     |   |            |
|-------------------|---|---------------------|---|------------|
| Dr. Felipe Aburto | Assistant Professor<br>Soil & Crop Sciences | 4                   | 0 | 09/01/2025 |
| Ph.D. (2014)      | University of California, Davis             |                     |   |            |
| Fa 2021 – Present | Texas A&M University                        | Assistant Professor |   |            |

Dr. Felipe Aburto earned a Ph.D. in Soil and Biogeochemistry from the University of California, Davis in 2014. Dr. Aburto held the positions of assistant professor and associate professor of Soil Sciences at the University of Concepción (UdeC), Chile before joining Texas A&M University as an assistant professor in October 2021. Dr. Aburto's international research program applies a collaborative interdisciplinary approach to studying soil development and the effect of land use change and management intensification on soil functionality, focusing on biogeochemical processes. He teaches undergraduate and graduate courses in soil morphology, soil genesis and coaches the Texas A&M University Soil Judging team. Dr. Aburto also holds an adjunct professor position in the Department of Environmental Sciences at UdeC. Dr. Aburto is a first-generation graduate, Fulbright Scholarship awardee and United States Department of Agriculture E. Kika de la Garza Research Fellow. He has authored/co-authored 29 journal articles and collaborated on over 25 projects. His research and outreach activities have been featured through multiple media outlets. He is the current elected chair of the Pedology Division of the Soil Science Society of America (SSSA) and has served as associate and technical editor for the SSSA Journal and ad-hoc editor and reviewer for many other journals.

To the best of our knowledge, Dr. Aburto has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                     |   |   |                     |            |
|---------------------|---|---|---------------------|------------|
| Dr. Briana M. Wyatt | Assistant Professor<br>Soil & Crop Sciences | 5 | 0                   | 09/01/2025 |
|                     |   |   |                     |            |
| Ph.D. (2019)        | Oklahoma State University                   |   |                     |            |
| Fa 2020 – Present   | Texas A&M University                        |   | Assistant Professor |            |

Dr. Briana M. Wyatt earned a Ph.D. in Soil Science at Oklahoma State University in 2019. Dr. Wyatt joined Texas A&M University (Texas A&M) as an assistant professor in 2020. Her research and teaching programs focus on soil and environmental physics. The goal of these efforts is to equip students, fellow researchers, land and water managers, and the public to better steward the increasingly threatened soil and water resources of our planet. At Texas A&M, Dr. Wyatt has mentored seven graduate students (five doctoral and two masters) and 10 undergraduate students. She has also restructured an existing undergraduate course and developed two new graduate-level courses. She has published 20 peer-reviewed papers and earned \$1,929,279 in funding for her research program, including a 2024 National Science Foundation (NSF) CAREER award. Dr. Wyatt's research program has had local, state and national impacts in soil and environmental physics, with projects focused on soil moisture monitoring, land-atmosphere interactions, impacts of land cover change on groundwater recharge, and the development of seasonal streamflow forecasts. Dr. Wyatt is a reviewer for over 20 peer-reviewed journals, as well as the NSF and the National Aeronautics and Space Administration. She is an associate editor for multiple journals, including the *Soil Science Society of America Journal*, for which she was named outstanding associate editor in 2022.

To the best of our knowledge, Dr. Wyatt has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

## COLLEGE OF ARCHITECTURE

| <u>Name</u>         | <b>Present Rank</b><br><u>Department</u> | <b>Yrs. Towards</b><br><b>Tenure*</b> |                    | <b>Effective Date</b><br><u>Tenure</u> |
|---------------------|--|---------------------------------------|--------------------|--|
|                     |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Andrew R. Tripp | Assistant Professor<br>Architecture      | 7                                     | 7                  | 09/01/2025                             |
| Ph.D. (2017)        | University of Pennsylvania               |                                       |                    |  |
| Su 2011 – Su 2018   | Mississippi State University             | Assistant Professor*                  |                    |  |
| Fa 2018 – Present   | Texas A&M University                     | Assistant Professor                   |                    |  |

Dr. Andrew R. Tripp earned a Ph.D. in Architecture History and Theory in 2017 and an M.S. in 2011 from the University of Pennsylvania. He also earned a BArch from The Cooper Union for the Advancement of Science and Art in 2002. Dr. Tripp has practiced architecture throughout the U.S., designing works ranging from commercial products to residential towers. Before joining Texas A&M University (Texas A&M) in 2018, he taught at The Cooper Union for the Advancement of Science and Art, the University of Pennsylvania, the University of the Arts, and at Mississippi State University. Dr. Tripp teaches all levels of undergraduate architectural design studios and graduate level architectural history seminars. He has coordinated year-level courses, created community engaged studios and innovative seminars and contributed to the curriculum development of several degree programs in the Department of Architecture. Dr. Tripp researches architecture as a discipline in the humanities. His writing contributes to the fields of architectural education and 20<sup>th</sup>-century architectural histories of the U.S. and United Kingdom. He has presented his work internationally and published one edited book volume, three book chapters, two book reviews, and 14 peer-reviewed papers in leading journals or proceedings. Dr. Tripp has chaired or co-chaired two doctoral committees, two master's committees, 17 master of architecture committees, and served on five other committees combined.

\*Dr. Andrew R. Tripp was approved for promotion to Associate Professor with tenure at Mississippi State University to be effective in the fall 2018 semester. Dr. Tripp resigned from Mississippi State University to take a faculty position at Texas A&M prior to the promotion and tenure taking effect.

To the best of our knowledge, Dr. Tripp has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|                   |   |                     |   |            |
|-------------------|---|---------------------|---|------------|
| Dr. Sungmin Lee   | Assistant Professor<br>Landscape Architecture &<br>Urban Planning | 5                   | 2 | 09/01/2025 |
| Ph.D. (2018)      | Texas A&M University  |                     |   |            |
| Fa 2018 – Su 2020 | University of Connecticut   | Assistant Professor |   |            |
| Su 2020 – Present | Texas A&M University  | Assistant Professor |   |            |

Dr. Sungmin Lee earned a Ph.D. in Urban and Regional Science from Texas A&M University (Texas A&M) in 2018. Dr. Lee joined the Department of Landscape Architecture & Urban Planning at Texas A&M as an assistant professor in 2020. He teaches both graduate and undergraduate courses in design studio, digital communication and urban design theory, contributing significantly to studio courses and spearheading curriculum enhancements within the department. Dr. Lee's research focuses on the intersection of built and

natural environments with public health and community safety. As a co-investigator, he has secured over \$10 million in external research funding from the National Institutes of Health. He has authored 29 peer-reviewed journal articles, with 15 of them as the lead or solo author. In his mentorship role, Dr. Lee has guided two doctoral students, served on four doctoral committees, chaired or co-chaired five master's committees, and participated in four others. As of 2024, he also serves as the coordinator for the Bachelor of Landscape Architecture program. In recognition of his contributions, Dr. Lee received the Research Leadership Fellowship at Texas A&M in 2024.

To the best of our knowledge, Dr. Lee has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                   |   |   |                     |            |
|-------------------|---|---|---------------------|------------|
| Dr. Yang Song     | Assistant Professor<br>Landscape Architecture &<br>Urban Planning | 5 | 3                   | 09/01/2025 |
| Ph.D. (2017)      | Clemson University  |   |                     |            |
| Fa 2017 – Su 2020 | North Dakota State University                                     |   | Assistant Professor |            |
| Su 2020 – Present | Texas A&M University  |   | Assistant Professor |            |

Dr. Yang Song earned a Ph.D. in Environmental Design and Planning from Clemson University in 2017. He joined Texas A&M University's Department of Landscape Architecture & Urban Planning as an assistant professor in 2020. Dr. Song has led 14 undergraduate and six graduate classes, covering landscape construction, fundamental and advanced digital technology, and geographic information systems. He has developed new course content and assessment methods, guiding six individual students and three student teams (as instructor of record) to regional and international awards. Dr. Song focuses on leveraging emerging data science technologies to study public spaces' influence on human behavior. He has authored 32 peer-reviewed journal articles and a research monograph. His work has garnered numerous accolades, including the American Society of Landscape Architects National Award of Research, alongside four university-level, seven regional, four national, and five international awards. As special editor for *Atmosphere* and *Land* journals, Dr. Song has advanced sustainable landscape architecture technologies. His work has received funding support from the Texas Parks & Wildlife Department, National Institutes of Health, U.S. Department of Energy, and Centers for Disease Control and Prevention.

To the best of our knowledge, Dr. Song has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                   |   |   |                     |            |
|-------------------|---|---|---------------------|------------|
| Dr. Siyu Yu       | Assistant Professor<br>Landscape Architecture &<br>Urban Planning | 5 | 0                   | 09/01/2025 |
| Ph.D. (2019)      | Texas A&M University  |   |                     |            |
| Fa 2020 – Present | Texas A&M University  |   | Assistant Professor |            |

Dr. Siyu Yu earned a Ph.D. in Urban and Regional Science from Texas A&M University (Texas A&M) in 2019. Dr. Yu is an assistant professor in the Department of Landscape Architecture and Urban Planning at Texas A&M. Dr. Yu teaches graduate and undergraduate courses in plan making, planning methods, disaster recovery, and hazard mitigation. Dr. Yu's scholarship promotes multi-hazard resilience by investigating community

networks of land use plans and vulnerability to natural hazards. Dr. Yu has received external research grants as principal investigator or co-principal investigator totaling over \$16.9 million, funded by the Department of Homeland Security, the National Science Foundation (NSF), the National Academies of Sciences, Engineering, and Medicine (NASEM), the U.S. Geological Survey, the Department of Energy, and the National Institute of Environmental Health Sciences. She has published 29 peer-reviewed journal articles with an h-index of 16 and has mentored 34 graduate students across five disciplines. Dr. Yu received a 2023 NASEM Early-Career Research Fellowship and an NSF-Every Page Foundation Ocean Decade Champion Award. She was also awarded the 2024 Top Reviewer from the *Journal of Planning Education and Research*. She serves as a member of the Pool of Experts for the United Nations Regular Process for Global Reporting and Assessment of the State of the Marine Environment.

To the best of our knowledge, Dr. Yu has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

## COLLEGE OF ARTS & SCIENCES

| <u>Name</u>        | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|--------------------|--|---------------------------------------|--------------------|--|
|                    |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Kurt Rademaker | Associate Professor<br>Anthropology      | 1                                     | 7                  | 09/01/2025                             |
| Ph.D. (2012)       | University of Maine                      |                                       |                    |  |
| Fa 2016 – Sp 2018  | Northern Illinois University             | Assistant Professor                   |                    |  |
| Fa 2018 – Fa 2023  | Michigan State University                | Assistant Professor                   |                    |  |
| Sp 2024 – Present  | Texas A&M University                     | Associate Professor                   |                    |  |

Dr. Kurt Rademaker earned a Ph.D. in Quaternary Archaeology from the University of Maine in 2012. Dr. Rademaker joined the Texas A&M University Department of Anthropology as an associate professor in January 2024. Dr. Rademaker teaches graduate and undergraduate courses in prehistoric archaeology. He currently advises three doctoral students. Additional graduate students on his team are conducting master's and doctoral research. He previously chaired six master's committees and served as a member on 10 others. Dr. Rademaker's research focuses on human dispersals, specifically the initial settlement of Andean South America, and human impacts on ancient environments. His work combining archaeology and geosciences has redefined scientific knowledge of the early human settlement of the Andes. Dr. Rademaker has received grants from the National Science Foundation, National Geographic Society and other agencies. He has written 38 peer-reviewed articles in high-impact journals including *Nature*, *Science*, *Cell*, and *Proceedings of the National Academy of Sciences*, and eight book chapters. He has delivered 99 presentations to academic and public audiences. His research has been cited more than 2250 times. Dr. Rademaker is on the editorial committee of the top indexed archaeology journal in South America, he organizes conferences and symposia, and he reviews for U.S. and foreign grant agencies and peer-reviewed journals.

To the best of our knowledge, Dr. Rademaker has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                      |   |                     |   |            |
|----------------------|---|---------------------|---|------------|
| Dr. Timothy S. Logan | Assistant Professor<br>Atmospheric Sciences | 6                   | 0 | 09/01/2025 |
| Ph.D. (2014)         | University of North Dakota                  |                     |   |            |
| Sp 2019 – Present    | Texas A&M University                        | Assistant Professor |   |            |

Dr. Timothy S. Logan earned a Ph.D. in Atmospheric Science from the University of North Dakota in 2014. Dr. Logan has served the Department of Atmospheric Sciences at Texas A&M University as a lecturer (2014), was promoted to instructional assistant professor (2015) and was hired as a tenure-track assistant professor in 2019. He teaches Weather and Climate for non-science majors, Air Pollution Meteorology and graduate level Atmospheric Physics. His primary research focuses on investigating the charge structure of sea breeze thunderstorms in polluted and clean environments and analyzing cloud top lightning discharges and upper atmosphere lightning in Texas. He is the director of the Houston Lightning Mapping Array and is a co-discoverer of the World Meteorological Organization-certified world's longest lightning flash (768 kilometers). Dr. Logan has received external funding of over \$1.5 million from National Aeronautics and Space Administration, National Oceanic and Atmospheric Administration, National Science Foundation, and the Texas Division of Emergency Management. He has 27 peer-reviewed articles plus a chapter in the *Encyclopedia of Atmospheric Science on Thunderstorm Electrification*. Dr. Logan has chaired committees for three master's students, co-chairs the committee of one doctoral student and serves on committees for one master's and two doctoral students. Dr. Logan received a college level Outstanding Faculty Teaching Award in 2015.

To the best of our knowledge, Dr. Logan has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                     |   |                     |   |            |
|---------------------|---|---------------------|---|------------|
| Dr. Angela Mitchell | Assistant Professor<br>Biology                  | 6                   | 0 | 09/01/2025 |
| Ph.D. (2013)        | The University of North Carolina at Chapel Hill |                     |   |            |
| Fa 2019 – Present   | Texas A&M University                            | Assistant Professor |   |            |

Dr. Angela Mitchell earned a Ph.D. in Microbiology and Immunology from the University of North Carolina at Chapel Hill in 2013. Dr. Mitchell also completed a postdoctoral fellowship at Princeton University. She joined the Texas A&M University (Texas A&M) Department of Biology as an assistant professor in 2019. She employs high impact practices in her senior level Bacterial Genetics class, which she converted to a flipped format, and in her graduate, discussion-based Microbial Genetics class. Her research focuses on antibiotic resistance in a group of gram-negative bacteria. These bacteria prevent many antibiotics from entering their cells. Dr. Mitchell investigates the mechanisms through which antibiotics are excluded to increase antibiotic effectiveness in these bacteria. She has received \$2.2 million in funding from the National Institutes of Health (NIH) National Institute of Allergy and Infectious Diseases to support her research. She is an author on 20 peer-reviewed publications and her work has garnered more than 1000 citations. Her expertise has been recognized with seminar and talk invitations and she has served as an ad hoc member on NIH grant review panels. She is the committee chair for five doctoral students and has mentored 10 undergraduate students in her lab at Texas A&M. Additionally, she has served on the committees of 27 graduate students.

To the best of our knowledge, Dr. Mitchell has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.



|                          |   |                                    |   |            |
|--------------------------|---|------------------------------------|---|------------|
| Dr. Daniel Paredes-Sabja | Associate Professor<br>Biology              | 5                                  | 9 | 09/01/2025 |
| Ph.D. (2009)             | Oregon State University                     |                                    |   |            |
| Fa 2011 – Sp 2014        | Universidad Andrés Bello<br>Santiago, Chile | Assistant Professor                |   |            |
| Fa 2014 – Sp 2020        | Universidad Andrés Bello<br>Santiago, Chile | Associate Professor (Tenured 2014) |   |            |
| Su 2020 – Present        | Texas A&M University                        | Associate Professor                |   |            |

Dr. Daniel Paredes-Sabja earned a Ph.D. in Food Science from Oregon State University (OSU) in 2009. He received a B.Sc. degree from Universidad Austral de Chile. During his Ph.D. work, he dissected the molecular mechanism of germination of *Clostridium perfringens* spores. In 2009, he continued his training at OSU as a postdoctoral researcher. In this position, he began his work on the biology of *Clostridium difficile* spores. In 2011, he joined Universidad Andrés Bello, where he expanded his research interests into microbial pathogenesis, pathogen/microbiota-host interactions, bacterial spore physiology, genomic epidemiology and more recently, vaccine-development. In July 2020, he moved his research group to the Department of Biology at Texas A&M University. To date, the efforts of his group have resulted in 113 research articles and two submitted patent applications. Dr. Paredes-Sabja teaches BIOL 351 (Fundamentals of Microbiology), co-teaches BIOL 606 (Bacterial Genetics) and is actively mentoring four doctoral students, graduated two master's students and trained 27 undergraduates.

To the best of our knowledge, Dr. Paredes-Sabja has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                   |  |                     |   |            |
|-------------------|--|---------------------|---|------------|
| Dr. Bryce Henson  | Assistant Professor<br>Communication &<br>Journalism | 4                   | 0 | 09/01/2025 |
| Ph.D. (2016)      | University of Illinois Urbana-Champaign              |                     |   |            |
| Fa 2021 – Present | Texas A&M University                                 | Assistant Professor |   |            |

Dr. Bryce Henson earned a Ph.D. in Communications and Media from the University of Illinois-Urbana Champaign in 2016. Dr. Henson joined Texas A&M University's Department of Communication and Journalism in 2019 as a visiting assistant professor and became an assistant professor in 2021. He has developed and teaches graduate and undergraduate courses in Global Studies, Media and Identity and Cultural Studies. Dr. Henson's research explores how minoritized groups engage with social inequalities and counteract media bias, with a focus on Black communities in Brazil and their global connections. He is the author of *Emergent Quilombos: Black Life and Hip-Hop in Brazil* and co-editor of *Spaces of New Colonialism*. His scholarly contributions include nine peer-reviewed journal articles and several book chapters. He is the chair of one doctoral student and committee member for three others. In 2023, Dr. Henson received a Fulbright Scholar Award and *Emergent Quilombos* earned the 2024 Book of the Year Award from the Critical/Cultural Studies Division and 2024 Best Book Award from the International and Intercultural Communication Division of the National Communication Association.

To the best of our knowledge, Dr. Henson has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                   |                                  |                     |   |            |
|-------------------|----------------------------------|---------------------|---|------------|
| Dr. Huiyi Guo     | Assistant Professor<br>Economics | 7                   | 0 | 09/01/2025 |
| Ph.D. (2018)      | University of Iowa               |                     |   |            |
| Su 2018 – Present | Texas A&M University             | Assistant Professor |   |            |

Dr. Huiyi Guo earned a Ph.D. in Economics from the University of Iowa in 2018. That same year, she joined Texas A&M University as an assistant professor of economics. She specializes in microeconomic theory, with a particular interest in mechanism design theory, information economics, uncertainty, and theory-driven experiments. Her research has been published in top journals in economic theory, such as the *Journal of Economic Theory*, *American Economic Journal: Microeconomics*, *Games and Economic Behavior*, and *Economic Theory*. She has taught both undergraduate and graduate courses. She was honored with the Jeff Edwardson Award for Outstanding Undergraduate Instructor in the Department of Economics in 2021. In 2022, she was recognized as the Best Graduate Instructor in the Department of Economics.

To the best of our knowledge, Dr. Guo has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                       |                                   |                     |   |            |
|-----------------------|-----------------------------------|---------------------|---|------------|
| Dr Regina Marie Mills | Assistant Professor<br>English    | 7                   | 0 | 09/01/2025 |
| Ph.D. (2018)          | The University of Texas at Austin |                     |   |            |
| Fa 2018 – Present     | Texas A&M University              | Assistant Professor |   |            |

Dr. Regina Marie Mills earned a Ph.D. in Ethnic and Third World Literature from The University of Texas at Austin in 2018. Dr. Mills joined the Department of English at Texas A&M University in 2018 as assistant professor of Latinx and U.S. multi-ethnic literature and core faculty in the Latina/o and Mexican American Studies and Africana Studies programs. Her first book, *Invisibility and Influence: A Literary History of AfroLatinidades* (University of Texas Press, 2024) was published in the “Latinx: The Future Is Now” series. She was the guest co-editor of the special issue of *The Black Scholar*, “Post-Soul Afro-Latinidades” (2022), in which she published the first scholarly article on video game representations of Spider-Man: Miles Morales. In addition to her book and special issue, she has published or forthcoming five peer-reviewed journal articles, seven peer-reviewed book chapters, and a bibliographic entry in *Oxford Bibliographies in Latino Studies*. Her innovative game studies-influenced pedagogy led her to winning a 2023-34 Montague-Center for Teaching Excellence Scholar Award. She is a first-generation college student and faculty member and the daughter of a Guatemalan immigrant. Her public humanities work can be found on KBTX, *The Constitutionalist*, and *The Conversation*.

To the best of our knowledge, Dr. Mills has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                                 |                                  |                     |   |            |
|---------------------------------|----------------------------------|---------------------|---|------------|
| Dr. John P. Casellas<br>Connors | Assistant Professor<br>Geography | 7                   | 0 | 09/01/2025 |
| Ph.D. (2015)                    | Arizona State University         |                     |   |            |
| Fa 2018 – Present               | Texas A&M University             | Assistant Professor |   |            |

Dr. John P. Casellas Connors earned a Ph.D. in Geography from Arizona State University in 2015. Dr. Casellas Connors began his position as an assistant professor in geography at Texas A&M University in 2018. He trained as a human-environment geographer, his work spans topics related to conservation policy, food security and land use change. His current research primarily examines the politics of wildlife management. His ongoing projects address how suburban communities make decisions about the management of white-tailed deer and how fiscal models shape state wildlife agencies' priorities and public engagement. This work draws attention to how politics, economics, ethics, and science intersect to shape conservation priorities and nature. Another strand of his research examines food system sustainability, including an ongoing project on access to food assistance programs after disasters in East Texas. His work has received funding from the National Science Foundation and has been published in *Annals of the Association of American Geographers*, *Environment and Planning E* and *Geoforum*. He regularly teaches undergraduate and graduate courses on geographic information science, nature and society, and environmental systems. In 2022, Dr. Casellas Connors received the university's prestigious Montague-Center for Teaching Excellence Teaching Excellence Award. He also serves on the advisory boards for the Glasscock Center for Humanities Research and the Environment and Sustainability Initiative.

To the best of our knowledge, Dr. Casellas Connors has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                   |                                  |                     |   |            |
|-------------------|----------------------------------|---------------------|---|------------|
| Dr. Zhe Zhang     | Assistant Professor<br>Geography | 6                   | 0 | 09/01/2025 |
|                   |                                  |                     |   |            |
| D.Sc. (2016)      | Aalto University, Espoo, Finland |                     |   |            |
| Fa 2019 – Present | Texas A&M University             | Assistant Professor |   |            |

Dr. Zhe Zhang earned a D.Sc. in Geoinformatics from Aalto University, Espoo, Finland in 2016. Dr. Zhang joined the Department of Geography at Texas A&M University (Texas A&M) in 2019 as an assistant professor. Dr. Zhang has dedicated herself to advancing impactful research, educational programs and outreach services. Her work has been supported by various federal and state agencies, amounting to over \$18 million in funding, with \$2 million allocated to her share. Her scholarly contributions are evident through her authorship of articles in leading geographic information science journals, where she has served as the first or corresponding author. Her doctoral students have been recognized for their outstanding achievements, receiving awards from the American Association of Geographers (AAG) Robert Raskin Student Competition and the Texas A&M University Data Science Competition. Dr. Zhang's influential leadership within the geographic information science domain is further evidenced by her roles as the chair of the Cyberinfrastructure Specialty Group at the AAG and as the leader of the CyberGIS and Decision Support Systems research initiative at the University Consortium for Geographic Information Science. Dr. Zhang has received the Pathways Award from Texas A&M Faculty Affairs and the National Science Foundation CAREER Award for her impactful research and outstanding education and outreach efforts.

To the best of our knowledge, Dr. Zhang has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                   |                                  |                     |   |            |
|-------------------|----------------------------------|---------------------|---|------------|
| Dr. Lei Zou       | Assistant Professor<br>Geography | 6                   | 0 | 09/01/2025 |
|                   |                                  |                     |   |            |
| Ph.D. (2017)      | Louisiana State University       |                     |   |            |
| Fa 2019 – Present | Texas A&M University             | Assistant Professor |   |            |

Dr. Lei Zou earned a Ph.D. in Environmental Science from Louisiana State University in 2017. Dr. Zou joined the Department of Geography at Texas A&M University as an assistant professor in 2019, directing the Geospatial Exploration and Resolution Lab. Dr. Zou's research focus is fostering a healthy, resilient and sustainable future through spatial and responsible thinking, big geospatial data, novel Artificial Intelligence and theoretical models, interdisciplinary collaboration, and community outreach. He spearheads over 20 projects totaling \$4.7 million, including a \$1.5 million grant from the National Academies of Sciences, Engineering, and Medicine as the principal investigator and three National Science Foundation projects as co-principal investigator. He has 73 publications in impactful academic journals, conference papers, book chapters, and national reports. He received the Global Young Scientist Award from the World Geospatial Developers Conference 2022 and the Best Paper Award in the 2021 Symposium on Geospatial Approaches to Combating COVID-19. He serves as the vice chair for the International Cartographic Association Commission on Geospatial Analysis and Modeling, the 2024-2025 chair for the Geographic Information Sciences & Systems Specialty Group at the American Association of Geographers, a board director of the Cartography and Geographic Information Society, and an editorial board member of the *International Journal of Digital Earth and Cartography and Geographic Information Science*.

To the best of our knowledge, Dr. Zou has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                    |   |                     |   |            |
|--------------------|---|---------------------|---|------------|
| Dr. Daniel R. Bare | Assistant Professor<br>Global Languages &<br>Cultures | 7                   | 0 | 09/01/2025 |
| Ph.D. (2018)       | Texas A&M University                                  |                     |   |            |
| Su 2018 – Present  | Texas A&M University                                  | Assistant Professor |   |            |

Dr. Daniel R. Bare earned a Ph.D. in History from Texas A&M University (Texas A&M) in 2018. Dr. Bare joined Texas A&M as an assistant professor in the Interdisciplinary Critical Studies unit in the legacy College of Liberal Arts in 2018, as part of the interdisciplinary program in Religious Studies. Dr. Bare teaches undergraduate core curriculum courses in the history of global Christianity and in American religion, as well as a new course on Christianity and American identity. Dr. Bare's research focuses on the dynamic interactions between religion and race in American history and particularly how these two powerful cultural forces jointly influence the ways that people conceptualize personal and group identities. He is the author of *Black Fundamentalists: Conservative Christianity and Racial Identity in the Segregation Era* (New York University Press, 2021), which received the 2022 Outstanding Academic Title award from Choice, the nationally recognized publishing unit of the Association of College and Research Libraries.

To the best of our knowledge, Dr. Bare has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                   |                                       |                     |   |            |
|-------------------|---------------------------------------|---------------------|---|------------|
| Dr. Sherry Gong   | Assistant Professor<br>Mathematics    | 4                   | 0 | 09/01/2025 |
| Ph.D. (2018)      | Massachusetts Institute of Technology |                     |   |            |
| Fa 2021 – Present | Texas A&M University                  | Assistant Professor |   |            |

Dr. Sherry Gong earned a Ph.D. in Mathematics from the Massachusetts Institute of Technology in 2018. Dr. Gong joined the Department of Mathematics at Texas A&M University (Texas A&M) in 2021. She has taught service courses, undergraduate courses for math majors and graduate courses at Texas A&M. Her research focuses on applications of analysis to geometry and topology, in particular low dimensional topology and non-commutative geometry. She has written 10 peer-reviewed journal articles. She co-organizes Texas A&M's math circle for local middle and high school students. She co-founded and co-organizes the Program for Research in Mathematics math research program for high school students at Texas A&M, as well as a national program that trains advanced high school students in the U.S. and Canada for math competitions. She received the National Science Foundation CAREER award in 2023.

To the best of our knowledge, Dr. Gong has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|                          |  |                     |   |            |
|--------------------------|--|---------------------|---|------------|
| Dr. Justin M. Moscarello | Assistant Professor<br>Psychological & Brain<br>Sciences | 8                   | 0 | 09/01/2025 |
|                          |  |                     |   |            |
| Ph.D. (2010)             | University of California, Santa Barbara                  |                     |   |            |
| Sp 2017 – Present        | Texas A&M University                                     | Assistant Professor |   |            |

Dr. Justin M. Moscarello earned a Ph.D. in Psychology, with an emphasis in Neuroscience & Behavior from the University of California Santa Barbara in 2010. His dissertation work explored the role of dopamine systems in appetitive motivation. For his postdoctoral fellowship, he pivoted to the neural substrates of aversive learning, working under the mentorship of Dr. Joseph LeDoux in the Center for Neural Science at New York University. He joined the Department of Psychological & Brain Sciences at Texas A&M University as an assistant professor in 2017. Dr. Moscarello teaches graduate and undergraduate courses in psychology and neuroscience. Work in his lab has continued with the theme of aversive memory, leveraging cutting-edge techniques and behavioral theory to dissect the mechanisms by which experience shapes behavior. The overall goal of this research is to advance the field's fundamental understanding of fundamental processes related to learning and emotion, as well as to provide neuroscientific insight that may facilitate the development of novel therapies for neurological and psychiatric diseases. His work has been funded by the National Institute for Drug Abuse, the National Institute of Mental Health, the Brain & Behavior Research Foundation, and the Texas A&M President's Excellence Fund.

To the best of our knowledge, Dr. Moscarello has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|                      |                                   |                     |   |            |
|----------------------|-----------------------------------|---------------------|---|------------|
| Dr. Scott Alan Bruce | Assistant Professor<br>Statistics | 4                   | 3 | 09/01/2025 |
|                      |                                   |                     |   |            |
| Ph.D. (2018)         | Temple University                 |                     |   |            |
| Fa 2018 – Sp 2021    | George Mason University           | Assistant Professor |   |            |
| Su 2021 – Present    | Texas A&M University              | Assistant Professor |   |            |

Dr. Scott Alan Bruce earned a Ph.D. in Statistics from Temple University in 2018. Dr. Bruce joined the Department of Statistics at Texas A&M University as an assistant professor in 2021. Dr. Bruce teaches graduate and undergraduate courses in computational data science and statistics. He redesigned two data science courses

to facilitate access to high performance computing resources and introduce new methods and tools currently used by data scientists in the workforce. Dr. Bruce's research focuses on analyzing dynamic dependence structures in time-dependent data, exploring both frequency- and time-domain properties. He has received multiple awards from the National Institutes of Health and National Science Foundation to support his methodological and collaborative research. He has written 19 peer-reviewed journal articles, chaired a doctoral committee and is currently co-advising three doctoral students. Dr. Bruce's professional service includes co-organizing a conference for new researchers in statistics and probability, serving on two National Science Foundation review panels and reviewing for journals on 70 occasions.

To the best of our knowledge, Dr. Bruce has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                   |                                   |                     |   |            |
|-------------------|-----------------------------------|---------------------|---|------------|
| Dr. Quan Zhou     | Assistant Professor<br>Statistics | 6                   | 0 | 09/01/2025 |
| Ph.D. (2017)      | Baylor College of Medicine        |                     |   |            |
| Fa 2019 – Present | Texas A&M University              | Assistant Professor |   |            |

Dr. Quan Zhou earned a Ph.D. in Quantitative and Computational Biosciences from Baylor College of Medicine in 2017. Dr. Zhou was advised by Dr. Yongtao Guan, and his doctoral research focused on the development of Bayesian statistical methods for genome-wide association studies. Dr. Zhou is an assistant professor of the Department of Statistics at Texas A&M University. Before joining the department in 2019, he spent two years as a postdoctoral research fellow in the Department of Statistics at Rice University, working on stochastic control and optimal stopping problems with his supervisor, Dr. Philip Ernst. Dr. Zhou's current research interests include Markov chain Monte Carlo sampling, graphical models, stochastic control, high-dimensional Bayesian inference, and their application across domains such as biology, agricultural sciences and generative Artificial Intelligence. His research has been supported by National Science Foundation, National Institutes of Health and Cotton Incorporated.

To the best of our knowledge, Dr. Zhou has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

## COLLEGE OF DENTISTRY

| <u>Name</u>                   | <u>Present Rank</u><br><u>Department</u>                                       | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u>               |
|-------------------------------|--|---------------------------------------|--------------------|--|
|                               |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. John Kim Neubert          | Professor<br>Biomedical Sciences   | 0                                     | >15                | Upon Approval<br>by the Board and<br>Faculty Arrival |
| D.D.S. (1994)<br>Ph.D. (2000) | University of California, Los Angeles<br>University of California, Los Angeles |                                       |                    |  |
| Fa 2003 – Fa 2010             | University of Florida  | Assistant Professor                   |                    |  |
| Fa 2010 – Fa 2020             | University of Florida  | Associate Professor (Tenured 2010)    |                    |  |
| Fa 2020 – Sp 2025             | University of Florida  | Professor                             |                    |  |
| Sp 2025 – Present             | Texas A&M University   | Professor                             |                    |  |

Dr. John Neubert earned a D.D.S in Dental Surgery in 1994 and a Ph.D. in Oral Biology in 2000 from the University of California, Los Angeles. Dr. Neubert has had a distinguished career marked by extensive administrative and leadership expertise, particularly in research. He has successfully maintained an active translational research program, focusing on the neurobiology of pain with a specific interest in the trigeminal system. With a robust track record of mentoring at multiple academic levels and significant success in securing over \$11.7 million in research funding, Dr. Neubert continues to make pioneering contributions to understanding pain mechanisms and developing innovative analgesic treatments. Dr. Neubert has demonstrated a comprehensive approach to translational research relating to understanding both acute and chronic orofacial pain. His current funding supports investigations into mechanisms underlying trigeminal neuralgia, and his latest National Institute of Health-funded project examines the interactions between oxycodone and cannabidiol in chronic pain and substance use. This latter project has significant implications in pain and substance use, both of which are significant societal problems. Dr. Neubert, an acclaimed educator and mentor, held the position of Orthodontics Pre-doctoral Director at the University of Florida (UF) College of Dentistry (COD) from 2015 to 2020. Celebrated for his exceptional teaching, he was honored with the UF COD Basic Sciences Teacher of the Year award in 2016. Beyond academia, Dr. Neubert provides excellent patient care in orthodontics and orofacial pain management. Dr. Neubert joined the College of Dentistry as a professor in February 2025.

Dr. Neubert's file does not include any information we believe to be inconsistent with System Policy *12.01*, Section 4.3.

## COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

| <u>Name</u>        | <u>Present Rank</u><br><u>Department</u>      | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u>               |
|--------------------|---|---------------------------------------|--------------------|--|
|                    |   | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Sarah A. Nagro | Associate Professor<br>Educational Psychology | 0                                     | 10                 | Upon Approval<br>by the Board and<br>Faculty Arrival |
| Ed.D. (2015)       | Johns Hopkins University                      |                                       |                    |  |
| Su 2015 – Su 2021  | George Mason University                       | Assistant Professor                   |                    |  |
| Su 2021 – Su 2024  | George Mason University                       | Associate Professor (Tenured 2021)    |                    |  |
| Su 2024 – Present  | Texas A&M University                          | Associate Professor                   |                    |  |

Dr. Sarah A. Nagro earned an Ed.D. in Special Education from Johns Hopkins University in 2015. Dr. Nagro joined the Department of Educational Psychology at Texas A&M University (Texas A&M) as an associate professor in 2024. Prior to transitioning to Texas A&M, she was an associate professor and director of the Interdisciplinary Center for Research and Development in Teacher Education at George Mason University in Fairfax, Virginia. Dr. Nagro teaches doctoral and graduate courses in special education law, policy, and current issues and special education research methods, measurement, and assessment. Dr. Nagro's research focuses on determining best practices in special education teacher education through both intervention and policy research. Dr. Nagro secured over \$16 million in external funding in collaboration with high caliber, interdisciplinary research teams. She has written 46 peer-reviewed journal articles, eight book chapters, and one book. Dr. Nagro has chaired seven doctoral committees and served on seven others.

To the best of our knowledge, Dr. Nagro has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in TAMUS System Policy 12.01, Section 4.3.

|                             |   |                     |   |            |
|-----------------------------|---|---------------------|---|------------|
| Dr. Christopher G. Thompson | Assistant Professor<br>Educational Psychology | 7                   | 0 | 09/01/2025 |
| Ph.D. (2016)                | Florida State University                      |                     |   |            |
| Su 2017 – Present           | Texas A&M University                          | Assistant Professor |   |            |

Dr. Christopher G. Thompson received his Ph.D. in Measurement and Statistics from Florida State University in 2016. He joined the Department of Educational Psychology at Texas A&M University as an assistant professor in 2017. He specializes in meta-analysis and Bayesian data analysis. Within meta-analysis he has worked with Bayesian meta-analysis, partial effect sizes and multivariate meta-analysis. He also has worked with fuzzy numbers. Dr. Thompson teaches graduate courses in research methods and statistics, including meta-analysis of behavioral research. He served as chair for two doctoral students and served as a committee member for 10 additional doctoral students. Dr. Thompson has published 26 journal articles and he has served as an ad-hoc reviewer for several top journals, including Psychological Methods. In service, Dr. Thompson served as the department's director of the Educational Research and Evaluation Library.

To the best of our knowledge, Dr. Thompson has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                   |   |                     |   |            |
|-------------------|---|---------------------|---|------------|
| Dr. Zhe Wang      | Assistant Professor<br>Educational Psychology       | 3                   | 5 | 09/01/2025 |
| Ph.D. (2013)      | Virginia Polytechnic Institute and State University |                     |   |            |
| Sp 2017 – Su 2022 | Texas Tech University                               | Assistant Professor |   |            |
| Su 2022 – Present | Texas A&M University                                | Assistant Professor |   |            |

Dr. Zhe Wang earned a Ph.D. in Developmental and Biological Psychology from Virginia Polytechnic Institute and State University in 2013. She joined the Department of Educational Psychology (EPSY) at Texas A&M University (Texas A&M) as an assistant professor in 2022. Prior to that, she worked as an assistant professor in the Department of Human Development and Family Sciences at Texas Tech University from 2017 to 2022. Since joining EPSY, Dr. Wang taught two graduate level courses, Issues in Child and Adolescent Development and Motivation and Learning. Dr. Wang chaired two doctoral committees and served as a member on eight other doctoral/master's committees. Currently, she is serving on four doctoral committees within and outside of Texas A&M. Dr. Wang's research examines the interplay among biological, affective, motivational, cognitive, and social-contextual factors in shaping children's diverse academic trajectories. She has 32 peer-reviewed journal articles and seven book chapters. She has presented over 80 sessions across regional, national and international conferences. Her publications have been cited over 2300 times (h-index = 23 and i10-index = 26). She has received numerous federal grants, including a National Science Foundation (NSF) CAREER award (principal investigator), a National Institute of Child Health and Human Development R01 award (co-principal investigator), and an NSF Level-III research grant (principal investigator), totaling over \$6 million.

To the best of our knowledge, Dr. Wang has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.



|                   |  |                     |   |            |
|-------------------|--|---------------------|---|------------|
| Dr. Yuming Lei    | Assistant Professor<br>Kinesiology & Sport<br>Management | 6                   | 0 | 09/01/2025 |
| Ph.D. (2015)      | University of Wisconsin-Milwaukee                        |                     |   |            |
| Su 2019 – Present | Texas A&M University                                     | Assistant Professor |   |            |

Dr. Yuming Lei earned a Ph.D. in Health Sciences from the University of Wisconsin-Milwaukee in 2015. Dr. Lei has served as an assistant professor in the department of Kinesiology & Sport Management at Texas A&M University (Texas A&M) since 2019. His research focuses on motor control and learning in humans with and without neurological disorders. He has published 32 articles in peer-reviewed journals and delivered 14 invited presentations. Dr. Lei has secured approximately \$1.5 million in research funding from various external and internal sources. In his teaching role, Dr. Lei teaches undergraduate courses in biomechanics, motor learning and research methods, and teaches graduate courses on non-invasive brain stimulation techniques and a graduate student seminar. He has mentored three postdoctoral scholars, served as the chair for four doctoral students and contributed as a committee member for five other doctoral students. His commitment to service is reflected in his involvement in various departmental and college committees. Dr. Lei's achievements have been recognized with the Outstanding New Faculty Award, the Early Career Research Excellence Award and selection as a Research Leadership Fellow at Texas A&M.

To the best of our knowledge, Dr. Le has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|                       |  |                      |   |            |
|-----------------------|--|----------------------|---|------------|
| Dr. Margaret F. Quinn | Associate Professor<br>Teaching, Learning &<br>Culture | 2                    | 6 | 09/01/2025 |
| Ph.D. (2017)          | Georgia State University                               |                      |   |            |
| Fa 2017 – Su 2023     | University of Tennessee                                | Assistant Professor* |   |            |
| Su 2023 – Present     | Texas A&M University                                   | Associate Professor  |   |            |

Dr. Margaret F. Quinn earned a Ph.D. in Early Childhood and Elementary Education from Georgia State University in 2017. During her studies, she was awarded a prestigious Research on the Challenges of Acquiring Language and Literacy Language and Literacy Fellowship. Dr. Quinn joined the Department of Teaching, Learning & Culture at Texas A&M University (Texas A&M) as an associate professor in 2023 after serving as an assistant professor from 2017 to 2023 in the Department of Child and Family Studies at the University of Tennessee, Knoxville. Dr. Quinn broadly studies issues related to early learning and professional development, with a particular focus on the development, assessment and instructional supports related to important skills - particularly those which are relevant for 21<sup>st</sup> Century learning and living - that are often underrepresented in classrooms and not well understood in the literature. Specifically, her early composing work seeks to reshape how the field conceptualizes, measures, and supports foundational writing. Dr. Quinn has received funding from various sources amounting to \$1.6 million. She has published 20 refereed/peer-reviewed articles and proceedings. Dr. Quinn has mentored undergraduate and graduate students in different experiences (funded research experiences, theses, presentations/publications). She was awarded a Promising Scholar Award from the Foundation for Child Development in 2020.

\*Dr. Margaret F. Quinn was approved for promotion to Associate Professor with tenure at the University of Tennessee to be effective August 1, 2023. Dr. Quinn resigned from the University of Tennessee to take a faculty position at Texas A&M prior to the promotion and tenure taking effect.

To the best of our knowledge, Dr. Quinn has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                          |  |                     |   |            |
|--------------------------|--|---------------------|---|------------|
| Dr. John A. Williams III | Assistant Professor<br>Teaching, Learning &<br>Culture | 6                   | 0 | 09/01/2025 |
| Ph.D. (2019)             | The University of North Carolina at Charlotte          |                     |   |            |
| Su 2019 – Present        | Texas A&M University                                   | Assistant Professor |   |            |

Dr. John A. Williams III earned a Ph.D. in Curriculum and Instruction with an emphasis in Urban Education from The University of North Carolina at Charlotte in 2019. Dr. Williams joined the Department of Teaching Learning & Culture at Texas A&M University (Texas A&M) as an assistant professor in 2019. Dr. Williams has a distinct focus on establishing affirming practices, policies and procedures aimed at eradicating exclusionary school disciplinary measures for Black children. With an impressive track record of nearly 50 publications, including 39 peer-reviewed works in renowned outlets such as the *Journal of Urban Education*, *Teacher and Teacher Education*, *Journal of Teacher Education*, *Urban Review*, and the *Journal of Higher Education*. Dr. Williams has mentored as either chair/co-chair or committee member, 63 graduate students. In addition, he has been the instructor of record for 18 courses (graduate, undergraduate, face-to-face, hybrid, and online), providing transformative learning opportunities for over 303 students since his arrival at Texas A&M. Lastly, Dr. Williams has secured internal and external funding from organizations such as the National Science Foundation (through the American Educational Research Association) and the National Institute of Mental Health.

To the best of our knowledge, Dr. Williams has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

## COLLEGE OF ENGINEERING

| <u>Name</u>        | <u>Present Rank</u><br><u>Department</u>     | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|--------------------|--|---------------------------------------|--------------------|--|
|                    |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Arthur Dogariu | Associate Professor<br>Aerospace Engineering | 3                                     | 0                  | 09/01/2025                             |
| Ph.D. (1997)       | University of Central Florida                |                                       |                    |  |
| Sp 2022 – Present  | Texas A&M University                         | Associate Professor                   |                    |  |

Dr. Arthur Dogariu earned a Ph.D. degree in Optical Physics from the University of Central Florida in 1997. Dr. Dogariu is an associate professor in the Department of Aerospace Engineering at Texas A&M University since 2022, and a research scholar in the Department of Mechanical and Aerospace Engineering at Princeton University since 2005. Dr. Dogariu brings extensive research expertise in advanced optical diagnostics, remote sensing, nonlinear and ultrafast optics and spectroscopy, biomedical optics and biosensors, plasma dynamics,

and quantum optics. Previous professional appointments include lecturer at Princeton University, research scientist at Nippon Electric Company Laboratories America and postdoctoral researcher at the University of California, Santa Barbara. He has made significant contributions to pioneering laser-based diagnostics for applications in hypersonic aerodynamics research, defense and national security, and plasma research. Dr. Dogariu has authored and co-authored over 300 scientific works, and he holds six patents. He is a Fellow of Optica (formerly Optical Society of America), and a member of the American Institute of Aeronautics and Astronautics and the American Physical Society. Dr. Dogariu is also an Honorary Member of the Academy of Romanian Scientists.

To the best of our knowledge, Dr. Dogariu has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                            |   |                     |   |            |
|----------------------------|---|---------------------|---|------------|
| Dr. Samuel Bernard Mabbott | Assistant Professor<br>Biomedical Engineering | 7                   | 0 | 09/01/2025 |
| Ph.D. (2012)               | The University of Manchester, United Kingdom  |                     |   |            |
| Su 2018 – Present          | Texas A&M University                          | Assistant Professor |   |            |

Dr. Samuel Bernard Mabbott earned a Ph.D. in Biological Chemistry from The University of Manchester, United Kingdom in 2012. He joined the Department of Biomedical Engineering at Texas A&M University as an assistant professor in 2018, where he teaches graduate and undergraduate courses in polymeric biomaterials. Dr. Mabbott has invited 35 undergraduates to work in his lab, with a significant highlight being that five of these students won the prestigious HIV/AIDS prize as part of the 2021 National Institutes of Health DEBUT Challenge. His research focuses on biosensing, specializing in nanoparticle-mediated signal transduction. Dr. Mabbott has secured over \$2 million in funding to support his research and students. Notably, he is the principal investigator of an international cross-collaborative National Science Foundation United States-Ireland-Northern Ireland Research and Development Partnership grant. He has written 44 peer-reviewed journal and conference articles, one book chapter, holds one utility patent, and has three provisional patents. Additionally, he has delivered 21 invited talks at top-tier international conferences and universities. Dr. Mabbott has served as a session chair at three major conferences and a grant reviewer for federal and international funders and is currently the vice-chair of the early career committee for the Society of Applied Spectroscopy.

To the best of our knowledge, Dr. Mabbott has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                     |   |                                    |   |  |
|---------------------|---|------------------------------------|---|--|
| Dr. Jyothi U. Menon | Associate Professor<br>Biomedical Engineering   | 0                                  | 8 | Upon Approval<br>by the Board and<br>Faculty Arrival |
| Ph.D. (2014)        | The University of Texas at Arlington Jointly with The University of Texas Southwestern Medical Center |                                    |   |  |
| Su 2017 – Su 2023   | The University of Rhode Island  | Assistant Professor                |   |  |
| Su 2023 – Present   | The University of Rhode Island  | Associate Professor (Tenured 2023) |   |  |
| Su 2025             | Texas A&M University  | Associate Professor                |   |  |

Dr. Jyothi U. Menon earned a Ph.D. in Biomedical Engineering from The University of Texas at Arlington jointly with The University of Texas Southwestern Medical Center in 2014, followed by a postdoctoral fellowship at the University of Oxford, United Kingdom. She began her independent academic career as an

assistant professor at The University of Rhode Island in 2017 and was tenured and promoted to associate professor in 2023. Dr. Menon has published 38 peer-reviewed articles in prestigious journals like *Theranostics*, *Pharmaceutical Research* and *Journal of Controlled Release*. In addition, she has authored three book chapters and holds two patents in the areas of nanomedicine and tissue engineering. Recently, she was honored as part of the inaugural cohort of 11 Cancer Moonshot Scholars supported by the National Institutes of Health's National Cancer Institute and the White House's Cancer Moonshot initiative. Dr. Menon is pioneering the development of innovative, surface-modified nanoparticle formulations designed to strategically target or evade the immune system—critical in addressing chronic lung and liver disorders, including cancer. Her current research focuses on targeted nanoparticle therapies for cancer and chronic inflammatory diseases, as well as creating tissue-engineered disease models for drug screening and evaluating cellular responses to toxins.

Dr. Menon's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

|                         |   |                                    |   |  |
|-------------------------|---|------------------------------------|---|--|
| Dr. Mary Beth B. Monroe | Associate Professor<br>Biomedical Engineering | 0                                  | 7 | Upon Approval<br>by the Board and<br>Faculty Arrival |
| Ph.D. (2013)            | Texas A&M University                          |                                    |   |  |
| Su 2018 – Su 2024       | Syracuse University                           | Assistant Professor                |   |  |
| Su 2024 – Present       | Syracuse University                           | Associate Professor (Tenured 2024) |   |  |
| Su 2025                 | Texas A&M University                          | Associate Professor                |   |  |

Dr. Monroe earned her Ph.D. in Biomedical Engineering from Texas A&M University (Texas A&M) in 2013. Dr. Monroe's dissertation research on tissue engineered vascular grafts was recognized by the National Science Foundation Graduate Research Fellowship Program. She conducted postdoctoral research on protein engineering for healing at the Texas A&M University Health Science Center, which was supported by the National Institutes of Health (NIH) National Research Service Award Postdoctoral Fellowship. Prior to starting her current position in Biomedical and Chemical Engineering at Syracuse University in 2018, Dr. Monroe was a research scientist in the Biomedical Device Lab at Texas A&M, where she worked on shape memory polymer-based medical devices. Her current research on smart materials to improve healing is supported by a talented team of student researchers and by ~\$3.9 million cumulative funding from NIH, Department of Defense and the Crohn's and Colitis Foundation. She has graduated four doctoral students and seven master's students from her lab and regularly serves on graduate committees. She teaches undergraduate and graduate courses in biomaterials and polymer science. Dr. Monroe is active in service and is the chair of the Society for Biomaterials (SFB) BioInterfaces Special Interest Group. Dr. Monroe's work was recognized by the 2024 SFB Young Investigator Award, and she was recently promoted to associate professor with tenure at Syracuse University. Dr. Monroe will join the Department of Biomedical Engineering at Texas A&M in August 2025 as an associate professor.

Dr. Monroe's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

|                              |  |                     |   |            |
|------------------------------|--|---------------------|---|------------|
| Dr. Shreya Artha<br>Raghavan | Assistant Professor<br>Biomedical Engineering  | 5                   | 0 | 09/01/2025 |
| Ph.D. (2014)                 | Virginia Tech – Wake Forest University School of Biomedical Engineering and Sciences |                     |   |            |
| Sp 2020 – Present            | Texas A&M University   | Assistant Professor |   |            |

Dr. Shreya Artha Raghavan earned a Ph.D. in Biomedical Engineering from Virginia Tech – Wake Forest University School of Biomedical Engineering and Sciences in 2014. Dr. Raghavan joined the Biomedical Engineering Department at Texas A&M University (Texas A&M) as an assistant professor in 2020. She teaches undergraduate courses in biomaterials and has developed and taught a new graduate cancer bioengineering course. Dr. Raghavan’s research solves critical problems in cancer and regeneration at the intersection of biomaterials, mechanobiology and immunology. She has received over \$8 million in external research funding from the National Cancer Institute, the Department of Defense, and the Cancer Prevention and Research Institute of Texas, and has recently been named a Project Leader at the Regional Center for Excellence in Cancer established at Texas A&M. She was awarded a prestigious R37 MERIT Award by the National Institute of Health. Dr. Raghavan has authored 52 peer-reviewed journal articles, four book chapters and has given over 32 invited research seminars. She engages graduate and undergraduate students in research. Dr. Raghavan contributes to the biomedical engineering field through scientific society leadership in the Society for Biomaterials and the Biomedical Engineering Society. In recognition of her achievements, Dr. Raghavan was awarded the Rita Schaffer Young Investigator Award and the Young Innovator Award by the Biomedical Engineering Society.

To the best of our knowledge, Dr. Raghavan has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|                   |   |                     |   |            |
|-------------------|---|---------------------|---|------------|
| Dr. Qing Sun      | Assistant Professor<br>Chemical Engineering | 7                   | 0 | 09/01/2025 |
|                   |   |                     |   |            |
| Ph.D. (2015)      | University of Delaware                      |                     |   |            |
| Sp 2018 – Present | Texas A&M University                        | Assistant Professor |   |            |

Dr. Qing Sun earned a Ph.D. in Chemical Engineering from the University of Delaware in 2015. Dr. Sun joined the Chemical Engineering Department at Texas A&M University (Texas A&M) as an assistant professor in 2018. Her lab focuses on using synthetic biology to reprogram macromolecules, aiming to enhance their functionality and performance. Dr. Sun’s research spans thermally stable messenger ribonucleic acid therapeutics, protein engineering for efficient plastics degradation and bacteria-animal interactions. She has secured over \$2.6 million in external funding from the National Institutes of Health and the National Science Foundation and leads a \$1.3 million Texas A&M X-grant project. Dr. Sun’s independent work at Texas A&M has resulted in nine peer-reviewed publications, with five preprints or submissions. She has delivered 10 invited lectures at universities, including nine in the U.S. and one in Switzerland. Dr. Sun has taught over 600 students through graduate and undergraduate courses, organized onsite biotech industry visits, and created the “Chemical Engineering (CHEN) Chats” program to foster interaction between undergraduates and faculty. Additionally, she serves as Vice Chair Elect for American Institute for Chemical Engineers’ Food, Pharmaceutical & Bioengineering Division, is on the Organizing Committee for Synthetic Biology: Engineering, Evolution & Design 2024, and acts as American Chemical Society Area Coordinator for Upstream Processing 2023.

To the best of our knowledge, Dr. Sun has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|                      |   |                                    |     |  |
|----------------------|---|------------------------------------|-----|--|
| Dr. Philip L.-F. Liu | Professor<br>Civil & Environmental<br>Engineering | 0                                  | >15 | Upon Approval<br>by the Board and<br>Faculty Arrival |
| ScD. (1974)          | Massachusetts Institute of Technology             |                                    |     |  |
| Fa 1974 – Su 1979    | Cornell University                                | Assistant Professor                |     |  |
| Fa 1979 – Su 1983    | Cornell University                                | Associate Professor (Tenured 1974) |     |  |
| Fa 1983 – Sp 2017    | Cornell University                                | Professor                          |     |  |
| Sp 2025 – Present    | Texas A&M University                              | Professor                          |     |  |

Dr. Philip L.-F. Liu earned a ScD. in Hydrodynamics from Massachusetts Institute of Technology in 1974. After spending 43 years as a faculty member at Cornell University, Dr. Liu joined the Department of Civil & Environmental Engineering at Texas A&M University as a professor in January 2025. Dr. Liu is an internationally recognized, front-line researcher in water wave theory, tsunami dynamics, wave-breaking processes, sediment transport, and interaction of waves with structures. His eminence in the field of nonlinear waves was recognized by his co-option to the U.S. National Science Foundation Task Force for assessing the causes and consequences of the 2004 Asian tsunami and to the National Research Council Committee to review the Louisiana Coastal Protection and Restoration Program. Dr. Liu has co-authored one book and co-edited more than 10 books. He is the founding (and current) editor-in-chief for a book series on ocean engineering, which has published more than 57 books. His 300+ archival papers have received over 2800 citations. Dr. Liu is an elected American Geophysical Union and American Society of Civil Engineers (ASCE) Fellow. He has received many academic awards, including the ASCE Walter L. Huber Civil Engineering Research Prize (1978), the J. S. Guggenheim Fellowship (1980), the ASCE John G. Maffatt & Frank N. Nichol Harbor and Coastal Engineering Award (1997), the International Coastal Engineering Award ASCE (2004) and the Humboldt Research Award (2009). He was elected to the National Academy of Engineering in 2015. Dr. Liu is also an impactful educator. He has graduated 36 doctoral students, 23 of whom are faculty members in U.S., Asia or Europe.

Dr. Liu's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

|                   |   |                     |   |            |
|-------------------|---|---------------------|---|------------|
| Dr. Garrett McKay | Assistant Professor<br>Civil & Environmental<br>Engineering | 6                   | 0 | 09/01/2025 |
| Ph.D. (2017)      | University of Colorado Boulder                              |                     |   |            |
| Fa 2019 – Present | Texas A&M University  | Assistant Professor |   |            |

Dr. Garrett McKay earned a Ph.D. in Environmental Engineering from the University of Colorado Boulder in 2017. Dr. McKay joined the faculty at Texas A&M University in 2019 after a postdoctoral position at the Colorado School of Mines. Dr. McKay's research addresses fundamental and applied questions at the intersection of chemistry, contaminant remediation and aquatic sciences in relation to natural and engineered environmental systems. His research has attracted over \$1.5 Million in support from federal research agencies and studies from his group have been published in leading environmental journals, such as *Environmental Science & Technology*, *Environmental Science & Technology Letters* and *Environmental Science: Processes & Impacts*. Dr. McKay received the National Science Foundation CAREER award in 2023 and was a 2024 honorable mention recipient of the James J. Morgan Early Career Award from the American Chemical Society

Division of Environmental Chemistry. His formal training also includes BA and MS degrees in Chemistry from California State University Long Beach.

To the best of our knowledge, Dr. McKay has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|                       |   |                     |   |            |
|-----------------------|---|---------------------|---|------------|
| Dr. Arash Noshadravan | Assistant Professor<br>Civil & Environmental<br>Engineering | 7                   | 0 | 09/01/2025 |
|                       |   |                     |   |            |
| Ph.D. (2011)          | University of Southern California, Los Angeles              |                     |   |            |
| Fa 2018 – Present     | Texas A&M University  | Assistant Professor |   |            |

Dr. Arash Noshadravan earned his Ph.D. in Civil Engineering from the University of Southern California, Los Angeles in 2011. Joining Texas A&M University in 2018, Dr. Noshadravan is an assistant professor in the Zachry Department of Civil and Environmental Engineering. Previously, he was a postdoctoral associate at the Massachusetts Institute of Technology. Dr. Noshadravan teaches undergraduate and graduate courses in engineering and computational mechanics, as well as structural reliability. He has significantly revised several graduate courses in the department. His multidisciplinary research spans risk and reliability assessment of civil and energy infrastructure, predictive analytics and Artificial Intelligence in disaster resilience and probabilistic multiscale simulations for mechanical and damage behaviors in materials. His research is applied across a wide spectrum of areas, including buildings, transportation systems, coastal structures, geological formations, underground pipelines, and wind turbines. Dr. Noshadravan has authored 27 peer-reviewed journal articles and 18 conference papers. His work has garnered support from various industries and federal agencies, including the Crisman-Berg-Hughes Institute, Talos Energy Inc., the U.S. Department of Transportation (DOT), and Texas DOT. He has chaired four doctoral and six master's committees and is the recipient of the 2021 Texas A&M Institute of Data Science Career Initiation Fellow and the 2020 Truman R. Jones Excellence in Graduate Teaching Award.

To the best of our knowledge, Dr. Noshadravan has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|                    |  |                     |   |            |
|--------------------|--|---------------------|---|------------|
| Dr. Nima Kalantari | Assistant Professor<br>Computer Science &<br>Engineering | 7                   | 0 | 09/01/2025 |
|                    |  |                     |   |            |
| Ph.D. (2015)       | University of California, Santa Barbara                  |                     |   |            |
| Su 2018 – Present  | Texas A&M University                                     | Assistant Professor |   |            |

Dr. Nima Kalantari earned a Ph.D. in Electrical and Computer Engineering from University of California, Santa Barbara in 2015. He then completed a postdoctoral fellowship at University of California, San Diego from 2016 to 2018 before joining the Department of Computer Science & Engineering at Texas A&M University as an assistant professor in 2018. Dr. Kalantari teaches undergraduate and graduate courses in computer graphics and computational photography. His research focuses on applying machine learning techniques to computer graphics, specifically in areas such as image denoising, scene relighting and material acquisition. He has pioneered work in applying machine learning to render high-quality images with fewer computational resources, and his contributions have had a significant impact on the field. Dr. Kalantari has received substantial

recognition, including the prestigious National Science Foundation CAREER award in 2023, and has secured over \$875,000 in external funding from both federal agencies and industry partners. His research has been published in top-tier venues such as the *Special Interest Group on Computer Graphics and Interactive Techniques* and the *Association for Computing Machinery Transactions on Graphics*. Dr. Kalantari has successfully mentored several doctoral, master's and undergraduate students, many of whom have co-authored research papers with him. His work continues to influence both academia and industry, positioning him as a leading figure in the computer graphics community.

To the best of our knowledge, Dr. Kalantari has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                   |  |                     |   |            |
|-------------------|--|---------------------|---|------------|
| Dr. Guni Sharon   | Assistant Professor<br>Computer Science &<br>Engineering | 7                   | 0 | 09/01/2025 |
| Ph.D. (2015)      | Ben-Gurion University, Israel                            |                     |   |            |
| Su 2018 – Present | Texas A&M University                                     | Assistant Professor |   |            |

Dr. Guni Sharon earned a Ph.D. in Information Systems Engineering from Ben-Gurion University in Israel in 2015. Following a postdoctoral research position at The University of Texas at Austin from 2015 to 2018, Dr. Sharon joined the Department of Computer Science & Engineering at Texas A&M University as an assistant professor in 2018. He teaches both undergraduate and graduate courses in Artificial Intelligence and machine learning, including foundational courses such as Machine Learning and Artificial Intelligence, as well as specialized topics like Reinforcement Learning and Intelligent Transportation Systems. Dr. Sharon's research focuses on theoretical Artificial Intelligence with applications in robotics and autonomous systems, particularly multi-agent pathfinding and reinforcement learning. His conflict-based search algorithm has made a significant impact on the field, gaining recognition in both academia and industry for applications in robotics and intelligent transportation. Dr. Sharon has received over \$935,000 in external research funding, including a National Science Foundation CAREER Award in 2023. He has published extensively in top-tier venues, including the Association for the Advancement of Artificial Intelligence Conference on Artificial Intelligence and the *Journal of Artificial Intelligence Research*. Dr. Sharon has successfully advised doctoral and master's students, many of whom have co-authored research papers with him.

To the best of our knowledge, Dr. Sharon has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                   |   |                      |    |            |
|-------------------|---|----------------------|----|------------|
| Dr. Kiju Lee      | Associate Professor<br>Engineering Technology &<br>Industrial Distribution<br><br>Associate Professor<br>Mechanical Engineering | 6                    | 11 | 09/01/2025 |
| Ph.D. (2008)      | Johns Hopkins University  |                      |    |            |
| Fa 2008 – Sp 2019 | Case Western Reserve University   | Assistant Professor  |    |            |
| Fa 2019 – Present | Texas A&M University  | Associate Professor* |    |            |



Dr. Kiju Lee earned a Ph.D. in Mechanical Engineering from Johns Hopkins University in 2008. Dr. Lee joined the Department of Engineering Technology and Industrial Distribution at Texas A&M University (Texas A&M) as an associate professor in 2019. Dr. Lee, inspired by design-driven innovation, incorporates creative design into robotic mechanisms, adaptive control methods and the complex dynamics of human-robot/technology interactions. Her ongoing research is centered on applying this approach to advance swarm robotics, adaptive human-robot interface, multi-robot perception and control, and configurable robotic mechanism designs. These developments find applications in various domains, including defense, agriculture, and urban safety/security. As the director of the Adaptive Robotics and Technology Lab at Texas A&M, Dr. Lee closely aligns her research efforts with educational objectives, actively engaging students in research endeavors to cultivate self-directed learning and creative thinking. Her teaching portfolio spans robotics, mechatronics, and numerical methods for engineering analysis, emphasizing adaptability through configurable multi-model teaching methods.

\*Dr. Kiju Lee holds a joint faculty appointment with the Department of Engineering Technology & Industrial Distribution (67%) and the Department of Mechanical Engineering (33%).

To the best of our knowledge, Dr. Lee has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|                      |  |                     |   |            |
|----------------------|--|---------------------|---|------------|
| Dr. Hrayr Aprahamian | Assistant Professor<br>Industrial & Systems<br>Engineering | 7                   | 0 | 09/01/2025 |
| Ph.D. (2018)         | Virginia Polytechnic Institute and State University        |                     |   |            |
| Su 2018 – Present    | Texas A&M University                                       | Assistant Professor |   |            |

Dr. Hrayr Aprahamian earned a Ph.D. in Industrial Engineering from Virginia Polytechnic Institute and State University in 2018. Dr. Aprahamian joined the Department of Industrial & Systems Engineering at Texas A&M University as an assistant professor in 2018. He teaches graduate and undergraduate courses in operations research, optimization and mathematical programming. He developed a Ph.D.-level course on Combinatorial Optimization and made significant curriculum changes to several courses in the department, earning him departmental, college and university-level teaching awards. Dr. Aprahamian's research interests lie at the intersection of combinatorial and global optimization, using these methodologies to analyze complex healthcare systems. He has received over \$2.5 million in external research funding from the National Science Foundation, Department of Energy and industry as well as \$135,000 in internal research grants. Dr. Aprahamian is an associate editor of two journals. He has written 29 peer-reviewed journal articles and one book chapter. Dr. Aprahamian has chaired and graduated three doctoral students, with two additional students to be hired in the upcoming academic year. He has also served on the committees of six doctoral students and four master's students.

To the best of our knowledge, Dr. Aprahamian has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|              |  |   |   |            |
|--------------|--|---|---|------------|
| Dr. Rui Tuo  | Assistant Professor<br>Industrial & Systems<br>Engineering | 7 | 5 | 09/01/2025 |
| Ph.D. (2013) | Chinese Academy of Sciences, Beijing, China                |   |   |            |

|                   |  |                     |
|-------------------|--|---------------------|
| Fa 2013 – Su 2018 | Chinese Academy of Sciences,<br>Beijing, China | Assistant Professor |
| Fa 2018 – Present | Texas A&M University                           | Assistant Professor |

Dr. Rui Tuo earned a Ph.D. in Statistics from the Chinese Academy of Sciences in 2013. He visited Georgia Tech during his Ph.D. program and finished his thesis there. Joining Texas A&M University in 2018, Dr. Tuo is an assistant professor in the Department of Industrial and Systems Engineering. His research interest lies in data science for computer simulations, uncertainty quantification, non-parametric statistics, and probabilistic models for machine learning. He has published research articles in flagship journals and conference proceedings in industrial engineering, statistics and machine learning. He serves as associate editor in *Institute of Industrial and Systems Engineers Transactions (Focus Issue of Data Science, Quality and Reliability)*. His research is supported by several National Science Foundation grants.

To the best of our knowledge, Dr. Tuo has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                      |   |                     |   |            |
|----------------------|---|---------------------|---|------------|
| Dr. Astrid C. Layton | Assistant Professor<br>Mechanical Engineering | 8                   | 0 | 09/01/2025 |
| Ph.D. (2014)         | Georgia Institute of Technology               |                     |   |            |
| Sp 2017 – Present    | Texas A&M University                          | Assistant Professor |   |            |

Dr. Astrid C. Layton earned a Ph.D. in Mechanical Engineering from the Georgia Institute of Technology in 2014. Dr. Layton is an assistant professor and Donna Walker Faculty Fellow at Texas A&M University (Texas A&M) in the Department of Mechanical Engineering. She was elected to serve on the American Society of Mechanical Engineers (ASME ) Design Theory and Methodology technical committee from 2020-23. She has been a guest editor for journal special issues covering resilient systems, networks & graphs, and sustainable design and is an associate editor for the ASME’s *Journal of Mechanical Design*. She is the recipient of awards including 2024 National Science Foundation CAREER, the 2022 College of Engineering Faculty Excellence Award in Teaching, and the 2021 Best Paper Award in the Systems Engineering, Information, & Knowledge Management technical division of ASME’s International Design Engineering Technical Conferences. She has published 23 journal and 47 conference papers while at Texas A&M and has graduated one doctoral and 11 master’s award-winning students. Dr. Layton’s research, which has received in \$1,827,000 in funding, solves large-scale system problems using her expertise in bio-inspired systems design, developing knowledge that supports the designers and decision makers of resilient and sustainable systems (e.g., industrial resource networks, power grids, cyber-physical systems, supply chains, innovation processes, and water distribution networks).

To the best of our knowledge, Dr. Layton has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                  |   |   |     |  |
|------------------|---|---|-----|--|
| Dr. Homero Murzi | Associate Professor<br>Multidisciplinary<br>Engineering | 0 | >15 | Upon Approval<br>by the Board and<br>Faculty Arrival |
| Ph.D. (2016)     | Virginia Polytechnic Institute and State University     |   |     |  |

|                   |  |                                    |
|-------------------|--|------------------------------------|
| Fa 2005 – Sp 2010 | National Experimental University of Tachira, Venezuela | Assistant Professor                |
| Fa 2010 – Sp 2016 | National Experimental University of Tachira, Venezuela | Associate Professor (Tenured 2010) |
| Su 2018 – Su 2023 | Virginia Polytechnic Institute and State University    | Assistant Professor                |
| Fa 2023 – Su 2024 | Virginia Polytechnic Institute and State University    | Associate Professor (Tenured 2023) |
| Fa 2024 – Present | Marquette University                                   | Associate Professor (Tenured 2024) |
| Su 2025           | Texas A&M University                                   | Associate Professor                |

Dr. Homero Murzi earned a Ph.D. in Engineering Education from Virginia Polytechnic Institute and State University in 2016. Dr. Murzi is a National Science Foundation (NSF) CAREER award recipient and a tenured associate professor and director of engineering education at Marquette University. Previously he was a tenured associate professor in the Department of Engineering Education at Virginia Polytechnic Institute and State University. Dr. Murzi is the leader of the Engineering Competencies, Learning, and Integrated Practices for Success Lab, where he leads a team focused on doing research on contemporary pedagogical practices, emotions in engineering, competency development, and understanding the needs industry has for their workforce. His goal is to develop engineering education practices that prepare future engineers to adapt and succeed in solving the complex problems society and engineering as a field face, and to train graduate students and faculty members with the tools to promote effective learning environments and mentorship practices. He has been recognized as a Diggs Teaching Scholar, a Graduate Academy for Teaching Excellence Fellow, a Global Perspectives Fellow, a Diversity Scholar, a Fulbright Scholar, a recipient of the NSF CAREER award and was inducted into the Bouchet Honor Society. Dr. Murzi serves as the American Society for Engineering Education Incoming Chair for the Faculty Development Division, and the Chair for the Research in Engineering Education Network. Dr. Murzi will join the Department of Multidisciplinary Engineering at Texas A&M University in June 2025 as an associate professor.

Dr. Murzi's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

|                             |   |                                    |     |  |
|-----------------------------|---|------------------------------------|-----|--|
| Dr. Man-Sung Yim            | Professor<br>Nuclear Engineering                                    | 0                                  | >15 | Upon Approval<br>by the Board and<br>Faculty Arrival |
| Ph.D. (1987)<br>ScD. (1994) | University of Cincinnati<br>Harvard University                      |                                    |     |  |
| Sp 1995 – Su 2001           | North Carolina State University                                     | Assistant Professor                |     |  |
| Su 2001 – Su 2011           | North Carolina State University                                     | Associate Professor (Tenured 2001) |     |  |
| Fa 2011 – Sp 2024           | Korea Advanced Institute of<br>Science & Technology, South<br>Korea | Professor (Tenured 2011)           |     |  |
| Su 2024 – Present           | Texas A&M University  | Professor                          |     |  |

Dr. Man-Sung Yim earned a Ph.D. in Nuclear Engineering from the University of Cincinnati in 1987 and a ScD. in Environmental Health Science from Harvard University in 1994. Dr. Yim joined Texas A&M University as a professor in the Department of Nuclear Engineering in August 2024. Formerly, he worked at Korea Atomic Energy Research Institute and served on the Nuclear Engineering faculty at the Korea Advanced Institute of Science and Technology, North Carolina State University and Massachusetts Institute of

Technology. He was also a joint faculty between Oak Ridge National Lab (Global Nuclear Security Technology Division) and North Carolina State University and a Sam Nunn International Security Fellow at Georgia Institute of Technology. He is a member of the Scientific Program Committee of Comprehensive Test Ban Treaty Organization; Council of Advisors on Nuclear Education, Science, Technology and Policy of Organisation for Economic Co-operation and Development Nuclear Energy Agency; International Radioactive Waste Management Advisory Committee of Emirates Nuclear Energy Corporation; and Korean National Academy of Engineering. He is an associate editor (Asia) for the American Nuclear Society's *Nuclear Technology* journal and a member of the editorial advisory boards for the *Progress in Nuclear Energy* journal and the *International Journal of Nuclear Security*. Dr. Yim's work aims at safe and responsible use of nuclear technology. He is author of *Nuclear Waste Management: Science, Technology, and Policy*.

Dr. Yim's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

|                          |  |                     |   |            |
|--------------------------|--|---------------------|---|------------|
| Dr. Orencio Duran Vinent | Assistant Professor<br>Ocean Engineering | 7                   | 0 | 09/01/2025 |
| Ph.D. (2007)             | University in Stuttgart, Germany         |                     |   |            |
| Fa 2018 – Present        | Texas A&M University                     | Assistant Professor |   |            |

Dr. Orencio Duran Vinent earned a Ph.D. in Physics from the University of Stuttgart in 2007. He joined the Ocean Engineering Department at Texas A&M University as a research assistant professor in 2017 and was hired as an assistant professor in 2018. Dr. Duran Vinent is an expert in coastal science and his research deals with coastal resilience and adaptability in the face of storm impacts and sea level rise. Selected as a 2024 Sloan Research Fellow, he is the author of over 50 peer-reviewed journal publications and has been awarded close to half a million dollars in funding for fundamental and applied research. Dr. Duran Vinent has graduated three doctoral students (one of them as co-chair) with whom he enjoyed developing new ideas and answering the current challenges in the field. Dr. Duran Vinent is enthusiastic about teaching and takes pride in helping prepare the next generation of coastal and ocean engineers. Dr. Duran Vinent is associate editor of *Earth Surface Dynamics*.

To the best of our knowledge, Dr. Duran Vinent has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                                 |  |                     |   |            |
|---------------------------------|--|---------------------|---|------------|
| Dr. Lenin Marcelo Paredes Tobar | Assistant Professor<br>Ocean Engineering | 7                   | 0 | 09/01/2025 |
| Ph.D. (2012)                    | University of Sao Paulo, Brazil          |                     |   |            |
| Su 2018 – Present               | Texas A&M University                     | Assistant Professor |   |            |

Dr. Lenin Marcelo Paredes Tobar earned a Ph.D. in Fracture Mechanics and Structural Integrity from the University of Sao Paulo, Brazil in 2012. Dr. Paredes joined the Ocean Engineering Department at Texas A&M University (Texas A&M), Galveston, as an assistant professor in 2018. He is skilled in industry-sponsored grants, especially those related to the oil & gas industry. He has 26 peer-reviewed journal publications and over 36 conference papers. Dr. Paredes has been awarded over \$600K in research funding from various industry sources and academia. He serves as an expert member of the International Ship and Offshore Structures Committee where he provides technical consultancy to the various disciplines underpinning marine structural design, production and operation through internationally collaborative endeavors. Dr. Paredes is a member of

the American Chemical Society and the Society of Naval Architecture and Marine Engineers. Dr. Paredes teaches courses in structural and experimental mechanics. He served as chair and graduated one master's student and two doctoral students at Texas A&M. His excellence in service is documented by his continued engagement with multiple college and university-wide committees.

To the best of our knowledge, Dr. Lenin Marcelo Paredes Tobar has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|                             |  |                     |   |            |
|-----------------------------|--|---------------------|---|------------|
| Dr. Freddie David Witherden | Assistant Professor<br>Ocean Engineering | 7                   | 0 | 09/01/2025 |
| Ph.D. (2015)                | Imperial College London, United Kingdom  |                     |   |            |
| Sp 2019 – Present           | Texas A&M University                     | Assistant Professor |   |            |

Dr. Freddie David Witherden earned a Ph.D. in Engineering at the Imperial College London, United Kingdom in 2015. He studied Physics with Theoretical Physics at Imperial College London between 2008–2012 earning a master of science degree with first class honors. Dr. Witherden joined Texas A&M University as an assistant professor in the Department of Ocean Engineering in 2019. Dr. Witherden's main expertise is in the area of high-fidelity simulations. He has established himself as a highly productive and respected faculty in the ocean engineering program. Dr. Witherden has published 45 peer-reviewed journal articles and 15 conference papers. He has over 1500 citations, which is excellent for an assistant professor. In 2024 he received the Texas A&M Engineering Experiment Station Young Faculty Fellow award. In 2022 he received an Air Force Office of Scientific Research Young Investigator Award which includes \$450K in research funding over three years. He received the Forbes 30 under 30 class of 2020 in the science and healthcare sector. In addition, he has been a co-principal investigator in \$1.4M industry funding of which his share is \$600K. He has also received equipment funding of \$135K for high performance computing resources.

To the best of our knowledge, Dr. Witherden has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|                    |                                    |                          |   |  |
|--------------------|------------------------------------|--------------------------|---|--|
| Dr. Birol Dindoruk | Professor<br>Petroleum Engineering | 0                        | 5 | Upon Approval<br>by the Board and<br>Faculty Arrival |
| Ph.D. (1992)       | Stanford University                |                          |   |  |
| Fa 2020 – Present  | University of Houston              | Professor (Tenured 2020) |   |  |
| Su 2025            | Texas A&M University               | Professor                |   |  |

Dr. Birol Dindoruk earned a Ph.D. in Petroleum Engineering from Stanford University in 1992. Dr. Dindoruk has 28 years of industrial experience and is currently American Association of Drilling Engineers Endowed Professor of Petroleum Engineering & Chemical and Biomolecular Engineering at the University of Houston. His technical contributions have been acknowledged with many awards during his career, Society of Petroleum Engineers (SPE) Lester C. Uren Award, Cedric K. Ferguson Medal, Distinguished Membership and Honorary Member award in 2023. He was elected as a member of the National Academy of Engineering in 2017. Dr. Dindoruk was a Data Science and Engineering Analytics Technical Director for SPE. He has been active in various editorial positions under SPE and Elsevier. Currently he is the editor-in-chief for all SPE journals. Dr. Dindoruk is well-known for his extensive work on thermodynamics of phase behavior/equations of state development, miscibility assessment and experimental work, interaction of phase behavior and flow in porous

media, enhanced oil recovery and CO2 sequestration. Dr. Dindoruk has also been working in the area of data analytics, AI/machine learning, with applications in the oil and natural gas industry practices. Excluding startup funds, he has been awarded \$3.8 million in research funding and published over 200 research papers/book chapters that have received 3750 citations. Currently he teaches 4 courses each year (undergraduate and graduate) and has 14 master's and doctoral students. Dr. Dindoruk will join the Department of Petroleum Engineering at Texas A&M University as a professor in June 2025.

Dr. Dindoruk's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

## COLLEGE OF MARINE SCIENCES & MARITIME STUDIES AT TEXAS A&M UNIVERSITY AT GALVESTON

| <u>Name</u>            | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards</u><br><u>Tenure*</u> |                     | <u>Effective Date</u><br><u>Tenure</u> |
|------------------------|--|---------------------------------------|---------------------|--|
|                        |  | <u>Univ.</u>                          | <u>Other Inst.</u>  |  |
| Dr. Thomas Blake Earle | Assistant Professor<br>Liberal Studies   | 6                                     | 0                   | 09/01/2025                             |
| Ph.D. (2017)           | Rice University                          |                                       |                     |  |
| Fa 2019 – Present      | Texas A&M University                     |                                       | Assistant Professor |  |

Dr. Thomas Blake Earle earned a Ph.D. in History at Rice University in 2017. Dr. Earle joined the Department of Liberal Studies at Texas A&M University at Galveston in 2019 as an assistant professor in history. Following his studies, Dr. Earle accepted a postdoctoral fellowship from the Center for Presidential History at Southern Methodist University. Dr. Earle's research interests concern conflict over marine resources throughout the history of the United States. His first book, *The Liberty to Take Fish: Atlantic Fisheries and Federal Power in Nineteenth-Century America*, published by Cornell University Press in 2023, examines the place of commercial fishing in the North Atlantic in the relations between the United States and Great Britain from the American Revolution through the Civil War Era. Dr. Earle is currently writing a second book that explores the transformation of the Texas coast during the last quarter of the twentieth century as the arrival of Vietnamese refugees in the fishing industry and decades of pollution from the oil and gas industry changed the nature of fishing and the nature of the bays themselves. Complementing his maritime-focused research agenda, Dr. Earle's teaching concerns the historical relationship between the United States and the sea. He regularly teaches U.S. Maritime History and the History of American Sea Power.

To the best of our knowledge, Dr. Earle has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                  |  |   |   |  |
|------------------|--|---|---|--|
| Dr. Amulya Gurtu | Professor<br>Maritime Business<br>Administration | 0 | 8 | Upon Approval<br>by the Board and<br>Faculty Arrival |
| Ph.D. (2014)     | Toronto Metropolitan University, Canada          |   |   |  |

|                   |                                   |                                    |
|-------------------|-----------------------------------|------------------------------------|
| Fa 2015 – Su 2019 | University of Wisconsin-Green Bay | Assistant Professor                |
| Fa 2019 – Su 2022 | University of Wisconsin-Green Bay | Associate Professor (Tenured 2019) |
| Fa 2022 – Su 2023 | University of Wisconsin-Green Bay | Professor                          |
| Su 2024 – Present | Texas A&M University              | Professor                          |

Dr. Amulya Gurtu earned a Ph.D. in Industrial Engineering from Toronto Metropolitan University, Canada in 2014. Dr. Gurtu is an academic leader, researcher and industry expert with over 36 years of progressive experience spanning academia and corporate leadership. He joined Texas A&M University at Galveston as department head and professor of Maritime Business Administration in July 2024. As department head, he leads program development, faculty administration and industry collaborations. Dr. Gurtu has held several key academic leadership positions. He previously served as the director of project management programs at the University of Kansas and as the chair of the Business Administration Department at the University of Wisconsin-Green Bay. Additionally, while at the University of Wisconsin-Green Bay he chaired the School of Business curriculum committee, the Association for the Advancement of Collegiate Schools of Business Scholarship committee and the university committee to improve enrollment and retention processes. Dr. Gurtu has authored over 40 journal articles, book chapters and edited books focusing on supply chain management, sustainability and global trade. He served as editor-in-chief, associate editor and reviewer for various journals. His work has been widely published in top-tier journals. He has also served as an associate editor for several international academic publications. Beyond academia, Dr. Gurtu has extensive corporate experience, having held senior leadership roles. His expertise is in setting up plants and optimizing plants, operations, human resources, supply chains, products, and services.

Dr. Gurtu's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

## COLLEGE OF PERFORMANCE, VISUALIZATION & FINE ARTS

| <u>Name</u>         | <u>Present Rank<br/>Department</u>                               | <u>Yrs. Towards<br/>Tenure*</u>    |                    | <u>Effective Date<br/>Tenure</u>                     |
|---------------------|--|------------------------------------|--------------------|--|
|                     |  | <u>Univ.</u>                       | <u>Other Inst.</u> |  |
| Ms. Hollis Hammonds | Associate Professor<br>Performance, Visualization<br>& Fine Arts | 0                                  | >15                | Upon Approval<br>by the Board and<br>Faculty Arrival |
| MFA (2001)          | University of Cincinnati   |                                    |                    |  |
| Su 2007 – Su 2012   | St. Edward's University, Austin                                  | Assistant Professor                |                    |  |
| Su 2012 – Su 2019   | St. Edward's University, Austin                                  | Associate Professor (Tenured 2014) |                    |  |
| Su 2019 – Present   | St. Edward's University, Austin                                  | Professor                          |                    |  |
| Su 2025             | Texas A&M University   | Associate Professor                |                    |  |

Ms. Hollis Hammonds earned an MFA in 2D Studies from the University of Cincinnati in 2001 and a BFA in Drawing from Northern Kentucky University in 1998. Ms. Hammonds will join Texas A&M University in summer 2025 as an associate professor of Art and Design. Her teaching areas include all levels of drawing and painting, as well as advanced interdisciplinary undergraduate and graduate courses in Visualization. Previously, she was a professor of Art at St. Edward's University in Austin, Texas. Ms. Hammonds received a Distinguished Teaching Award in 2015 and is the author of the drawing textbook *Drawing Structure, Conceptual and*

*Observational Techniques*. She has presented her pedagogical and creative research at national and international conferences. Ms. Hammonds' creative research addresses climate grief and social issues through drawings, multi-modal forms and multimedia installations. Her works have been shown at distinguished institutions such as the University of Lisbon, the Redux Contemporary Art Center, The Grace Museum, the Dishman Art Museum at Lamar University, and at the art gallery Women & Their Work. Ms. Hammonds' works have been included in juried publications such as *Manifest's International Drawing Annual* and *New American Paintings*. She also collaborates with environmental poet Sasha West under the name Hammonds + West with notable exhibitions at the Beeler Gallery at Columbus College of Art & Design and at ArtPrize 2023.

Ms. Hammonds' file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

|                       |  |                     |   |            |
|-----------------------|--|---------------------|---|------------|
| Dr. Angenette Spalink | Assistant Professor<br>Performance, Visualization<br>& Fine Arts | 7                   | 0 | 09/01/2025 |
| Ph.D. (2014)          | Bowling Green State University                                   |                     |   |            |
| Su 2018 – Present     | Texas A&M University   | Assistant Professor |   |            |

Dr. Angenette Spalink earned a Ph.D. in Theatre from Bowling Green State University in 2014. She joined the Department of Performance Studies at Texas A&M University as an assistant professor in 2018. In fall 2024 she became the director of the Graduate Program in Performance Studies. Her research integrates performance and dance studies with ecology, asking what it means to think about performance beyond the human. Her book, *Choreographing Dirt: Movement, Performance, and Ecology in the Anthropocene* (2024) was published by Routledge, a highly regarded publisher in the field of performance studies. It received strong endorsements from senior scholars in the field. She has written seven peer-reviewed articles, co-edited a special issue of a top international journal, and was invited to present her work at University of California-Riverside's Critical Dance Studies Colloquium Series. Her second book project is underway, and one chapter of the project is published in a top-tier journal. She teaches graduate and undergraduate courses in performance studies and has significantly updated and created new courses in both programs. She provides comprehensive mentorship at both the undergraduate and graduate levels and has served as the thesis advisor on two graduate committees and as a member of six others.

To the best of our knowledge, Dr. Spalink has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

## COLLEGE OF VETERINARY MEDICINE & BIOMEDICAL SCIENCES

| <u>Name</u>         | <u>Present Rank</u><br><u>Department</u>                 | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|---------------------|--|---------------------------------------|--------------------|--|
|                     |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Vanna Dickerson | Assistant Professor<br>Small Animal Clinical<br>Sciences | 6                                     | 0                  | 09/01/2025                             |
| DVM (2013)          | University of Georgia                                    |                                       |                    |  |
| Su 2019 – Present   | Texas A&M University                                     | Assistant Professor                   |                    |  |



Dr. Vanna Dickerson earned a DVM from the University of Georgia in 2013. She completed a rotating internship in 2014, research fellowship in 2016 and surgical residency in 2019. Dr. Dickerson joined the Department of Small Animal Clinical Sciences at Texas A&M University as an assistant professor in Soft Tissue Surgery in 2019. Clinically, she has a strong interest in feline surgery, surgical oncology and minimally invasive surgery, and advocates for advancement in these areas both on the clinic floor and through research. Dr. Dickerson has a passion for helping veterinary students, interns and residents gain exposure to research by mentoring them through the process of exploring unanswered clinical questions to research and solve. She has mentored 16 residents, 12 interns and 11 doctor of veterinary medicine students. She has also chaired four master's committees and served as a member on two others. Dr. Dickerson has published two book chapters and 24 peer-reviewed journal articles. She has obtained over \$100,000 in grant funding to date. Dr. Dickerson won the Department of Small Animal Clinical Sciences Faculty Research Award in 2023.

To the best of our knowledge, Dr. Dickerson has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

## MAYS BUSINESS SCHOOL

| <u>Name</u>                | <u>Present Rank</u><br><u>Department</u>                      | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|----------------------------|---|---------------------------------------|--------------------|--|
|                            |   | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Andres F. Jola-Sanchez | Assistant Professor<br>Information & Operations<br>Management | 7                                     | 0                  | 09/01/2025                             |
| Ph.D. (2018)               | Indiana University  |                                       |                    |  |
| Su 2018 – Present          | Texas A&M University  | Assistant Professor                   |                    |  |

Dr. Andres F. Jola-Sanchez earned a Ph.D. in Business from Indiana University in 2018. Dr. Jola-Sanchez joined Texas A&M University in 2018 as an assistant professor in the Department of Information & Operations Management. He teaches his specialty, Supply Chain Management, to between 150-360 undergraduates each year. Dr. Jola-Sanchez studies human-made disasters, such as armed conflicts and mass casualty incidents, through the lens of operations and supply chain management. Drawing from his personal and professional experiences in Colombia, his work has been one of the first to understand day-to-day operations in conflict-torn regions. His work has appeared in *Management Science*, *Production and Operations Management*, and the *Journal of Operations Management*, including, in 2016, the first paper on armed conflict in humanitarian operations, and in 2022, a single-author article on armed conflict and productivity. The goal of his research is to provide managerial and policy recommendations to help address the operational issues arising from human-made disasters—issues affecting commercial, non-profit and public sector operations.

To the best of our knowledge, Dr. Jola-Sanchez has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

|                        |                         |   |   |  |
|------------------------|-------------------------|---|---|--|
| Dr. Stephen Courtright | Professor<br>Management | 8 | 5 | Upon Approval<br>by the Board and<br>Faculty Arrival |
| Ph.D. (2012)           | University of Iowa      |   |   |  |

|                   |                      |                                    |
|-------------------|----------------------|------------------------------------|
| Su 2012 – Su 2017 | Texas A&M University | Assistant Professor                |
| Su 2017 – Sp 2020 | Texas A&M University | Associate Professor (Tenured 2017) |
| Su 2020 – Present | University of Iowa   | Professor (Tenured 2020)           |
| Su 2025           | Texas A&M University | Professor                          |

Dr. Stephen Courtright earned a Ph.D. in Business Administration from the University of Iowa in 2012. Dr. Courtright is the Henry B. Tippie Research Professor of Management & Entrepreneurship in the Tippie College of Business at the University of Iowa, where he also serves as Director of Executive Education and the founding Executive Director of the Tippie Leadership Collaborative. From 2012-2020, he served as an assistant and associate professor at Texas A&M University (Texas A&M), where he held the John E. Pearson Professorship and was named a Presidential Impact Fellow. Dr. Courtright's research on organizational leadership, teamwork and work-nonwork dynamics has been published in top scholarly journals, earned international awards, received over 8,000 citations, and has been featured by the *Wall Street Journal*, *National Public Radio*, *Forbes*, and *Harvard Business Review*. He is the recipient of several awards for Master of Business Administration (MBA) and undergraduate teaching, including being named in 2022 by Poets & Quants as one of the world's Best 40-Under-40 MBA Professors. He has led training and consulted for organizations across the globe, including John Deere, Caterpillar, Halliburton, Saudi Aramco, Dotdash Meredith, HNI Corporation, Win-Co Foods, and the U.S. Department of Veterans Affairs. Dr. Courtright will return to Texas A&M in July 2025 as a professor in the Department of Management.

Dr. Courtright's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

|                      |                                   |                     |   |            |
|----------------------|-----------------------------------|---------------------|---|------------|
| Dr. Priyanka Dwivedi | Assistant Professor<br>Management | 8                   | 0 | 09/01/2025 |
|                      |                                   |                     |   |            |
| Ph.D. (2017)         | The Pennsylvania State University |                     |   |            |
| Su 2017 – Present    | Texas A&M University              | Assistant Professor |   |            |

Dr. Priyanka Dwivedi earned a Ph.D. in Management and Organization from The Pennsylvania State University in 2017. Dr. Dwivedi joined the Department of Management at Texas A&M University as an assistant professor the same year. Her research focuses on the impact of strategic leadership on workplace practices and firm outcomes, with a particular emphasis on women in leadership positions. Dr. Dwivedi has authored several high-impact, peer-reviewed lead-author articles in her field's top-tier journals. Her research has garnered many accolades, including the Strategic Management Society's 2021 Sucheta Nadkarni Award for Outstanding Publication on Women Executive Leadership and has been featured in prestigious outlets such as the *Harvard Business Review*, *Fortune*, *Forbes*, and *Inc.* magazines. She teaches graduate and undergraduate courses in strategic management and actively mentors doctoral students. Additionally, Dr. Dwivedi serves on the editorial review board of two top journals, the *Academy of Management Journal* and the *Journal of Management*, and reviews extensively for other prestigious journals. She holds an MBA from the Smeal College of Business at The Pennsylvania State University and a master's in psychology from the University of Delhi, India.

To the best of our knowledge, Dr. Dwivedi has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                   |                                   |                     |   |            |
|-------------------|-----------------------------------|---------------------|---|------------|
| Dr. Yifan Song    | Assistant Professor<br>Management | 3                   | 3 | 09/01/2025 |
| Ph.D. (2019)      | University of Florida             |                     |   |            |
| Su 2019 – Su 2022 | Temple University                 | Assistant Professor |   |            |
| Su 2022 – Present | Texas A&M University              | Assistant Professor |   |            |

Dr. Yifan Song earned a Ph.D. in Management from the University of Florida in 2019. Dr. Song is an assistant professor in the Department of Management at Texas A&M University (Texas A&M). Dr. Song's research focuses on work-related stress, leadership and power dynamics within teams, newcomer adjustment to the workplace, and research methods. Her research has been published in prestigious management journals, such as *Academy of Management Journal*, *Journal of Applied Psychology*, and *Personnel Psychology*. To date, Dr. Song has authored 17 peer-reviewed journal articles and two book chapters. Her work has received \$174,399 in funding support from the National Science Foundation. She currently serves on the editorial boards of two top-tier journals (*Journal of Applied Psychology* and *Personnel Psychology*). Since joining Texas A&M, Dr. Song has taught undergraduate courses on Human Resource Management, where she also serves as the course coordinator, and she is scheduled to teach a doctoral seminar on Research Methods. She is the track coordinator for the Human Resource Management Track of the Management major. Dr. Song also serves as the representative-at-large at the Research Methods Division of the Academy of Management.

To the best of our knowledge, Dr. Song has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                   |                                   |                     |   |            |
|-------------------|-----------------------------------|---------------------|---|------------|
| Dr. Huanhuan Shi  | Assistant Professor<br>Marketing  | 5                   | 4 | 09/01/2025 |
| Ph.D. (2016)      | The Pennsylvania State University |                     |   |            |
| Su 2016 – Su 2020 | University of Nebraska-Lincoln    | Assistant Professor |   |            |
| Su 2020 – Present | Texas A&M University              | Assistant Professor |   |            |

Dr. Huanhuan Shi earned a Ph.D. in Business Administration from The Pennsylvania State University in 2016. She joined the Department of Marketing at Texas A&M University (Texas A&M) as an assistant professor in 2020. Her research focuses on sales management, inter-organizational relationships and firm strategies. Dr. Shi employs causal analyses and multimethod approaches with the aim to provide actionable insights for marketing executives and sales managers. Her research has appeared in prestigious journals, including the *Journal of Marketing*, *Journal of Marketing Research*, *Journal of Academy of Marketing Science*, and *International Journal of Research in Marketing*. She was named a 2024 Institute for the Study in Business Markets Scholar and a 2023 Marketing Science Institute Young Scholar. Her publications were recognized by numerous awards including 2024 American Marketing Association (AMA) Sales Special Interest Group Excellence in Research award, 2015 Summer AMA Best Sales-Track Paper, and Best Conference Paper Awards. She has taught quantitative marketing courses and developed an undergraduate course in Sales Analytics. Dr. Shi was honored with the 2023 Herb Thompson Teaching Award for her dedication to education. She serves on the Editorial Review Boards of the *Journal of Marketing* and *Journal of Marketing Research* and also serves as the Research Director of Reynolds and Reynolds Sales Leadership Institute at Texas A&M.

To the best of our knowledge, Dr. Shi has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

## SCHOOL OF LAW

| <u>Name</u>                 | <u>Present Rank</u><br><u>Department</u>             | <u>Yrs. Towards</u><br><u>Tenure*</u> |                          | <u>Effective Date</u><br><u>Tenure</u>               |
|-----------------------------|--|---------------------------------------|--------------------------|--|
|                             |  | <u>Univ.</u>                          | <u>Other Inst.</u>       |  |
| Dr. Neil S. Siegel          | Professor<br>Law                                     | 0                                     | >15                      | Upon Approval<br>by the Board and<br>Faculty Arrival |
| J.D. (2001)<br>Ph.D. (2001) | University of California<br>University of California |                                       |                          |  |
| Su 2004 – Su 2007           | Duke University                                      |                                       | Assistant Professor      |  |
| Su 2007 – Su 2009           | Duke University                                      |                                       | Associate Professor      |  |
| Su 2009 – Present           | Duke University                                      |                                       | Professor (Tenured 2009) |  |
| Su 2025                     | Texas A&M University                                 |                                       | Professor                |  |

Dr. Neil S. Siegel simultaneously earned both a J.D. and a Ph.D. (in Jurisprudence & Social Policy) from the University of California in 2001. Dr. Siegel's research and teaching fall primarily in the areas of U.S. constitutional law, constitutional politics and constitutional theory. He is a constitutional law generalist. His scholarship addresses a variety of areas of constitutional law and, in doing so, considers ways in which a methodologically pluralist approach can accommodate changes in society and the needs of American governance while remaining disciplined and bound by the rule of law. Dr. Siegel served as special counsel to U.S. Senator Christopher Coons during the U.S. Supreme Court confirmation hearings of Ketanji Brown Jackson, Amy Coney Barrett and Brett Kavanaugh, and he advised Senator Coons during the confirmation hearing of Neil Gorsuch. Dr. Siegel also served as special counsel to U.S. Senator Joseph Biden during the confirmation hearings of John Roberts and Samuel Alito. During the October 2003 term, he clerked for Associate Justice Ruth Bader Ginsburg at the U.S. Supreme Court. He also served as a Bristow Fellow in the Office of the Solicitor General at the U.S. Department of Justice during the tenure of Solicitor General Theodore Olson, and as a law clerk to Judge J. Harvie Wilkinson III of the U.S. Court of Appeals for the Fourth Circuit. After serving as a faculty member at Duke University for 21 years, Dr. Siegel will join the School of Law at Texas A&M University in July 2025 as a professor.

Dr. Siegel's file does not include any information we believe to be inconsistent with System Policy *12.01*, Section 4.3.

|                             |   |   |                     |            |
|-----------------------------|---|---|---------------------|------------|
| Dr. Daniel Walters          | Associate Professor<br>Law                                | 3 | 3                   | 09/01/2025 |
| J.D. (2012)<br>Ph.D. (2019) | University of Michigan<br>University of Wisconsin-Madison |   |                     |            |
| Fa 2019 – Sp 2022           | Penn State Law  |   | Assistant Professor |            |
| Su 2022 – Present           | Texas A&M University                                      |   | Associate Professor |            |

Dr. Daniel Walters earned a Ph.D. in Political Science from University of Wisconsin-Madison in 2019. He also earned a J.D. from University of Michigan Law School in 2012. Dr. Walters is an associate professor at the Texas A&M University (Texas A&M) School of Law. Before joining Texas A&M's faculty, he was an assistant professor at Penn State Law, a regulation fellow at the University of Pennsylvania Carey Law School, and a

law clerk to the Hon. M. Margaret McKeown on the U.S. Court of Appeals for the Ninth Circuit. His primary areas of research and teaching are administrative law, energy and environmental regulation, and bureaucratic politics. His work, which often crosses interdisciplinary boundaries and incorporates empirical inquiry, has been published in top journals, including the *Stanford Law Review*, the *Yale Law Journal* and the *Columbia Law Review*. Dr. Walters is a former winner of the American Constitution Society’s Richard D. Cudahy Writing Competition in Administrative and Regulatory Law and the Beryl Radin Award for outstanding contribution to the *Journal of Public Administration Research & Theory*. He serves as a council member on the American Bar Association Section on Administrative Law & Regulatory Practice, and he is editor-in-chief of the Section’s quarterly magazine, *Administrative & Regulatory Law News*.

To the best of our knowledge, Dr. Walters has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

## SCHOOL OF PUBLIC HEALTH

| <u>Name</u>            | <u>Present Rank</u><br><u>Department</u>                      | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|------------------------|---|---------------------------------------|--------------------|--|
|                        |   | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Jeong Ho (Jay) Kim | Associate Professor<br>Environmental &<br>Occupational Health | 0                                     | 11                 | 9/1/2025                               |
| Ph.D. (2012)           | University of Washington                                      |                                       |                    |  |
| Fa 2013 – Su 2015      | Northern Illinois University                                  | Assistant Professor                   |                    |  |
| Fa 2015 – Su 2021      | Oregon State University                                       | Assistant Professor                   |                    |  |
| Fa 2021 – Su 2024      | Oregon State University                                       | Associate Professor (Tenured 2021)    |                    |  |
| Su 2024 – Present      | Texas A&M University  | Associate Professor                   |                    |  |

Dr. Jeong Ho (Jay) Kim earned a Ph.D. in Industrial Engineering from the University of Washington in 2012. Dr. Kim joined Texas A&M University in 2024 as an associate professor in the Department of Environmental & Occupational Health. Dr. Kim is an expert on occupational ergonomics and biomechanics with the primary targeted health outcome being musculoskeletal disorders. His work frequently quantifies the health impact related to workplace hazards and develops/evaluates innovative interventions to improve cognitive and physical health as well as performance at workplaces. He has 35 top-tier peer-reviewed journal publications and over 75 conference proceeding papers. Dr. Kim, as a principal investigator and co-principal investigator, has been awarded over \$13 million in research funding from various federal agencies and industry sources. He serves as a federal grant reviewer (National Institute for Occupational Safety and Health) and an editorial board member for top-tier journals (e.g., *Applied Ergonomics*, *International Journal of Industrial Ergonomics*). Dr. Kim teaches courses on Occupational Health, Ergonomics and Occupational Biomechanics. Dr. Kim has mentored two postdoctoral researchers, 19 doctoral students, 22 master of public health students, and eight master of science students (as a chair, committee member, and graduate council representative). Many of them have received competitive grants, fellowships and scholarships. His excellence in service is documented by his continued engagement with multiple college and university wide committees as well as professional societies.

To the best of our knowledge, Dr. Kim has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                     |  |                     |   |            |
|---------------------|--|---------------------|---|------------|
| Dr. Simon F. Haeder | Associate Professor<br>Health Policy &<br>Management | 3                   | 6 | 09/01/2025 |
| Ph.D. (2016)        | University of Wisconsin–Madison                      |                     |   |            |
| Su 2016 – Su 2019   | West Virginia University                             | Assistant Professor |   |            |
| Su 2019 – Su 2022   | The Pennsylvania State University                    | Assistant Professor |   |            |
| Su 2022 – Present   | Texas A&M University                                 | Associate Professor |   |            |

Dr. Simon F. Haeder earned a Ph.D. in Political Science from the University of Wisconsin-Madison in 2016. Dr. Haeder joined the Department of Health Policy & Management at Texas A&M University as an associate professor in 2022. His research focuses on the politics and policies of access to health and health-protective services with a focus on administrative burden, provider networks, vaccinations, and school-based health services as well as the regulatory process. He was recently recognized by the American Political Science Association with the David Kline Jones Distinguished Scholar Award. The award is given to a mid-career scholar who has made significant contributions to the field of health politics and policy through their commitment to important research, health equity, and teaching. Previously, he has been a fellow in the Interdisciplinary Research Leaders Program, a national leadership development program that equips teams of researchers and community partners in applying research to solve real community problems. Dr. Haeder’s work has led to more than 65 publications in journals across various disciplines including the *Journal of the American Medical Association*, *American Political Science Review* and the *Journal of Health Politics, Policy and Law* and he has secured almost \$3.5 million in funding.

To the best of our knowledge, Dr. Haeder has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

|                     |  |                     |   |            |
|---------------------|--|---------------------|---|------------|
| Mr. Cason D. Schmit | Assistant Professor<br>Health Policy &<br>Management | 6                   | 0 | 09/01/2025 |
| J.D. (2012)         | Arizona State University                             |                     |   |            |
| Sp 2019 – Present   | Texas A&M University                                 | Assistant Professor |   |            |

Mr. Cason D. Schmit earned a J.D. in Law from Arizona State University in 2012. Mr. Schmit joined Texas A&M University (Texas A&M) as an assistant professor in the Department of Health Policy & Management in 2019. He directs the Master of Public Health program and the Program in Health Law and Policy. Mr. Schmit is a licensed attorney and his interdisciplinary research spans law, health informatics, ethics, and public health policy, with notable publications, including in *Science*. His work, initially at the Centers for Disease Control and Prevention (CDC), and continuing at Texas A&M, explores the role of law as a tool to promote population health, focusing on topics like health data, vaccination, community health workers, telehealth, and the COVID-19 response. His current research centers on health information technology, particularly the alignment (or misalignment) between law and public health ethics. A voting member of the Institute of Electrical and Electronic Engineers Artificial Intelligence (AI) governance standards workgroup, he is actively exploring AI regulatory strategies that integrate public health policy innovations. Mr. Schmit also advises state and national policymakers and advisory bodies on health data policy and public health data governance, collaborating with organizations such as the CDC, the Council for State and Territorial Epidemiologists and the National Committee on Vital and Health Statistics. His work has directly influenced proposed federal public health data modernization policies.

To the best of our knowledge, Mr. Schmit has performed professionally and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

- \* Each university determines, through a review process, the number of years each faculty member will be awarded towards tenure based on his/her dossier.

Agenda Item No.

**AGENDA ITEM BRIEFING**

**Submitted by:** Mark A. Welsh III, President  
Texas A&M University

**Subject:** Approval of a New Bachelor of Science Degree Program with a Major in Behavioral and Cognitive Neuroscience and Authorization to Request Approval from the Texas Higher Education Coordinating Board

**Proposed Board Action:**

Approve the establishment of a new degree program at Texas A&M University (Texas A&M) leading to a Bachelor of Science (B.S.) in Behavioral and Cognitive Neuroscience (BCNS), authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval and certify that all applicable THECB criteria have been met.

**Background Information:**

The proposed B.S. in BCNS will be housed in the Department of Psychological and Brain Sciences within the College of Arts & Sciences. It will be a 120-semester credit hour degree program that will be delivered on the College Station campus. Courses required for this degree will include the university core curriculum and basic science and psychology courses that will prepare students for upper-level courses and align with medical school prerequisites for those students intending to continue their education. At the upper level, the major requirements will provide students in-depth training in behavioral and cognitive neuroscience. Students completing the proposed program will be highly competitive to pursue careers focused on human behavior such as speech and language therapy, clinical neuropsychology, public health, and occupational therapy. In addition, students completing the B.S. in BCNS will be well-prepared to pursue a direct entry into master's in nursing programs or admission to medical school.

**A&M System Funding or Other Financial Implications:**

The proposed B.S. BCNS program will be supported by the reallocation of time across 23 existing and two new faculty members within the department. The anticipated new costs over the first five years of the program, representing the allocation of a portion of time of the two new faculty members, are \$302,119 and will be funded from reallocated funds in the College of Arts & Sciences. There will be no anticipated new revenue generated over the first five years of the program given the institution's commitment to no new growth in undergraduate enrollment on the College Station campus.

**Strategic Plan Imperative(s) this Item Advances:**

Approval of this agenda item will advance The Texas A&M University System (A&M System) strategic imperatives 1 and 3. Specifically, all qualified students will have an array of pathways to pursue their ambitions and interests. Students will leave the A&M System as responsible and engaged citizens prepared for successful careers in a global economy.



Agenda Item No.

**TEXAS A&M UNIVERSITY**

Office of the President

February 19, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of a New Bachelor of Science Degree Program with a Major in Behavioral and Cognitive Neuroscience and Authorization to Request Approval from the Texas Higher Education Coordinating Board

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System approves the establishment of a new degree program at Texas A&M University leading to a Bachelor of Science in Behavioral and Cognitive Neuroscience.**

**The Board also authorizes submission of Texas A&M University’s new degree program request to the Texas Higher Education Coordinating Board for approval and hereby certifies that all applicable criteria of the Coordinating Board have been met.”**

Respectfully submitted,

Mark A. Welsh III  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**Texas A&M University**

Bachelor of Science with a major in Behavioral and Cognitive Neuroscience  
(CIP 26.1504.00)

**Program Review Outline**

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**BACKGROUND & PROGRAM DESCRIPTION**

Administrative Unit: Department of Psychological and Brain Sciences within the College of Arts & Sciences

The proposed 120-semester credit hour (SCH) Bachelor of Science (B.S.) in Behavioral and Cognitive Neuroscience (BCNS) will prepare students interested in pursuing careers focused on human behavior such as speech and language therapy, clinical neuropsychology, public health, and occupational therapy.

Texas A&M University (Texas A&M) currently offers an interdisciplinary B.S. in Neuroscience (NRSC), which focuses on the study of the nervous system and prepares graduates primarily for careers in biomedical or pharmaceutical research, biotech industries and radiology. However, the B.S. NRSC degree lacks the requisite depth to prepare students for distinct careers in fields focused on human behavior. The proposed B.S. BCNS program will address this limitation and prepare students for careers focused on human behavior.

Among other things, the proposed B.S. BCNS program will prepare students to:

- describe how the interaction of cells, neural circuits and other neuronal and biological processes lead to higher level activities (e.g., cognition and behavior);
- evaluate scientific studies within the field of behavioral and cognitive neuroscience;
- generate testable hypotheses and develop research designed to test those hypotheses; and
- communicate behavioral and cognitive neuroscience concepts effectively with both the lay public and fellow experts in behavioral and cognitive neuroscience.

The proposed degree program will provide the opportunity for more targeted recruitment efforts of students interested in distinct career pathways and the ability to admit more students interested in studying neuroscience, particularly as it relates to behavior and cognition.

The proposed B.S. BCNS program includes 45 SCH of university-required core curriculum courses, 37 SCH of required major courses, 30 SCH of prescribed electives, and 8 SCH of general electives. The total number of required core curriculum SCH exceeds the standard 42 SCH because three of the required courses are 4 SCH instead of 3 SCH (Calculus I, College Physics and College Physics II). Required coursework also aligns with prerequisites for students preparing for careers in medicine or as nurse practitioners.

The proposed implementation date is fall 2025.

Texas A&M certifies that the proposed new degree program meets the criteria under 19 Texas Administrative Code, Section 2.117 regarding need, quality, financial and faculty resources, standards, and costs.

## **I. NEED**

### **A. Employment Opportunities**

Nationwide, there is increasing interest in neuroscience programs and training. The Bureau of Labor Statistics estimates an increase of 2.6 million jobs in the healthcare and social assistance sector for the period of 2021 to 2031, the most of any sector. Given increasing emphasis on the biological bases of mental health disorders and dementia, as well as larger cohorts of older adults, many of these jobs will rely on the knowledge and skills developed in a behavioral and cognitive neuroscience program. Employment across occupations for which graduates with the proposed B.S. BCNS degree will be prepared is projected to grow at a rate of 16.4% compared to 14.9% for all occupations. Students completing the proposed B.S. BCNS will be prepared for careers focused on human behavior such as speech and language therapy, clinical neuropsychology, public health, and occupational therapy. While many of these occupations require training beyond a bachelor's degree, graduates of the proposed B.S. BCNS would be uniquely qualified and competitive for positions as natural science managers and life scientists. In addition, students completing the proposed B.S. BCNS will be prepared to pursue a direct entry into a Master of Science in Nursing program. Nurse Practitioners are projected to experience the fastest employment growth of all occupations, with a nationwide projected growth of 45.7% during 2021-31, and growth in Texas from 2020-2030 of 66%.

According to the Texas Workforce Commission, other relevant occupations projected to experience growth in Texas in 2020-2030 include: Data Scientists (49%), Occupational Therapy Assistants (46%), Physical Therapist Assistants (44%), Medical and Health Services Managers (42%), Speech-Language Pathologists (37%), Genetic Counselors (35%), Hearing Aid Specialists (33%), Self-Enrichment Teachers (31%), Audiologists (31%), Health Specialties Teachers, Postsecondary (31%), Ophthalmic Medical Technicians (28%), Substance Abuse, Behavioral Disorder and Mental Health Counselors (28%), Medical Scientists (25%), Ophthalmic Laboratory Technicians (24%), Occupational Therapists (24%), Tutors (23%), Technical Writers (23%), Natural Sciences Managers (21%), Life Scientists (21%), Life, Physical and Social Science Technicians (18%), and Biological Scientists (15%). In Texas, 18,282 annual job openings are expected for these occupations. Graduates of the proposed program will be uniquely qualified, and particularly well-suited and competitive for such positions given the in-depth training they will receive in the science of human behavior and cognition.

### **B. Projected Enrollment**

Given the institution's commitment to pausing undergraduate enrollment growth on the College Station campus in order to right-size Texas A&M to better support the student experience, the following table does not represent an increase in new undergraduate students entering the university, but rather the number of students electing to pursue the proposed program once available rather than an alternative major (e.g., neuroscience or psychology).

|                             | Year 1    | Year 2     | Year 3     | Year 4     | Year 5     |
|-----------------------------|-----------|------------|------------|------------|------------|
| <b>Total New Students</b>   | <b>60</b> | <b>60</b>  | <b>60</b>  | <b>60</b>  | <b>60</b>  |
| Attrition                   |           | 6          | 6          | 6          | 6          |
| <b>Cumulative Headcount</b> | <b>60</b> | <b>114</b> | <b>168</b> | <b>222</b> | <b>222</b> |
| Graduates                   |           |            |            | 54         | 54         |

These projections are based, in part, on the demand expressed by students entering either the B.S. NRSC program (approximately 35% of which pursue the current concentration in BCNS) and students enrolled in the B.S. in Psychology (PSYC) with a minor in NRSC. Demand for the B.S. PSYC offered by Texas A&M has been stable for many years (enrolling approximately 1,600 students annually) and was not impacted by the introduction of the B.S. NRSC degree in 2020 (which has experienced significant growth since it was launched, with a current enrollment of 460 students). The proposed B.S. BCNS, which will replace the concentration in the B.S. NRSC, will provide interested students a much more cohesive program of study and in-depth preparation to pursue high-demand careers specifically related to BCNS.

### C. Existing State Programs

Currently, there is one institution in the state that offers a bachelor's degree with the same CIP Code designation as the proposed BCNS program (26.1504, Neurobiology and Behavior): Saint Edward's University. There are nine institutions with a bachelor's degree similar to the B.S. NRSC offered at Texas A&M (CIP Code 26.1501, Neuroscience), of which five are public institutions: University of Texas at Austin, University of Texas at Dallas, University of Texas at El Paso, University of Texas at San Antonio, and Tarleton State University.

## II. QUALITY & RESOURCES

### A. Faculty

The proposed B.S. BCNS will be supported primarily by a reallocation of time and effort from among 23 faculty members already in the Department of Psychological and Brain Sciences. A portion of time for two new faculty members, projected to be hired prior to the third year of the proposed program, will be allocated to support the B.S. BCNS program. The allocation of time will result in 8.0 FTE faculty dedicated to the delivery of the proposed B.S. BCNS, representing a student-to-faculty ratio of 22:1 by the fifth year of the program which is sufficient per established expectations.

### B. Program Administration

Dr. Joseph Orr, Associate Professor, will serve as the program coordinator/administrator for the proposed B.S. BCNS.

### C. Other Personnel

No new personnel will be required to support the proposed program.

#### **D. Supplies, Materials**

No additional supplies or materials will be required to support the proposed B.S. BCNS.

#### **E. Library**

The proposed program will be adequately supported by the Texas A&M University Libraries. This program will not require additional library resources as current library holdings include all the required materials needed to support the program.

#### **F. Equipment, Facilities**

There are no anticipated new capital equipment, facilities, improvements, additions, nor renovations needed to support the proposed new program. Current space allocated to the College of Arts & Sciences is sufficient to support the proposed program.

#### **G. Accreditation**

There is no national accrediting body at the undergraduate level.

### **III. NEW 5-YEAR COSTS & FUNDING SOURCES**

There will be no new revenue to the university given the expectation that there will be no increase in new undergraduate students on the College Station campus. The new costs noted below represent a portion of time allocated for two new faculty members to support the proposed program. These new costs associated with the proposed program will be covered by the reallocation of funds allocated to the College of Arts & Sciences.

| <b>NEW FIVE-YEAR PROGRAM COSTS</b> |                  | <b>SOURCES OF FUNDING</b>                             |                  |
|------------------------------------|------------------|---|------------------|
| Faculty                            | \$302,119        | Formula Income  | \$0              |
| Program Administration             | \$0              | Statutory Tuition                                     | \$0              |
| Graduate Assistants                | \$0              | Designated Tuition                                    | \$0              |
| Supplies & Materials               | \$0              | Student Fees  | \$0              |
| Library & IT Resources             | \$0              | Reallocated Funds from the College of Arts & Sciences | \$302,119        |
| Equipment, Facilities              | \$0              |   |                  |
| Staff                              | \$0              |   |                  |
| <b>Estimated New 5-Year Costs</b>  | <b>\$302,119</b> | <b>Estimated 5-Year Funding</b>                       | <b>\$302,119</b> |

## **AGENDA ITEM BRIEFING**

**Submitted by:** Mark A. Welsh III, President  
Texas A&M University

**Subject:** Approval of a New Bachelor of Science Degree Program with a Major in Bioinformatics and Authorization to Request Approval from the Texas Higher Education Coordinating Board

### **Proposed Board Action:**

Approve the establishment of a new degree program at Texas A&M University (Texas A&M) leading to a Bachelor of Science (B.S.) in Bioinformatics (BIOI), authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval and certify that all applicable THECB criteria have been met.

### **Background Information:**

The recent explosion of high-throughput experimental techniques (e.g., next-generation sequencing, proteomics, metabolomics, imaging, etc.), coupled with rapid advances in computational and statistical technologies, has laid the foundation for the emergence of a highly interdisciplinary field of bioinformatics. The proposed B.S. BIOI program includes courses in statistics/mathematics, biology/genetics and computer science, as well as comprehensive and advanced training in bioinformatics. The curriculum focuses on cultivating students with knowledge and expertise in biology, statistics, computer science, and most importantly, the seamless integration of these diverse domains. The overall purpose of this program is to empower graduates with a profound grasp of biological, genetic and genomic principles, complemented by robust skills in statistics, computation and data science. This program aims to prepare the next generation of bioinformaticians, computational biologists, data scientists, and researchers in various life science, biotechnology and healthcare settings. This program will structurally and administratively reside in the Department of Statistics, in collaboration with the Department of Biology and the Department of Computer Science and Engineering. Students will be required to successfully complete a minimum of 120 semester credit hours to earn their degree.

### **A&M System Funding or Other Financial Implications:**

The proposed B.S. BIOI program will be supported by the reallocation of effort by faculty and staff, primarily from the Department of Statistics and the Department of Biology within the College of Arts & Sciences and will incur no new costs. Given the institution's commitment to no new growth in undergraduate enrollment on the College Station campus, there will be no anticipated new revenue generated by this program.

### **Strategic Plan Imperative(s) this Item Advances:**

Approval of this agenda item will advance The Texas A&M University System (A&M System) strategic imperatives 1 and 3. Specifically, all qualified students will have an array of pathways to pursue their ambitions and interests. Students will leave the A&M System as responsible and engaged citizens prepared for successful careers in a global economy.

Agenda Item No.

**TEXAS A&M UNIVERSITY**

Office of the President

February 19, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of a New Bachelor of Science Degree Program with a Major in Bioinformatics and Authorization to Request Approval from the Texas Higher Education Coordinating Board

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System approves the establishment of a new degree program at Texas A&M University leading to a Bachelor of Science in Bioinformatics.**

**The Board also authorizes submission of Texas A&M University’s new degree program request to the Texas Higher Education Coordinating Board for approval and hereby certifies that all applicable criteria of the Coordinating Board have been met.”**

Respectfully submitted,

Mark A. Welsh III  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**Texas A&M University**

Bachelor of Science with a major in Bioinformatics  
(CIP 26.1103.00)

**Program Review Outline**

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**BACKGROUND & PROGRAM DESCRIPTION**

Administrative Unit: Department of Statistics within the College of Arts & Sciences

The proposed 120-semester credit hour (SCH) Bachelor of Science (B.S.) in Bioinformatics (BIOI) is strategically designed with courses in statistics, mathematics, biology, genetics, and computer science, combined with comprehensive and advanced training in bioinformatics. The proposed degree's curriculum focuses on cultivating students with knowledge and expertise in biology, statistics, computer science, and most importantly, the seamless integration of these diverse domains. Bioinformaticians and computational biologists are well-positioned for a myriad of career opportunities in high demand in a wide array of biology and medical research programs, as well as large-scale genetic and genomic initiatives within academia and government sectors. The proposed B.S. BIOI will provide students with such career aspirations a more focused and in-depth degree, making graduates more competitive and prepared to enter this growing field.

Among other things, the proposed B.S. BIOI program will prepare students to:

- demonstrate mastery of principles and core concepts of biology, computer science and statistics, thereby exhibiting proficiency and competence in the highly interdisciplinary field of bioinformatics;
- demonstrate the ability to analyze large high-throughput data, implement statistical methods, execute existing programs and software, and document and debug code in programming languages including both R and Python; and
- develop problem-solving and communication skills to comprehend experimental techniques, analyze high-throughput data and effectively disseminate results and methodologies in written and oral formats.

The proposed B.S. BIOI program includes 51 SCH to meet the university core curriculum requirements, 36 SCH of required major classes, 18 SCH of prescribed electives, 12 SCH in general electives, and 3 SCH in an internship or a comparable external learning experience. The total number of required core curriculum SCH exceeds the standard 42 SCH given the number of required and prerequisite courses in math and science that are 4 SCH rather than 3 SCH.

The proposed B.S. BIOI program emphasizes quantitative skills, statistics and computational proficiency. Importantly, the curriculum is specifically designed for students with a particular interest in the intersection of statistics and biology, with flexibility to accommodate double-major and transfer students, thus providing added opportunities for students interested in this rapidly expanding and highly interdisciplinary field.

The proposed implementation date is fall 2025.

Texas A&M University (Texas A&M) certifies that the proposed new degree program meets the criteria under 19 Texas Administrative Code, Section 2.117 in regard to need, quality, financial and faculty resources, standards, and costs.



## I. NEED

### A. Employment Opportunities

The recent explosion of high-throughput experimental techniques (e.g., next-generation sequencing, proteomics, metabolomics, imaging, etc.), coupled with rapid advances in computational and statistical technologies, has laid the foundation for the emergence of a highly interdisciplinary field of bioinformatics.

Bioinformaticians and computational biologists are well-positioned for a myriad of career opportunities in high demand, with job opportunities for graduates with a BIOI degree projected to increase 35% between 2021 and 2032. Within academia and government sectors, they make indispensable contributions, actively engaging in a wide array of biological and medical research programs, as well as large-scale genetic and genomic initiatives. According to the Bureau of Labor Statistics (BLS), every industry related to bioinformatics – including pharmaceutical companies, biotechnology firms and healthcare organizations – is expecting growth in the coming decade. In the pharmaceutical industry in particular, bioinformatics has become increasingly crucial in the ongoing process of drug discovery and development. By utilizing bioinformatics, researchers can identify potential drug targets, predict interactions and optimize candidate compounds, streamlining and enhancing efforts within the industry. This reliance on bioinformatics fosters efficiency and effectiveness in the pursuit of groundbreaking pharmaceutical advancements.

Overall, the future of bioinformatics holds immense potential for transformative discoveries, improved healthcare outcomes and deeper insights into the complexities of life. The field will continue to evolve, driven by advancements in technology, data integration and interdisciplinary collaborations, paving the way for a deeper understanding of biological systems and the development of innovative solutions to address pressing challenges in healthcare and beyond.

### B. Projected Enrollment

Given the institution's commitment to pausing undergraduate enrollment growth on the College Station campus in order to right-size Texas A&M to better support the student experience, the table below does not represent an increase in new undergraduate students entering the university, but rather the number of students electing to pursue the proposed program once available rather than an alternative major (e.g., statistics or biology).

|                             | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Total New Students</b>   | <b>10</b> | <b>10</b> | <b>10</b> | <b>10</b> | <b>10</b> |
| Attrition                   |           | 1         | 1         | 1         | 1         |
| <b>Cumulative Headcount</b> | <b>10</b> | <b>19</b> | <b>28</b> | <b>37</b> | <b>37</b> |
| Graduates                   |           |           |           | 9         | 9         |

These projections are based, in part, on the popularity of a concentration in bioinformatics in the B.S. in University Studies degree, with an enrollment of approximately 40 students in recent years. This concentration will be inactivated upon approval of the proposed B.S. BIOI. The proposed program will provide interested students a much more focused and

in-depth program of study thus preparing them to be more competitive as they enter the job market.

### **C. Existing State Programs**

Currently, there are three Texas universities that offer a bachelor's degree with the same CIP Code designation as the proposed B.S. BIOI program (26.1103, Bioinformatics), none of which are public institutions: Baylor University, St. Edward's University and St. Mary's University. Given the only universities offering a BIOI program at the present time are private institutions, there is a notable absence in the educational landscape. In addition, the University of St. Thomas, Houston offers a B.S. in Computational Biology (though with a different CIP Code designation, 26.1104, Computational Biology). The proposed degree is in response to the rapid expansion of this profoundly interdisciplinary field and demand among current and potential students.

## **II. QUALITY & RESOURCES**

### **A. Faculty**

No new faculty will be required to support the proposed B.S. BIOI. A portion of 15 current faculty in the Department of Statistics and the Department of Biology will be reallocated to support the proposed program. The reallocation of time will result in 7.98 FTE dedicated to the delivery of the proposed B.S. BIOI, representing a student-to-faculty ratio of 5:1 by the fifth year of the program, which will greatly benefit the students.

### **B. Program Administration**

Dr. Yuchao Jiang, Associate Professor, will serve as the program coordinator/administrator for the proposed B.S. BIOI. A percentage of the program administrator's time and salary will be reallocated to the program according to his responsibilities.

### **C. Other Personnel**

No new personnel will be required to support the proposed program.

### **D. Supplies, Materials**

No additional supplies or materials will be required to support the proposed B.S. BIOI.

### **E. Library**

The proposed program will be adequately supported by the Texas A&M University Libraries. This program will not require additional library resources as current library holdings include all the required materials needed to support the program.

### **F. Equipment, Facilities**

There are no anticipated new capital equipment, facilities, improvements, additions, nor renovations needed to support the proposed program. Current space allocated to the College of Arts & Sciences is sufficient to support the proposed program.

## G. Accreditation

There is no national accrediting body at the undergraduate level.

## III. NEW 5-YEAR COSTS & FUNDING SOURCES

There are no anticipated new costs nor new sources of funding to support the proposed B.S. BIOI given there will be no new faculty or staff hired explicitly to support the proposed program, existing infrastructure is sufficient to support the proposed program, and there will be no increase in new undergraduate students entering the university.

| NEW FIVE-YEAR COSTS               |            | SOURCES OF FUNDING              |            |
|-----------------------------------|------------|---------------------------------|------------|
| Faculty                           | \$0        | Formula Income                  | \$0        |
| Program Administration            | \$0        | Statutory Tuition               | \$0        |
| Graduate Assistants               | \$0        | Designated Tuition              | \$0        |
| Supplies & Materials              | \$0        | Student Fees                    | \$0        |
| Library & IT Resources            | \$0        |                                 |            |
| Equipment, Facilities             | \$0        |                                 |            |
| Staff                             | \$0        |                                 |            |
| <b>Estimated New 5-Year Costs</b> | <b>\$0</b> | <b>Estimated 5-Year Funding</b> | <b>\$0</b> |

**AGENDA ITEM BRIEFING**

**Submitted by:** Mark A. Welsh III, President  
Texas A&M University

**Subject:** Approval of a New Master of Engineering Degree Program with a Major in Space Engineering and Authorization to Request Approval from the Texas Higher Education Coordinating Board

**Proposed Board Action:**

Approve the establishment of a new degree program at Texas A&M University (Texas A&M) leading to a Master of Engineering (M.Eng.) in Space Engineering (SPEN), authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval and certify that all applicable THECB criteria have been met.

**Background Information:**

The proposed M.Eng. SPEN will prepare students to address the emerging challenges of enabling humanity to explore, reside and thrive in space and on other celestial bodies, and to support national defense through the utilization of space. The rapid growth of commercial space in conjunction with a continued need for ensuring safe access to space and awareness of the space environment has resulted in an increasing demand for expertise in space exploration, space habitation, space manufacturing, space resource utilization, and space security. Post-baccalaureate training in SPEN is needed to ensure advanced training to support expanding research and development in human and robotic space systems, as well as in the deployment and operation of human and robotic space systems. The proposed program will support commercial, government and academic growth in space engineering throughout the state of Texas with training that expands the knowledge base and skill set of students, beyond those obtained in related baccalaureate programs.

**A&M System Funding or Other Financial Implications:**

A portion of three new faculty members and one new staff member will be allocated to support the proposed program. The anticipated new costs over the first five years for the M.Eng. SPEN is \$726,705. Total anticipated new revenue generated over the first five years is \$2,768,726.

**Strategic Plan Imperative(s) this Item Advances:**

Approval of this agenda item will advance The Texas A&M University System (A&M System) strategic imperatives 1 and 3. Specifically, all qualified students will have an array of pathways to pursue their ambitions and interests. Students will leave the A&M System as responsible and engaged citizens prepared for successful careers in a global economy.

Agenda Item No.

**TEXAS A&M UNIVERSITY**

Office of the President

February 19, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of a New Master of Engineering Degree Program with a Major in Space Engineering and Authorization to Request Approval from the Texas Higher Education Coordinating Board

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System approves the establishment of a new degree program at Texas A&M University leading to a Master of Engineering in Space Engineering.**

**The Board also authorizes submission of Texas A&M University’s new degree program request to the Texas Higher Education Coordinating Board for approval and hereby certifies that all applicable criteria of the Coordinating Board have been met.”**

Respectfully submitted,

Mark A. Welsh III  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**Texas A&M University**

Master of Engineering with a major in Space Engineering  
(CIP 14.0202.00)

**Program Review Outline**

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**BACKGROUND & PROGRAM DESCRIPTION**

Administrative Unit: Department of Aerospace Engineering within the College of Engineering

The proposed 30-semester credit hour (SCH) program leading to a Master of Engineering (M.Eng.) in Space Engineering (SPEN) will provide students advanced training to support expanding research and development in human and robotic space systems, as well as in the deployment and operation of human and robotic space systems. The proposed program will support commercial, government and academic growth in space engineering across the state. The rapid growth of the commercial space industry in conjunction with a continued need for ensuring safe access to space and awareness of the space environment has resulted in an increasing demand for advanced post-baccalaureate training and expertise related to space exploration (human and robotic), space habitation, space manufacturing, space resource utilization, and space security.

Among other things, the proposed M.Eng. SPEN program will prepare students to:

- integrate knowledge across elements of space engineering that allow humans to explore, reside and thrive in space;
- integrate disciplinary, interdisciplinary and multidisciplinary knowledge to address problems related to allowing humans to explore, reside and thrive in space;
- communicate effectively to a range of audiences using a range of mechanisms;
- develop and conduct appropriate experimentation or numerical simulations, analyze and interpret data and use engineering judgment to draw conclusions; and
- acquire and apply new knowledge as needed, using appropriate learning strategies.

Students enrolled in the M.Eng. SPEN will complete 27 SCH of prescribed electives and 3 SCH of general electives. The prescribed electives in the program represent three related areas of emphasis: bioastronautics and space human factors; space robotics and autonomy; and positioning, navigation, timing, and communications. Students enrolled in the M.Eng. SPEN will select two of the areas of emphasis, representing a major area and a minor area.

The proposed implementation date is fall 2025.

Texas A&M University (Texas A&M) certifies that the proposed new degree program meets the criteria under 19 Texas Administrative Code, Section 2.117 regarding need, quality, financial and faculty resources, standards, and costs.

## I. NEED

### A. Employment Opportunities

Texas has one of the largest workforces in the aerospace, aviation and civil defense sectors, with more than 154,000 workers and 2,000 establishments in the state.<sup>1</sup> The state recently launched the Texas Space Commission as part of an endeavor to “cement Texas’ position as a national leader in the space industry and will secure its future in space exploration and development for the next generation of Texans.”<sup>2</sup> Recent investment by the state of Texas in the Texas A&M Space Institute and the growth of the commercial space industry across the state have made it clear that Texas A&M is positioned to develop and prepare a skilled workforce with unique qualifications to meet this emerging demand.<sup>3</sup> Skills sought by potential employers include but are not limited to, human systems engineering, robotics engineering, autonomous systems, navigation systems, life support systems, and control systems.

The proposed M.Eng. SPEN will train a post-baccalaureate workforce that the emerging Texas space community needs to make habitation, exploration and utilization of space and other celestial bodies possible. The proposed program will prepare graduates to contribute to, translate and apply ongoing research and development work in related industries across Texas. The proposed graduate program expands post-baccalaureate education currently available by adding curricular content focused specifically on space engineering and, thus, increased depth in essential aspects of the field not covered by existing programs.

### B. Projected Enrollment

Although the university is committed to pausing undergraduate enrollment growth on the College Station campus to better support the student experience, Texas A&M is also committed to strategic growth of the graduate student population by prioritizing the expansion of graduate education to address increasing demands for more skilled and advanced professionals across the state, particularly in fields such as SPEN. The addition of these graduate students in the proposed program will not negatively impact services being provided to undergraduate students in the department. The projected enrollments provided below reflect the estimated cumulative headcount for the first five years of the program.

|                             | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Total New Students</b>   | <b>12</b> | <b>13</b> | <b>14</b> | <b>14</b> | <b>14</b> |
| Attrition                   |           | 0         | 0         | 0         | 0         |
| <b>Cumulative Headcount</b> | <b>12</b> | <b>25</b> | <b>27</b> | <b>28</b> | <b>28</b> |
| Graduates                   |           | 12        | 13        | 14        | 14        |

Approximately 12 students are expected to pursue the proposed M.Eng. SPEN the first year it is available. The projections reflect an anticipated growth of admitted students to the program to 14 by the third year of the program for an overall cumulative enrollment of 28 (assuming an average time to graduation of two years and no attrition). The presumed

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<sup>1</sup> <https://gov.texas.gov/uploads/files/business/AerospaceAviationandDefense.pdf>

<sup>2</sup> <https://gov.texas.gov/news/post/governor-abbott-launches-texas-space-commission>

<sup>3</sup> <https://gov.texas.gov/uploads/files/business/TexasAerospaceReport.pdf>

attrition and time to graduation is based on the current enrollment trends in the M.Eng. in Aerospace Engineering offered by the College of Engineering. Assuming full-time enrollment of students, consistent with the master's program in Aerospace Engineering, the first graduates from the proposed M.Eng. in SPEN are anticipated in Year 2.

### **C. Existing State Programs**

At the present time, there are two similar programs offered at the master's level in Texas: one with the same CIP Code: Master of Science in Space Architecture offered by the University of Houston. The other is the Master of Space Studies offered by Rice University with a different CIP Code (14.0201, *Aerospace, Aeronautical and Astronautical Engineering*). There are six additional aerospace engineering programs offered in Texas with this second CIP Code designation (14.0201), including the M.S./M.Eng. in Aerospace Engineering offered at Texas A&M. The other five master's-level aerospace engineering programs are offered by The University of Texas at Arlington, The University of Texas at Austin, The University of Texas at El Paso, The University of Texas at San Antonio, and the University of Houston. These more traditional programs do not provide in-depth education and training in the fundamentals and applications of space engineering specifically. In contrast to programs in aerospace engineering, the proposed space engineering program focuses on enabling humans to reside and thrive in space environments and on utilizing robotic systems to enhance human presence in space.

## **II. QUALITY & RESOURCES**

### **A. Faculty**

A portion of time of 10 current faculty and three new faculty members will be allocated to support the proposed M.Eng. SPEN. The resulting 3.18 FTE dedicated specifically to the delivery of the proposed program will represent an acceptable student-to-faculty ratio of 8.8:1 by the fifth year of the program.

### **B. Program Administration**

Dr. Kyle DeMars, Associate Professor and Associate Department Head for Theoretical and Computational Research, Department of Aerospace Engineering, will serve as the program coordinator/administrator for the proposed M.Eng. SPEN.

### **C. Other Personnel**

The proposed program will require one additional staff member to support the proposed program. Time of an existing staff member will be reallocated to support the proposed M.Eng. SPEN.

### **D. Supplies, Materials**

No additional supplies or materials are required to support the proposed program.



### **E. Library**

The proposed program will not require additional library resources as current library holdings in the Texas A&M Libraries include all the required materials needed to support the proposed program.

### **F. Equipment, Facilities**

No additional equipment or facilities are required to support the proposed program.

### **G. Accreditation**

There is no national accrediting body at the master's level.

## **III. NEW 5-YEAR COSTS & FUNDING SOURCES**

| <b>NEW FIVE-YEAR COSTS</b>        |                  | <b>SOURCES OF FUNDING</b>        |                    |
|-----------------------------------|------------------|----------------------------------|--------------------|
| Faculty                           | \$653,024        | Formula Income                   | \$421,294          |
| Program Administration            | \$0              | Statutory Tuition                | \$92,100           |
| Graduate Assistants               | \$0              | Designated Tuition               | \$398,664          |
| Supplies & Materials              | \$0              | Student Fees                     | \$1,764,568        |
| Library & IT Resources            | \$0              | Board Authorized Tuition         | \$92,100           |
| Equipment, Facilities             | \$0              |                                  |                    |
| Staff                             | \$73,681         |                                  |                    |
| <b>Estimated New 5-Year Costs</b> | <b>\$726,705</b> | <b>Estimated 5-Year Revenues</b> | <b>\$2,768,726</b> |

Agenda Item No.

**AGENDA ITEM BRIEFING**

**Submitted by:** Mark A. Welsh III, President  
Texas A&M University

**Subject:** Approval of a New Master of Science Degree Program with a Major in Microelectronics and Semiconductors and Authorization to Request Approval from the Texas Higher Education Coordinating Board

**Proposed Board Action:**

Approve the establishment of a new degree program at Texas A&M University (Texas A&M) leading to a Master of Science (M.S.) in Microelectronics and Semiconductors (MESC), authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval and certify that all applicable THECB criteria have been met.

**Background Information:**

The proposed M.S. MESC addresses the compelling demand for a workforce with advanced training and skills in microelectronics design and semiconductor manufacturing. In this proposed program, students will learn key skills in microelectronic design and simulation, including analog and digital integrated circuit design, development and fabrication of semiconductor materials and devices, as well as testing of the developed devices and systems. Graduates will be well-prepared to pursue competitive roles as integrated circuit design engineers within chip design firms or as process and development engineers in the semiconductor manufacturing sector, due to the comprehensive knowledge and skills acquired throughout their studies.

**A&M System Funding or Other Financial Implications:**

To offer the proposed M.S. MESC, one new faculty member will be needed in addition to the reallocation of existing faculty. The proposed M.S. MESC will result in new costs of \$1,427,478 over the first five years of the program, including the creation of three new graduate assistantships in addition to the one new faculty member. Total anticipated new revenue generated over the first five years is \$2,739,874.

**Strategic Plan Imperative(s) this Item Advances:**

Approval of this agenda item will advance The Texas A&M University System (A&M System) strategic imperatives 1 and 3. Specifically, all qualified students will have an array of pathways to pursue their ambitions and interests. Students will leave the A&M System as responsible and engaged citizens prepared for successful careers in a global economy.

Agenda Item No.

**TEXAS A&M UNIVERSITY**

Office of the President

February 19, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of a New Master of Science Degree Program with a Major in  
Microelectronics and Semiconductors and Authorization to Request Approval from the  
Texas Higher Education Coordinating Board

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System approves  
the establishment of a new degree program at Texas A&M University leading  
to a Master of Science in Microelectronics and Semiconductors.**

**The Board also authorizes submission of Texas A&M University’s new  
degree program request to the Texas Higher Education Coordinating Board  
for approval and hereby certifies that all applicable criteria of the  
Coordinating Board have been met.”**

Respectfully submitted,

Mark A. Welsh III  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**Texas A&M University**

Master of Science  
with a major in Microelectronics and Semiconductors  
(CIP 14.4701.00)

**Program Review Outline**

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**BACKGROUND & PROGRAM DESCRIPTION**

Administrative Unit: Department of Electrical and Computer Engineering within the College of Engineering

The proposed 30-semester credit hour (SCH) Master of Science (M.S.) in Microelectronics and Semiconductors (MESC) will be offered by the Department of Electrical and Computer Engineering in the College of Engineering on the College Station campus. The proposed M.S. MESC will address the demand for a highly skilled workforce with advanced training in microelectronics design and simulation, including analog and digital integrated circuit design, development and fabrication of semiconductor materials and devices, as well as testing of the developed devices and systems.

Texas A&M University (Texas A&M) plays a pivotal role in providing education and training in semiconductor-related fields, but there is a pressing need for specialized, advanced graduate-level programs to prepare students for this thriving industry. The proposed M.S. MESC is essential to bridge professional gaps and promote leadership in semiconductor research, development and manufacturing.

Among other things, the proposed M.S. MESC program will prepare students to:

- select and use software tools and equipment for integrated circuit design or semiconductor manufacturing;
- design digital and analog integrated circuits or develop semiconductor manufacturing process; and
- analyze and assess integrated circuit design or semiconductor manufacturing results.

The proposed M.S. MESC program includes 18 SCH of prescribed electives, 6 SCH of general electives and 6 SCH for a final degree project.

The proposed implementation date is fall 2025.

Texas A&M certifies that the proposed new degree program meets the criteria under 19 Texas Administrative Code, Section 2.117 regarding need, quality, financial and faculty resources, standards, and costs.

**I. NEED**

**A. Employment Opportunities**

Semiconductor chip products prevail in almost every part of people's lives and society, such as smartphones, telecommunication, defense technology, biomedical electronics,

precision agriculture, and smart manufacturing. The importance of this area is exemplified by how the COVID-19 pandemic-related disruption in semiconductor production impacted almost all parts of our life and industry, from the shortage in automobiles and home IT equipment to the disruption of data centers.

The semiconductor industry's growth is expected to continue, particularly in the U.S., where a consistent supply of semiconductors is vital. It is expected that the U.S. semiconductor industry will support roughly 2.13 million jobs in 2027, an increase of 280,000 from the 2020 total of 1.85 million. At the state level, Texas is one of the biggest semiconductor design and manufacturing states in the country, with several additional multi-billion-dollar manufacturing plants currently being built, further increasing the state demand for the semiconductor workforce. In terms of exports, Texas led the way in 2022 with over \$21 billion in semiconductor product exports, followed by Oregon, California, Arizona, Florida, and Massachusetts. The industry's workforce demand in 2022 included 58,390 engineers, with computer hardware engineers earning an annual mean salary of \$121,000.

Texas represents 17.5% of all semiconductor employment in the U.S., with approximately 43,800 individuals currently employed in the sector. Over a quarter of these positions require a graduate degree, and about a third of the workforce is anticipated to retire within the next decade. To replace retiring workers and meet growing demand, Texas will need to train around 1,000 new master's students annually. Graduates from the proposed M.S. MESC will be highly competitive and well-qualified to lead in chip technology research, foster environmental responsibility and ensure safety and best practices in chip production.

## B. Projected Enrollment

Although the university is committed to pausing undergraduate enrollment growth on the College Station campus in order to right-size Texas A&M to better support the student experience, Texas A&M is also committed to strategic growth of the graduate student population by prioritizing the expansion of graduate education to address increasing demands for more skilled and advanced professionals across the state. The projected enrollments reflect the estimated cumulative headcount for the first five years of the program. The addition of these graduate students in the proposed program will not negatively impact the services being provided to undergraduate students.

|                             | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Total New Students</b>   | <b>16</b> | <b>22</b> | <b>27</b> | <b>27</b> | <b>27</b> |
| Attrition                   | 0         | 2         | 2         | 2         | 2         |
| <b>Cumulative Headcount</b> | <b>16</b> | <b>36</b> | <b>47</b> | <b>52</b> | <b>52</b> |
| Graduates                   |           | 14        | 20        | 25        | 25        |

Projected student enrollments are based on recent application and matriculation trends for graduate programs currently offered by the department in Electrical Engineering (EE) and Computer Engineering (CE). In fall 2024, the department received over 900 applications to its master's programs, with a current enrollment of over 425 master's students. The proposed M.S. MESC is structured to be complementary to the existing M.S. in EE/CE programs, providing students with more focused and in-depth training for those specifically interested in entering or advancing in chip design companies or the semiconductor

manufacturing industry as integrated circuit design engineers or process and development engineers.

### **C. Existing State Programs**

There are currently three master's degrees offered in Texas with the same CIP Code designation as the proposed M.S. MESC (14.4701): a Master of Science in Electrical and Computer Engineering offered by Baylor University, Rice University, and The University of Texas at Austin. Although these three programs have the same CIP Code designation as the proposed degree, the proposed M.S. MESC represents a more specific focus on semiconductors and microelectronics based on the growing need for a skilled workforce. There are no other comparable programs in the state.

## **II. QUALITY & RESOURCES**

### **A. Faculty**

During the first five years, the program will require one additional faculty member to support the proposed program. This new Associate/Full Professor of Practice will join 21 faculty already in the Department of Electrical & Computer Engineering, each of whom will have a portion of their time allocated to supporting the proposed M.S. MESC.

### **B. Program Administration**

Dr. Jiang Hu will serve as the program coordinator/administrator for the proposed M.S. MESC.

### **C. Other Personnel**

The department will reallocate one staff person to support the proposed program with admissions, advising students in the program and coordinating the routine assessment of the program outcomes. This reallocation will not negatively impact the services being provided to undergraduate students. Additionally, the proposed program will require three new graduate teaching assistantships to support the M.S. MESC. The assistantships will support doctoral students within the department to help coordinate, monitor and evaluate progress on the M.S. MESC students' final projects. Anticipated costs for the teaching assistants include a stipend, tuition and any required fees.

### **D. Supplies, Materials**

No additional supplies and materials are required to support the proposed M.S. MESC.

### **E. Library**

The proposed program will be adequately supported by the Texas A&M University Libraries. This program will not require additional library resources as current library holdings include all the required materials needed to support the program.

## **F. Equipment, Facilities**

No additional equipment nor facilities are required for the proposed M.S. MESC. Space currently allocated to the College of Engineering is sufficient to support the proposed program.

## **G. Accreditation**

Accreditation will not be sought at this time.

## **III. NEW 5-YEAR COSTS & FUNDING SOURCES**

| <b>NEW FIVE-YEAR COSTS</b>        |                    | <b>SOURCES OF FUNDING</b>        |                    |
|-----------------------------------|--------------------|----------------------------------|--------------------|
| Faculty                           | \$910,968          | Formula Income                   | \$653,435          |
| Program Administration            | \$0                | Statutory Tuition                | \$91,200           |
| Teaching Assistantships           | \$516,510          | Designated Tuition               | \$651,887          |
| Supplies & Materials              | \$0                | Student Fees                     | \$1,192,752        |
| Library & IT Resources            | \$0                | Board Authorized Tuition         | \$150,600          |
| Equipment, Facilities             | \$0                |                                  |                    |
| Staff                             | \$0                |                                  |                    |
| Other                             | \$0                |                                  |                    |
| <b>Estimated New 5-Year Costs</b> | <b>\$1,427,478</b> | <b>Estimated 5-Year Revenues</b> | <b>\$2,739,874</b> |

Agenda Item No.

**TEXAS A&M UNIVERSITY-CENTRAL TEXAS**

Office of the President

March 3, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of Academic Tenure, May, 2025,  
Texas A&M University-Central Texas

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System, in accordance with System Policy 12.01, *Academic Freedom, Responsibility and Tenure*, hereby authorizes the granting of tenure to the following faculty members at Texas A&M University-Central Texas as set forth in the exhibit, Tenure List No. 25-03.”**

Respectfully submitted,

Richard M. Rhodes  
President

**Approval Recommended:**

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John Sharp  
Chancellor

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**Approved for Legal Sufficiency:**

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Ray Bonilla  
General Counsel



**TEXAS A&M UNIVERSITY-CENTRAL TEXAS  
BACKGROUND OF FACULTY  
RECOMMENDED FOR ACADEMIC TENURE  
TENURE LIST NO. 25-03**

**COLLEGE OF ARTS AND SCIENCES**

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|--|-----------------------------|--------------------|--|
|                   |  | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Dr. Glen Brumbach | Assistant Professor<br>Music             | 6                           | 0                  | September 1, 2025                      |
| Ph.D. (1993)      | University of Maryland                   |                             |                    |  |
| Fa 2019 – Present | Texas A&M University-Central Texas       | Assistant Professor         |                    |  |

Dr. Brumbach's scholarship includes five peer-reviewed articles and multiple performances, exceeding expectations for promotion and tenure at Texas A&M University-Central Texas. His research appears in leading music education journals including Journal of Historical Research in Music Education, Jazz Education in Research and Practice, and Journal of Band Research. He is a dedicated educator known for his diverse teaching portfolio and commitment to continuous improvement. Additionally, his service contributions, such as developing the Bachelor of Arts in Music program and leading the Undergraduate Council, highlight his commitment to the university, his discipline, and the local community.

To the best of our knowledge, Dr. Brumbach has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|--|-----------------------------|--------------------|--|
|                   |  | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Dr. John Koehler  | Assistant Professor<br>Political Science | 7                           | 0                  | September 1, 2025                      |
| Ph.D. (2016)      | Auburn University                        |                             |                    |  |
| Fa 2018 – Present | Texas A&M University-Central Texas       | Assistant Professor         |                    |  |

Dr. Koehler's research centers around the U.S. Presidency and the Executive Branch. He has three publications and a myriad of presentations since coming to Texas A&M University-Central Texas, with another manuscript under review. Dr. Koehler is committed to professional development, as shown by his participation in the Association of College and University Educators classes and the Faculty Writing Advocates program, and the Promotion & Tenure committee noted his approach to dealing with difficult topics. His service to Texas A&M University-Central Texas is notable, including his role as President of Faculty Senate and creating the M.A. in Public Administration program.

To the best of our knowledge, Dr. Koehler has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

| <u>Name</u>                            | <u>Present Rank</u><br><u>Department</u>                  | <u>Yrs. Towards Tenure*</u>                |                    | <u>Effective Date</u><br><u>Tenure</u> |
|--|---|--|--------------------|--|
|  |   | <u>Univ.</u>                               | <u>Other Inst.</u> |  |
| Dr. Stefan Schöberlein                 | Assistant Professor<br>English                            | 3  | 3                  | September 1, 2025                      |
| Ph.D. (2018)                           | University of Iowa  |  |                    |  |
| Fa 2018 - Sp 2022<br>Fa 2022 – Present | Marshall University<br>Texas A&M University-Central Texas | Assistant Professor<br>Assistant Professor |                    |  |

Dr. Schöberlein’s research focus is Walt Whitman, and his exemplary scholarship includes a remarkable publication record (including four edited books, three book chapters, more than two dozen peer-reviewed publications, several grants, and numerous presentations) and a National Endowment for the Humanities Digital Humanities Grant. He is an outstanding educator who employs innovative teaching practices and actively engages students in research, earning high accolades for his teaching at Texas A&M University-Central Texas. In service, he exceeds tenure expectations, contributing significantly as a program lead and to the Undergraduate Curriculum Committee and Faculty Senate.

To the best of our knowledge, Dr. Schoeberlein has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

## COLLEGE OF BUSINESS ADMINISTRATION

| <u>Name</u>   | <u>Present Rank</u><br><u>Department</u>   | <u>Yrs. Towards Tenure*</u>  |                    | <u>Effective Date</u><br><u>Tenure</u> |
|---|--|--|--------------------|--|
|   |  | <u>Univ.</u>   | <u>Other Inst.</u> |  |
| Dr. Kirak Kim   | Assistant Professor<br>Accounting & Finance  | 3  | 3                  | September 1, 2025                      |
| Ph.D. (2013)  | Arizona State University   |  |                    |  |
| Fa 2013 – Sp 2021<br>Fa 2021 – Sp 2022<br>Fa 2022 – Present | University of Bristol, UK<br>University of Bristol, UK<br>Texas A&M University-Central Texas | Assistant Professor (Lecturer in UK)<br>Associate Professor (Senior Lecturer)<br>Assistant Professor |                    |  |

Dr. Kim’s research is in corporate finance, governance, labor, political and social issues, legal frictions, and real investment. His scholarship exceeds standards with four top-tier publications at Texas A&M University-Central Texas and seven overall in five years, significantly contributing to his field. Dr. Kim is an exemplary teacher, highly praised in student and annual evaluations. He is known for his availability, timely feedback, and adaptability in teaching. Dr. Kim's service includes impactful roles in Faculty Senate, Undergraduate Council, and leading the B.B.A. in Finance program, demonstrating his dedication to the university, his discipline, and the community.

To the best of our knowledge, Dr. Kim has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

- \* Each university determines, through a review process, the number of years each faculty member will be awarded towards tenure based on his/her dossier.

Agenda Item No.

## **AGENDA ITEM BRIEFING**

**Submitted by:** Richard M. Rhodes, President  
Texas A&M University-Central Texas

**Subject:** Granting Faculty Development Leave for FY 2026,  
Texas A&M University-Central Texas

### **Proposed Board Action:**

Authorize Faculty Development Leave for FY 2026 at Texas A&M University-Central Texas (A&M-Central Texas).

### **Background Information:**

System Policy [31.03, Leaves of Absence](#), and System Regulation [12.99.01, Faculty Development Leave](#), require that a recommendation for faculty development leave be submitted by the university president to the chancellor for recommendation to the Board of Regents for approval. At Texas A&M University-Central Texas the application is submitted with support of the academic department, college dean, university development leave committee, provost and vice president for academic and student affairs, and president.

As shown in the exhibit, A&M-Central Texas requests approval for faculty development leave for four faculty members for FY 2026.

A&M-Central Texas is in compliance with the statutory requirement that no more than six percent of eligible faculty be on development leave at any time.

### **A&M System Funding or Other Financial Implications:**

No additional funding is required. Departmental faculty members are assuming the recommended faculty members' teaching loads by adjusting course offerings the next academic year.

### **Strategic Plan Imperative(s) this Item Advances:**

The Texas A&M University System Strategic Imperative Four: The A&M System will increase its prominence by building a robust and targeted research portfolio. Providing faculty development leave opportunities further supports A&M-Central Texas' Strategic Imperative One (Academic Excellence) by providing a research infrastructure that supports the growth of applied research, creative activities, and scholarship. Awarding faculty development leave will assist the university in building its research portfolio and provide professors the opportunity to build on existing research and enhance classroom instruction.

Agenda Item No.

**TEXAS A&M UNIVERSITY-CENTRAL TEXAS**

Office of the President

March 3, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Granting of Faculty Development Leave for FY 2026,  
Texas A&M University-Central Texas

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System, in accordance with System Policy 31.03, System Regulation 12.99.01 and Sections 51.101-108 of the Texas Education Code, authorizes faculty development leave to the faculty members as shown in the attached exhibit, Faculty Development Leave List FY 2026 Texas AM University-Central Texas.”**

Respectfully submitted,

Richard M. Rhodes  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**FACULTY DEVELOPMENT LEAVE LIST  
FY 2026  
TEXAS A&M UNIVERSITY-CENTRAL TEXAS**

| <b>Name/<br/>Title/<br/>Department</b>              | <b>Years of<br/>A&amp;M-<br/>Central<br/>Texas<br/>Tenured,<br/>Tenure-<br/>Track<br/>Service</b> | <b>Semester<br/>of Leave</b> | <b>Location, Brief Description of Leave and<br/>Benefit to University</b>   |
|---|---|------------------------------|---|
| <b>COLLEGE OF ARTS AND SCIENCES</b>                 |   |                              |   |
| Linh Pham<br>Associate Professor<br>Chemistry       | 10  | Fall 2025                    | Dr. Pham's leave will take place in Central Texas. Her first project will determine the roles of growth hormone (GH) signaling in hepatic cells and phenotypes during liver fibrosis. Her second project seeks to determine the label accuracy of cannabidiol, $\Delta 8$ - and $\Delta 9$ -Tetrahydrocannabinol in commercial tinctures from the United States. Through collaboration with Indiana University Medical School, Dr. Pham will explore new research directions in liver disease, conduct experiments, and publish the findings. The second interdisciplinary project will involve students in research on cannabidiol, providing them with valuable experience and opportunities for publication. These efforts will elevate the institution's research profile and national visibility through collaborations with other institutions. |
| <b>COLLEGE OF BUSINESS ADMINISTRATION</b>           |   |                              |   |
| Louis Fry<br>Professor<br>Management and Leadership | 16  | Fall 2025                    | Dr. Fry's leave will take place in Central Texas. Firstly, it involves revising the book "Maximizing the Triple Bottom Line through Spiritual Leadership" to incorporate the latest advancements in spiritual leadership and sustainability, making it a resource for two courses. Secondly, it includes administering a revised spiritual leadership survey to test the Global Leadership for Sustainability model, with the goal of publishing empirical articles. Lastly, it supports the development of a Doctor of Business Administration program, focusing on leadership and sustainability, ensuring the courses integrate current literature with practical application. Students  |

|  |    |                |   |
|--|----|----------------|---|
|  |    |                | will gain from innovative classroom perspectives and approaches that introduce the latest leadership models, methods, and tools not yet included in standard texts. The college and university will also benefit from increased exposure as he continues to publish in reputable journals and share his work on spiritual leadership and sustainability globally, enhancing the institution's academic and professional reputation.   |
| YeongJoon Yoon<br>Associate Professor<br>Human Resource Management                     | 8  | Fall 2025      | Dr. Yoon's leave will take place in Central Texas. He will develop a course focused on teaching analytical skills specific to human resource management. This will be a comprehensive online course, which will include recorded video lectures and a fully developed course shell. The course will undergo a basic Quality Matters review to ensure its quality and effectiveness. He also intends to write and publish a theory paper on the effect of pay cuts vs. downsizing on employee and job seeker attitudes. The developed course will support the college and university's vision by providing credentials that contribute to students' educational, economic, social, and personal fulfillment. |
| <b>COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT</b>                                      |    |                |   |
| Lisa Bunkowski<br>Associate Professor<br>Education Leadership and<br>Human Development | 16 | Spring<br>2026 | Dr. Bunkowski's leave will take place in Central Texas. This two-part project aims to enhance understanding of faculty perceptions of effective teaching through reflective practices. Part 1 involves analyzing qualitative data collected in 2025; part 2 focuses on developing a module for the Canvas community. By developing a new module in the faculty community, it will support all university faculty in learning more about these practices. Additionally, it could serve as a foundation for a larger initiative involving participants from across the A&M System.  |

Agenda Item No.

**TEXAS A&M UNIVERSITY-CORPUS CHRISTI**

Office of the President

March 4, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of Academic Tenure, May 2025,  
Texas A&M University-Corpus Christi

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System, in accordance with System Policy 12.01, *Academic Freedom, Responsibility and Tenure*, hereby authorizes the granting of tenure to the following faculty members at Texas A&M University-Corpus Christi as set forth in the exhibit, Tenure List No. 25-03.”**

Respectfully submitted,

Kelly M. Miller  
President

**Approval Recommended:**

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John Sharp  
Chancellor

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**Approved for Legal Sufficiency:**

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Ray Bonilla  
General Counsel



**TEXAS A&M UNIVERSITY-CORPUS CHRISTI  
BACKGROUND OF FACULTY  
RECOMMENDED FOR ACADEMIC TENURE  
TENURE LIST NO. 25-03**

ITEM  
EXHIBIT

**COLLEGE OF BUSINESS**

| <u>Name</u>   | <u>Present Rank</u><br><u>Department</u>   | <u>Yrs. Towards</u><br><u>Tenure*</u>  |                              | <u>Effective Date</u><br><u>Tenure</u> |
|---|--|--|------------------------------|--|
|   |  | <u>Univ.</u>   | <u>Other</u><br><u>Inst.</u> |  |
| Dr. Donald Crumbley   | Professor<br>Accounting, Finance, and<br>Business Law  | 5  | 42                           | Upon Approval<br>by the Board          |
| Ph.D. (1967)  | Louisiana State University, Baton Rouge  |  |                              |  |
| Fa 1967 – Sp 1969<br>Fa 1974 – Sp 1975<br>Fa 1975 – Sp 1996<br>Fa 1996 – Sp 2014<br>Fa 2019 – Present | Pennsylvania State University<br>University of Florida<br>Texas A&M University<br>Louisiana State University<br>Texas A&M University-Corpus Christi-<br>RELLIS | Assistant Professor<br>Associate Professor<br>Professor<br>Emeritus Professor<br>Professor |                              |  |

Dr. Donald Crumbley, is an expert in forensic accounting, petroleum accounting, and taxation. He has spoken in or visited 140 countries and written over 350 articles and 50 books (16 peer-reviewed and 20 articles while at A&M-Corpus Christi). He earned tenure at the University of Florida, Texas A&M University, and Louisiana State University (Emeritus Professor). He has taught 10 different preparations while at A&M-Corpus Christi and held two different endowed professorships at other universities [Shelton Taxation and Klynveld Peat Marwick Goerdeler (KPMG)].

Dr. Crumbley has received many awards, such as the KPMG Mentoring Award from the American Accounting Association's Gender Issues and Workplace Balance Section. He has been the editor of the Oil, Gas, & Energy Quarterly for 47 years and the editor of the Journal of Forensic & Investigative Accounting since 2009. He has authored 13 educational novels. He has been active in the American Accounting Association, serving on the Council for eight years, and president of four sections (creating two of them).

To the best of our knowledge, Dr. Crumbley has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

| <u>Name</u>     | <u>Present Rank</u><br><u>Department</u>        | <u>Yrs. Towards</u><br><u>Tenure*</u> |                              | <u>Effective Date</u><br><u>Tenure</u> |
|-----------------|---|---------------------------------------|------------------------------|--|
|                 |   | <u>Univ.</u>                          | <u>Other</u><br><u>Inst.</u> |  |
| Dr. John DeLeon | Assistant Professor<br>Management and Marketing | 5                                     | 5                            | Upon Approval<br>by the Board          |

|                   |                                      |                     |
|-------------------|--------------------------------------|---------------------|
| Ph.D. (2015)      | The University of Texas at Arlington |                     |
| Fa 2014 – Sp 2019 | Tarleton State University            | Assistant Professor |
| Fa 2019 – Present | Texas A&M University-Corpus Christi  | Assistant Professor |

Dr. John DeLeon’s research focuses on factors that impact firm performance. Dr. DeLeon has published eight peer-reviewed journal articles since joining A&M-Corpus Christi in 2019. These articles have explored topics such as the role of Human Resource policy, the internet, social media usage, and social media presence on firm performance. Dr. DeLeon and his coauthors were awarded the 2023 Klynveld Peat Marwick Goerdeler Gender Issues & Worklife Balance Outstanding Published Manuscript Award for their paper, “Relationship of Internet Activity to Economic and Social Metrics.”

Dr. DeLeon primarily teaches business strategy, multinational management, and business ethics. He is an Association of College and University Educators-certified instructor and believes strongly in continuous improvement in the classroom. His student evaluations have ranged from 4.12 to 5.0. His median student evaluation over the last two years is 4.76.

To the best of our knowledge, Dr. DeLeon has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

| <u>Name</u>       | <b>Present Rank</b><br><u>Department</u>               | <b>Yrs. Towards Tenure*</b> |                    | <b>Effective Date</b><br><u>Tenure</u> |
|-------------------|--|-----------------------------|--------------------|--|
|                   |  | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Dr. Long Pham     | Assistant Professor<br>Decision Sciences and Economics | 2                           | 5                  | Upon Approval by the Board             |
| Ph.D. (2011)      | New Mexico State University                            |                             |                    |  |
| Fa 2017 – Fa 2022 | University of Louisiana                                | Assistant Professor         |                    |  |
| Fa 2022 – Present | Texas A&M University-Corpus Christi                    | Assistant Professor         |                    |  |

Dr. Long Pham’s research focuses on mobile commerce, payment, and banking, supply chain management and cryptocurrency. He has 12 publications in peer-reviewed journals. In addition, he and three colleagues received the College of Business FY 2023 – 2024 Research Enhancement Grant Award of \$3,050 to conduct a research project titled, “An Exploratory Study of Cryptocurrency Investment.”

Dr. Pham has taught four courses. His average score from students is 4.51, with the minimum being 4.21 and the maximum 4.77. He was awarded the Certificate of Effective College Instruction by the Association of College and University Educators and American Council on Education. In addition to his research and teaching, he has participated in annual events, serving on two College of Business committees, and proposed ways to recruit more international students. He regularly invites guest speakers to his classes and serves as advisor to the Management Information System Association. He and his students designed a database system for the Texas State Aquarium to support its related management processes, including the rehabilitation of the wildlife in the Gulf.

To the best of our knowledge, Dr. Pham has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

## COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards</u><br><u>Tenure*</u> |                              | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|--|---------------------------------------|------------------------------|--|
|                   |  | <u>Univ.</u>                          | <u>Other</u><br><u>Inst.</u> |  |
| Dr. Tianxing Chu  | Assistant Professor<br>Computer Science  | 6                                     | 0                            | Upon Approval<br>by the Board          |
| Ph.D. (2012)      | Peking University, China                 |                                       |                              |  |
| Fa 2018 – Present | Texas A&M University-Corpus Christi      | Assistant Professor                   |                              |  |

Dr. Tianxing Chu's research involves measurement and analytics innovations using a wide array of geospatial technologies to address real-world problems. He has authored 17 peer-reviewed articles in scholarly journals, including top journals in his discipline. He also has authored 15 conference papers and research posters and has given research talks at various venues. He has been an active research investigator involved in multiple federal, state, and local grants, totaling several million dollars. He serves as an editorial board member for two journals.

Dr. Chu teaches undergraduate and graduate courses related to geospatial science. At the doctoral level, he teaches a graduate seminar course. He has served as committee chair for one Ph.D. student and is currently the advisor for one Ph.D. student and has served on over two dozen master's and doctoral committees. Dr. Chu has received exemplary student evaluations, ranging from 4.36 to 5. He has engaged in multiple service roles at the university, college, and department levels.

To the best of our knowledge, Dr. Chu has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u>   | <u>Yrs. Towards</u><br><u>Tenure*</u> |                              | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|--|---------------------------------------|------------------------------|--|
|                   |  | <u>Univ.</u>                          | <u>Other</u><br><u>Inst.</u> |  |
| Dr. Mehdi Sookhak | Assistant Professor of<br>Computer Science | 3                                     | 2                            | Upon Approval<br>by the Board          |
| Ph.D. (2015)      | University of Malaya, Malaysia             |                                       |                              |  |
| Fa 2019 – Fa 2021 | Illinois State University                  | Assistant Professor                   |                              |  |
| Fa 2021 – Present | Texas A&M University-Corpus Christi        | Assistant Professor                   |                              |  |

Dr. Mehdi Sookhak's research spans Connected Autonomous Vehicles (CAVs), Cloud and Edge Computing, wireless sensor networks, cellular networks, blockchain, artificial intelligence and machine learning, and cybersecurity. He has over 70 publications in renowned journals and conferences.. Dr. Sookhak serves on the editorial boards of Institute of Scientific Information indexed journals. He was recognized as an outstanding associate editor for the Institute of Electrical and Electronics Engineers Access in 2022 and 2023. As a Principal Investigator (PI) and Co-Principal Investigator, (Co-PI) he has led numerous funded projects from the National Science Foundation (NSF), National Institute of Health, National Institute of Food and Agriculture,

Department of Transportation, and Texas General Land Office-Coastal Management Program, securing over \$2.8M in funding. He has served as a panelist and reviewer for several grants from the NSF, Department of Energy, and Qatar National Research Fund.

Dr. Sookhak teaches courses including Cryptography, Information Assurance, Network Security, Computer Forensics, Research Methods in Computer Science, and Introduction to Scripting. He has chaired one Ph.D. committee, two graduate committees, and served as a Ph.D. committee member for three students and two master's students. He has served as an external examiner for five Ph.D. candidates from Australia, Pakistan, and South Africa. Dr. Sookhak has served on several committees, including Graduate Council. Currently, he is supervising one postdoctoral candidate, three Ph.D. students, two master's students, and two undergraduate students. He has received exemplary student evaluations ranging from 4.7 to 5 throughout the review period.

To the best of our knowledge, Dr. Sookhak has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

| <u>Name</u>               | <b>Present Rank</b><br><u>Department</u>      | <b>Yrs. Towards</b><br><b>Tenure*</b> |                    | <b>Effective Date</b><br><u>Tenure</u> |
|---------------------------|---|---------------------------------------|--------------------|--|
|                           |   | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Christopher Benedetti | Associate Professor<br>Educational Leadership | 3                                     | 8                  | Upon Approval<br>by the Board          |
| Ph.D. (2008)              | Barry University                              |                                       |                    |  |
| Su 2013 – Sp 2017         | Western Colorado University                   | Assistant Professor                   |                    |  |
| Su 2017 – Su 2020         | Plymouth State University                     | Assistant Professor                   |                    |  |
| Fa 2020 – Su 2021         | Plymouth State University                     | Associate Professor                   |                    |  |
| Fa 2021 – Present         | Texas A&M University-Corpus Christi           | Associate Professor                   |                    |  |

Dr. Christopher Benedetti's theoretical and empirical research focuses on educational leadership. He has produced nine publications (six solo-authored), three paper presentations (all solo-authored), and four roundtable presentations. He has supported 11 student paper presentations as a co-presenter. He has been actively engaged with the Carnegie Project on the Education Doctorate as an institutional delegate and within a task force to shape national educational policies and practices.

Dr. Benedetti teaches doctoral courses in applied statistics and dissertation writing and master's courses in principal certification and research methods. He has chaired nine dissertations, with one awarded the 2024 Morphet Dissertation of the Year Award through the International Council of Professors of Educational Leadership. He has consistently earned course evaluation average ratings at or above 4.5.

To the best of our knowledge, Dr. Benedetti has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u>                                 | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|--|---------------------------------------|--------------------|--|
|                   |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Denise Lara   | Assistant Professor<br>Curriculum, Instruction, and<br>Learning Sciences | 6                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2017)      | Texas Tech University, Lubbock   |                                       |                    |  |
| Fa 2018 – Present | Texas A&M University-Corpus Christi                                      | Assistant Professor                   |                    |  |

Dr. Denise Lara engages in research on bilingual, English as a Second Language and multicultural teacher preparation. She has produced 10 peer-reviewed publications: six journal articles, three book chapters and one edited book. She has 10 peer-reviewed conference presentations at national and international conferences. She has applied for a total of \$3,517,000 in grants (internal and external) solely and as part of teams. Finally, she serves as a peer-reviewer for publications and conferences.

Dr. Lara has taught nine different courses (seven undergraduate, two graduate), which has routinely included two to three different courses a semester. Five courses required extensive reconstruction. She consistently receives instructor evaluation averages above 4.5; 79 % of evaluations average 4.70 or above. She has been recognized by the Texas Association of College Technical Educators and A&M-Corpus Christi Office of Distance Education and Learning Technologies. She is a member and leader on various university, college, and departmental committees. She has a substantial record of service that supports and benefits public school districts in the Coastal Bend community.

To the best of our knowledge, Dr. Denise Lara has behaved in a professional manner across her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

## COLLEGE OF LIBERAL ARTS

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|--|---------------------------------------|--------------------|--|
|                   |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Corinne Zeman | Assistant Professor<br>English           | 5                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2019)      | Washington University, St. Louis         |                                       |                    |  |
| Fa 2019 – Present | Texas A&M University-Corpus Christi      | Assistant Professor                   |                    |  |

Dr. Corinne Zeman's research analyzes early modern English drama and poetry, focusing on England's contacts with the Islamicate Mediterranean. She has authored three peer-reviewed articles (with one additional article and three book chapters in the publishing pipeline). Dr. Zeman has received two internal grants equaling \$7,963. Dr. Zeman's research has received recognition from the Shakespeare Association of America and Folger Shakespeare Library.

Dr. Zeman teaches both undergraduate and graduate courses on racialization, translation, comedy, performance, and literary analysis. She has chaired two undergraduate honors theses and one master's thesis. Throughout the period of review, she has received exemplary student evaluations ranging from 4.6–5.0. Dr. Zeman has taken on leadership roles in the planning of heritage month celebrations, coordinating cross-curricular pedagogical clusters, and advising of honors society members.

To the best of our knowledge, Dr. Zeman has behaved in a professional manner across her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

## COLLEGE OF SCIENCE

| <u>Name</u>                | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|----------------------------|--|---------------------------------------|--------------------|--|
|                            |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Christopher Hollenbeck | Assistant Professor<br>Life Sciences     | 5                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2016)               | Texas A&M University, College Station    |                                       |                    |  |
| Sp 2020 – Present          | Texas A&M University-Corpus Christi      | Assistant Professor                   |                    |  |

Dr. Christopher M. Hollenbeck's research involves applying genetic tools and approaches to better understand and manage populations of exploited fish and shellfish, particularly in the context of aquaculture. In total, he has co-authored 36 publications (12 since 2020) in peer-reviewed journals (total citations: 1587, h-index: 16), with three papers currently in review. Since 2020, he has been Principal Investigator (PI) or Co-Principal Investigator (Co-PI) on 21 funded grants totaling over \$5.1M (\$2.4M attributable to him). In 2020, he received a New Innovator Award from the Foundation for Food and Agricultural Research.

Dr. Hollenbeck has advised or co-advised seven master's students (two graduated) and one Ph.D. student and has served on 12 graduate committees. He has taught both undergraduate and graduate courses, with an average evaluation score of 4.79 out of 5. He has served as the coordinator for the Texas A&M AgriLife Mariculture Research Facility and on various faculty search committees and is active in supporting the state and national aquaculture industry.

To the best of our knowledge, Dr. Hollenbeck has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|--|---------------------------------------|--------------------|--|
|                   |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Dara Orbach   | Assistant Professor<br>Life Sciences     | 5                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2016)      | Texas A&M University at Galveston        |                                       |                    |  |
| Fa 2019 – Present | Texas A&M University-Corpus Christi      | Assistant Professor                   |                    |  |

Dr. Dara Orbach’s research explores the reproductive anatomy, behavior, and health of marine mammals. Since joining A&M-Corpus Christi, she has won 16 grants (her portion is \$1,169,032, including the sole Principal Investigator (PI) grant from the National Science Foundation, co-edited one peer-reviewed book and published 20 peer-reviewed papers (14 for journals, six for books). She has presented her research at 19 conferences, including five plenary talks, and has presented seven departmental seminars for universities.

Dr. Orbach teaches four courses annually (science communication, anatomy, marine mammals, and field courses) with flipped classroom/team-based learning strategies. Her average teaching evaluation is 4.5/5 (3.9-4.9). She supervised two Ph.D., three master’s, and 27 undergraduate interns who won 49 awards (>\$100K). She received the Undergraduate Research Mentor Award. Her research was featured in ~50 media releases that advance scientific literacy. She developed/curated Open Education Resources, served on 10 committees, and is president of a professional society. She has reviewed 28 manuscripts, taken >200 children boating, and given 35 K-12 classroom talks.

To the best of our knowledge, Dr. Orbach has behaved in a professional manner across her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u>   | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u>               |
|-------------------|--|---------------------------------------|--------------------|--|
|                   |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Kam Wing Tang | Professor<br>Life Sciences                 | 0                                     | >15                | Upon Approval<br>by the Board and<br>Faculty Arrival |
| Ph.D. (2002)      | State University of New York at Binghamton |                                       |                    |  |
| Fa 2002 – Su 2008 | College of William and Mary                | Assistant Professor                   |                    |  |
| Fa 2008 – Su 2013 | College of William and Mary                | Associate Professor                   |                    |  |
| Fa 2013 – Su 2014 | College of William and Mary                | Professor                             |                    |  |
| Fa 2014 – Su 2024 | Swansea University                         | Professor                             |                    |  |
| Fa 2024 – Present | Texas A&M University-Corpus Christi        | Professor                             |                    |  |

Dr. Kam Wing Tang has secured over \$10M extramural funding in his career; published 147 peer-reviewed papers and delivered more than 100 conference presentations. Since his arrival at A&M-Corpus Christi, he has submitted five proposals (one as Principal Investigator). Dr. Tang has been teaching university courses since 2003. He was awarded the William & Mary Alumni Association Alumni Fellowship Award in 2009 for excellence in teaching. Student evaluation averages 4.37 (course) and 4.58 (instructor) out of 5 points over a span of 20 years. He has graduated nine PhD students and nine master’s students, co-supervised 13 Ph.D./master’s students, and has supervised 69 undergraduate research students. Dr. Tang was a research theme co-lead of the Climate Action Research Institute and led *Research Excellence Framework 2021* UoA7 Output Committee at Swansea University. He also served on numerous committees, Open Days, and as a faculty mentor. He regularly reviews grant proposals and manuscripts and is an editorial board member for five journals, and scientific advisor (*pro bono*) to two non-profit organizations.

To the best of our knowledge, Dr. Kam Wing Tang has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

| <u>Name</u>           | <u>Present Rank</u><br><u>Department</u>        | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-----------------------|---|---------------------------------------|--------------------|--|
|                       |   | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Zheng (David) Wei | Assistant Professor<br>Mathematics & Statistics | 2                                     | 5                  | Upon Approval<br>by the Board          |
| Ph.D. (2015)          | New Mexico State University, Las Cruces         |                                       |                    |  |
| Fa 2017 – Su 2022     | University of Maine                             | Assistant Professor                   |                    |  |
| Fa 2022 – Present     | Texas A&M University-Corpus Christi             | Assistant Professor                   |                    |  |

Dr. Zheng Wei's research focuses on Bayesian statistical methods for data science, big data, multivariate analysis, and statistical machine learning. He has published 14 referred journal papers, four book chapters, and one interdisciplinary research paper. The total amount of research funding he has been awarded is \$1,637,986.

Dr. Wei helped develop the new master's degree program in Data Science, including designing three new core courses. His teaching has consistently received high evaluations, reflecting his commitment to educational excellence. His evaluations for DASC-5303 earned ratings above 4.8 out of 5 across multiple metrics. He served as the thesis committee chair for one Ph.D. student in Coastal and Marine Systems Science.

To the best of our knowledge, Dr. Wei has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

## SCHOOL OF ARTS, MEDIA, & COMMUNICATION

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u>     | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|--|---------------------------------------|--------------------|--|
|                   |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Sining Kong   | Assistant Professor<br>Communication & Media | 5                                     | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2019)      | University of Florida                        |                                       |                    |  |
| Fa 2019 – Present | Texas A&M University-Corpus Christi          | Assistant Professor                   |                    |  |

Dr. Sining Kong's research is focused on public relations and communication. She has published 12 journal articles, 10 of which are either first-author or sole author. She has presented 10 papers at international conferences and five papers at national conferences. She has been awarded a total of \$22,090 in grants, including the A&M-Corpus Christi Research Enhancement Grant (\$5,000), the Harte Research Institute Fellowship (\$7,000), the Summer Grant Fellows Program (\$2,000), the CLA College of Liberal Arts Summer Fellowship Program (\$1,500), and the Faculty Teaching/Scholarly Creative Activities (FTSCA) Grant (\$1,338 in total). She also won the Research & Innovation Award in 2021 and 2022. She has served as both a conference and journal reviewer.

Since 2019, Dr. Kong taught 17 different courses and developed four special topic courses—one undergraduate and three graduate. Eight of these courses received perfect evaluations of 5.0/5.0, and another eight received



evaluations above 4.80. She has served as the Public Relations Minor Coordinator since fall 2022. She advised one graduate student on their thesis in summer 2024. She has served on three search committees, served on and chaired the School of Arts, Media, and Communication FTSCA committee, and served on the University Research Enhancement Committee. Additionally, she performed community service by collaborating with local organizations in a Public Relations Campaign class.

To the best of our knowledge, Dr. Kong has behaved in a professional manner across her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

| <u>Name</u>        | <b>Present Rank</b><br><u>Department</u> | <b>Yrs. Towards</b><br><b>Tenure*</b> |                    | <b>Effective Date</b><br><u>Tenure</u> |
|--------------------|--|---------------------------------------|--------------------|--|
|                    |  | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Rachel Messing | Assistant Professor<br>Music             | 5                                     | 0                  | Upon Approval<br>by the Board          |
| D.M.A. (2017)      | Arizona State University, Tempe          |                                       |                    |  |
| Fa 2019 – Present  | Texas A&M University-Corpus Christi      | Assistant Professor                   |                    |  |

Dr. Rachel Messing's creative activity focuses on Oboe and Music History. She is an English hornist with the Victoria Symphony Orchestra. Her orchestral playing includes performances and recordings with the Grammy nominated ensemble, *True Concord Voices and Orchestra* in Arizona. Dr. Messing has traveled to display her musicality at several international conferences, giving solo and chamber recitals. She has also been featured as a soloist with orchestra.

Dr. Messing's teaching is divided between oboe and musicology. Since joining A&M-Corpus Christi, her oboe students have excelled and continued to graduate school, receiving scholarships. In the classroom, she creates an engaging atmosphere and aids students in their writing and prepares them for the music history portion of the TExES Music exam for music education majors. Her prolific service work includes recruitment efforts like Islander Music Student for a Day and Double Reed Day. She also co-coordinates a week-long event, the SoundWaves Festival.

To the best of our knowledge, Dr. Messing has behaved in a professional manner across her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

| <u>Name</u>                            | <b>Present Rank</b><br><u>Department</u>                                   | <b>Yrs. Towards</b><br><b>Tenure*</b>               |                    | <b>Effective Date</b><br><u>Tenure</u> |
|--|--|---|--------------------|--|
|  |  | <u>Univ.</u>  | <u>Other Inst.</u> |  |
| Mr. Marco Munoz                        | Assistant Professor<br>Theatre & Dance                                     | 5   | 0                  | Upon Approval<br>by the Board          |
| M.F.A. (2019)                          | Penn State University, State College, PA                                   |   |                    |  |
| Fa 2020 – Present<br>Fa 2019 – Sp 2020 | Texas A&M University-Corpus Christi<br>Texas A&M University-Corpus Christi | Assistant Professor<br>Visiting Assistant Professor |                    |  |

Mr. Marco Muñoz specializes in theatre and creative arts. He has directed and produced five acclaimed productions, including adaptations and original works. His scholarly contributions include an article on

directing new plays with a focus on innovative techniques and historical contexts. Notable achievements include a commissioned play on Dr. Hector P. Garcia and a book on acting methodology in development. His work has earned community praise and successful grant applications, highlighting his impact in the field.

Mr. Muñoz teaches Acting, Voice for the Actor, and Theatre Appreciation, using dynamic methods to engage students. He consistently receives high evaluations (4.0-5.0) and positive feedback for adaptability and mentorship, especially during the pandemic. His service includes roles on faculty committees, recruitment efforts, and community engagement, such as organizing the Festival De Cine Latino-Americano and volunteering with Special Hearts for the Arts. These contributions reflect his commitment to advancing academic and community impact.

To the best of our knowledge, Mr. Munoz has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

| <u>Name</u>                            | <u>Present Rank</u><br><u>Department</u>              | <u>Yrs. Towards</u><br><u>Tenure*</u>      |                    | <u>Effective Date</u><br><u>Tenure</u> |
|--|---|--|--------------------|--|
|  |   | <u>Univ.</u>                               | <u>Other Inst.</u> |  |
| Mr. Scott Thurman                      | Assistant Professor of<br>Communication & Media       | 5  | 5                  | Upon Approval<br>by the Board          |
| M.F.A. (2010)                          | University of North Texas, Denton                     |  |                    |  |
| Fa 2014 – Su 2019<br>Fa 2019 – Present | Gordon College<br>Texas A&M University-Corpus Christi | Assistant Professor<br>Assistant Professor |                    |  |

Mr. Scott Thurman is a filmmaker and storyteller who is passionate about exploring the human condition through the lens of documentary film. His work focuses on individuals grappling with profound challenges or experiencing significant transformations in their lives, often showcasing stories overlooked by mainstream media. He has produced eight short films and two feature-length documentaries, which have been exhibited at over 25 venues, including regional and international film festivals. His film, *Dear John Olvey*, received the award for Best Short Documentary at the Reel Rhythm Music and Film Festival and has been exhibited at numerous regional, national, and international film festivals. He is a recipient of two Faculty Teaching /Scholarly Creative Activities grants, totaling \$2,000.

Mr. Thurman's teaching focuses on media production, emphasizing practical skills, critical thinking, and collaboration. His dedication to student success is evident in the consistently positive student evaluations he has received, with scores ranging from 4.0 to 5.0. Beyond the classroom, he is committed to serving the department, university, and community. He has served as the Faculty Advisor to the Film Club and has played a key role in several faculty search committees. He is a passionate advocate for community engagement, serving as a judge for the film competition at the People Street Music & Film Festival in Corpus Christi.

To the best of our knowledge, Mr. Thurman has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

Agenda Item No.

## **AGENDA ITEM BRIEFING**

**Submitted by:** Kelly M. Miller, President  
Texas A&M University-Corpus Christi

**Subject:** Granting of Faculty Development Leave for FY 2026,  
Texas A&M University-Corpus Christi

### **Proposed Board Action:**

Authorize faculty development leave for FY 2026 at Texas A&M University-Corpus Christi (A&M-Corpus Christi).

### **Background Information:**

System Policy [31.03, Leaves of Absence](#), and System Regulation [12.99.01, Faculty Development Leave](#), require that a recommendation for faculty development leave be submitted by the university president to the chancellor for recommendation to the Board of Regents for approval. At A&M-Corpus Christi, the application is submitted with support of the academic department, college dean, university development leave committee (elected by the general faculty), provost and executive vice president for academic affairs, and president.

As shown in the exhibit, A&M-Corpus Christi requests approval for faculty development leave for six faculty members for FY 2026.

A&M-Corpus Christi is in compliance with the statutory requirement that no more than six percent of eligible faculty be on development leave at any time.

### **A&M System Funding or Other Financial Implications:**

No additional funding is required. Departmental faculty members are assuming the recommended faculty members' teaching loads by adjusting course offerings the next academic year.

### **Strategic Plan Imperative(s) this Item Advances:**

The granting of Faculty Development Leave allows for the promotion of the fourth imperative increasing prominence by building a robust and targeted research portfolio.

Agenda Item No.

**TEXAS A&M UNIVERSITY-CORPUS CHRISTI**

Office of the President

January 31, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Granting of Faculty Development Leave for FY 2026,  
Texas A&M University-Corpus Christi

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System, in accordance with System Policy 31.03, System Regulation 12.99.01 and Sections 51.101-108 of the Texas Education Code, authorizes faculty development leave to the faculty members as shown in the attached exhibit, Faculty Development Leave List FY 2026, Texas A&M University-Corpus Christi.”**

Respectfully submitted,

Kelly M. Miller  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**FACULTY DEVELOPMENT LEAVE LIST  
FY 2026  
TEXAS A&M UNIVERSITY-CORPUS CHRISTI**

| <b>Name/<br/>Title/<br/>Department</b>  | <b>Years of<br/>A&amp;M-<br/>Corpus<br/>Christi<br/>Tenured,<br/>Tenure-<br/>Track<br/>Service</b> | <b>Semester<br/>of Leave</b> | <b>Location, Brief Description of Leave and<br/>Benefit to University</b>  |
|---|--|------------------------------|--|
|   |  |                              |  |
| <b>COLLEGE OF BUSINESS</b>  |  |                              |  |
| David Hudgins<br>Professor<br>Decision Sciences and<br>Economics                  | 14   | Fall 2025                    | Dr. Hudgins will spend his leave in Corpus Christi, Texas, and at the Mises Institute in Auburn, Alabama where he will work on two major projects to study the Japanese economy and monetary policy. The first is a large-scale discrete-time WBC (wavelet-based control) model of the Japanese economy that simulates jointly optimal fiscal and monetary policies. The second is a small state-space control systems model that can be used to analyze the effect of monetary policy changes on inflation and the Japanese Yen/US dollar exchange rate. These projects will result in at least two journal publications multiple presentations and will enhance the Business Economics major by providing background and tools to pursue Austrian Economics. |
| <b>COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT</b>                                 |  |                              |  |
| Bethanie Pletcher<br>Professor<br>Curriculum Instruction and<br>Learning Sciences | 10   | Fall 2025                    | Dr. Pletcher will spend her leave primarily in Auckland, New Zealand where she will study the results of how one year of mandated structured literacy has been implemented in the schools. Her research will detail the shift from balanced literacy to structured literacy instruction in New Zealand. This leave will result in at least three peer-reviewed articles and multiple conference presentations. These experiences will enrich her teaching and allow her to take this knowledge into the community, where she has initiated and sustained for six years a first-grade tutoring program in local schools.  |

| <b>COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT (CONTINUED)</b>                           |    |                |  |
|---|----|----------------|--|
| Debra Plowman<br>Associate Professor<br>Curriculum Instruction and<br>Learning Sciences | 6  | Spring<br>2026 | Dr. Plowman will spend her leave in Corpus Christi, Texas where she will co-author a book manuscript designed to help mathematics teachers at all levels effectively teach proportional reasoning. The book will provide example problems, strategies for lesson facilitation and class discussions, video-recorded lessons, and student interviews. This leave will result in the book with the video content being published by Stenhouse Publishers. This book will enhance the education of pre-service and existing teachers through curriculum enhancements and coordinated workshops, indirectly impacting the mathematics education of elementary, middle, and high school students. |
| <b>COLLEGE OF ENGINEERING AND COMPUTER SCIENCE</b>                                      |    |                |  |
| Yuxia (Lucy) Huang<br>Professor<br>Computer Science                                     | 15 | Fall 2025      | Dr. Huang will spend her leave at Dartmouth College, Hanover, New Hampshire, at the Geisel School of Medicine where she will research spatial patterns of opioid use and chronic conditions among elderly Texas Medicare beneficiaries using Geospatial Artificial Intelligence (GeoAI). The contribution of this research is to explore the role of socioeconomic and spatial effects on variations of opioid use in the field of public health. The project will result in a co-authored journal article, conference presentations, and ideas for further research. It will also enhance the curriculum by providing real-world geospatial applications.                                   |
| <b>COLLEGE OF LIBERAL ARTS</b>  |    |                |  |
| Lisa Comparini<br>Associate Professor<br>Psychology & Sociology                         | 15 | Spring<br>2026 | Dr. Comparini will spend her leave in Corpus Christi, Texas where she will continue her research on language and gender with 3- and 4-year-old preschoolers. This work will contribute to the understanding of conflict communication, adding to scholarly knowledge and enhancing the curriculum for the Psychology undergraduate and graduate programs. The leave will result in one manuscript for publication and begin the work to design a follow-up study and seek outside funding for it.  |

| COLLEGE OF LIBERAL ARTS (CONTINUED)                       |    |           |   |
|---|----|-----------|---|
| Stefan Sencerz<br>Professor<br>Humanities                 | 25 | Fall 2025 | Dr. Sencerz will spend his leave in Corpus Christi, Texas where he will develop seven essays (five published and two in progress or forthcoming) into a coherent monograph on the topic of <i>Śūnyatā (Emptiness) and Zen in the Art of Basketball</i> . He will show how the language and rituals surrounding the game of basketball can help people understand the psychology and phenomenology of meditative states as well as the related metaphysics and epistemology developed in the context of Mahayana Buddhism. This book will contribute to scholarship on Buddhism, religion more broadly, and mysticism, and to the teaching and learning in a variety of philosophy courses.  |
| COLLEGE OF SCIENCE  |    |           |   |
| Jose Guardiola<br>Professor<br>Mathematics and Statistics | 20 | Fall 2025 | Dr. Guardiola will spend his leave at Universidad Carlos III de Madrid where he will work on his project titled, “Comparative Analysis and Characteristics of the Positive von Mises Fisher Distribution with Spherical Dirichlet and von Mises Distributions: Applications in Directional Statistics, Machine Learning, and Gene Expression Analysis.” This work will not only advance theoretical developments in hyper spherical distributions but will also lead to practical applications in fields such as text mining, machine learning and gene expression analysis, areas that are increasingly important in both academic and industrial settings. The leave will result in at least one research paper and will foster international collaborations, enhance the curriculum and provide potential exchange opportunities for students. |
| SCHOOL OF ARTS, MEDIA AND COMMUNICATION                   |    |           |   |
| Alexandra Canchola<br>Associate Professor<br>Art & Design | 7  | Fall 2025 | Ms. Canchola will spend her leave in South Texas, Southern California and New Mexico where she will complete her co-authored book which presents a comprehensive review of the visual style and cultural significance of independent Chicano publications from the 1960s and 1970s focused on social justice. The book will expand the traditional design canon and be valuable to designers, historians and social activists. It is currently under review with Bloomsbury Press. Knowledge gained from the project will enhance the graphic design program and contribute to further research collaborations and additional scholarly publications.   |

| <b>SCHOOL OF ARTS, MEDIA AND COMMUNICATION (CONTINUED)</b> |    |                |   |
|--|----|----------------|---|
| Jennifer Garza-Cuen<br>Associate Professor<br>Art & Design | 6  | Spring<br>2026 | Ms. Garza-Cuen will spend her leave in the Alaskan Arctic (Nome, Kotzebue, and Candle) during the winter 2025 through the Spring 2026 as part of the High Arctic Artists collective residency (depending on funding). She will utilize tableau, archive, and process-based photographic methodologies to form a larger mythic narrative of the contemporary Arctic. As a result of the leave, she will publish a book in conjunction with a solo exhibition with one of three publishers who have already expressed an interest in the work. Undergraduate and graduate students will benefit from the project by innovations in teaching and mentorship. |
| Nancy Miller<br>Associate Professor<br>Art & Design        | 7  | Spring<br>2026 | Ms. Miller will spend her leave in Corpus Christi, Texas where she will publish the results of a multi-year funded program to provide a summer residency graphic design camp and how that experience impacted underserved students and their college and career choices. This project will result in a peer-reviewed journal article and conference presentations. In addition, she will engage in creative activity with a prominent advertising agency. This project will bring real-world content to the students in the graphic design program.   |
| Carrie Pierce<br>Professor<br>Music                        | 11 | Spring<br>2026 | Dr. Pierce will spend her leave in locations throughout the United States and South America where she will study with master trainers of the Suzuki method. This will further her long-term goal of becoming a certified Suzuki teacher trainer, positioning the university to develop a Suzuki Institute, and filling a gap as none are located south of Austin, Texas. In addition to this training, she will record an album featuring works for cello by composer Lauren Bernofsky, many of which have yet to be professionally recorded.   |



Agenda Item No.

**TEXAS A&M UNIVERSITY-KINGSVILLE**

Office of the President

March 5, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of Academic Tenure, May, 2025,  
Texas A&M University-Kingsville

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System, in accordance with System Policy 12.01, *Academic Freedom, Responsibility and Tenure*, hereby authorizes the granting of tenure to the following faculty members at Texas A&M University-Kingsville as set forth in the exhibit, Tenure List No. 25-03.”**

Respectfully submitted,

Dr. Robert Vela  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**TEXAS A&M UNIVERSITY-KINGSVILLE**  
**BACKGROUND OF FACULTY**  
**RECOMMENDED FOR ACADEMIC TENURE**  
**TENURE LIST NO. 25-03**

ITEM  
EXHIBIT

**COLLEGE OF ARTS & SCIENCES**

| <u>Name</u>                            | <u>Present Rank</u><br><u>Department</u>                              | <u>Yrs. Towards Tenure*</u>                |                    | <u>Effective Date</u><br><u>Tenure</u> |
|--|---|--|--------------------|--|
|  |   | <u>Univ.</u>                               | <u>Other Inst.</u> |  |
| Dr. Colleen Ferguson                   | Assistant Professor<br>School of Music                                | 6  | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2015)                           | University of Iowa  |  |                    |  |
| Fa 2018 – Sp 2019<br>Fa 2019 – Present | Indiana University of Pennsylvania<br>Texas A&M University-Kingsville | Assistant Professor<br>Assistant Professor |                    |  |

Dr. Colleen Ferguson's scholarly activities have made significant contributions to the musical field. She has conducted over 40 performances, published three original compositions and arrangements (one performed at the Stanford Society in England), presented at the International Academic Forum Conference, the Florida Music Education Convention and American String Teachers Association Convention. She published a journal article, served as a co-author on a Cambridge Companion book proposal, participated in the London Conducting Workshop, and performed as violinist in solo, chamber, and orchestral capacities. Dr. Ferguson is a member of five professional organizations including the Stanford Society, in which she serves on the Board of Trustees. She consulted at regional high schools, judged all-state auditions and hosted string clinics on campus.

To the best of our knowledge, Dr. Colleen Ferguson has behaved in a professional manner throughout her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

| <u>Name</u>   | <u>Present Rank</u><br><u>Department</u>                                       | <u>Yrs. Towards Tenure*</u>                                       |                    | <u>Effective Date</u><br><u>Tenure</u> |
|---|--|---|--------------------|--|
|   |  | <u>Univ.</u>  | <u>Other Inst.</u> |  |
| Dr. Dongwook Kim  | Assistant Professor<br>Department of<br>Mathematics                            | 6   | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2011)  | New Jersey Institute of Technology   |   |                    |  |
| Fa 2013 – Sp 2014<br>Fa 2014 – Sp 2019<br>Fa 2019 – Present | Paine College<br>Atlanta Metropolitan State<br>Texas A&M University-Kingsville | Assistant Professor<br>Assistant Professor<br>Assistant Professor |                    |  |

Dr. Dongwook Kim's scholarly activities have made significant contributions to the mathematics field. He has produced refereed journal articles and proceedings and has made a number of abstracts and conference presentations. He has worked with students on securing undergraduate research support, presenting at

symposia, and authoring research manuscripts. Dr. Kim is an active member of six professional organizations and serves as a reviewer for the International Journal of Computer Mathematics. He is active in a number of professional organizations.

To the best of our knowledge, Dr. Dongwook Kim has behaved in a professional manner throughout his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

| <b><u>Name</u></b>       | <b><u>Present Rank</u><br/><u>Department</u></b> | <b><u>Yrs. Towards Tenure*</u></b> |                           | <b><u>Effective Date</u><br/><u>Tenure</u></b> |
|--------------------------|--|------------------------------------|---------------------------|--|
|                          |  | <b><u>Univ.</u></b>                | <b><u>Other Inst.</u></b> |  |
| Dr. Andrea Vos-Rochefort | Assistant Professor<br>School of Music           | 6                                  | 0                         | Upon Approval<br>by the Board                  |
| DMA (2017)               | Cincinnati College-Conservatory                  |                                    |                           |  |
| Fa 2019 – Present        | Texas A&M University-Kingsville                  | Assistant Professor                |                           |  |

Dr. Andrea Vos-Rochefort's scholarly activities have made significant contributions to the musical field. She has professional performances (solo, chamber and orchestra) at the national, international, state and regional stage, has published audio reviews, has multiple recording projects and has made presentations at international and state conferences. She has presented at the International Clarinet Association (ICA) and received an invitation for both her and her students to perform at ICA in Ireland. Dr. Vos-Rochefort is a member of multiple professional organizations, serves as a judge for Texas Music Educators Association auditions and has consulted with numerous colleges and high schools. She was named a Buffet Artist and Clinician in 2023.

To the best of our knowledge, Dr. Andrea Vos-Rochefort has behaved in a professional manner throughout her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

## COLLEGE OF BUSINESS ADMINISTRATION

| <b><u>Name</u></b>            | <b><u>Present Rank</u><br/><u>Department</u></b>  | <b><u>Yrs. Towards Tenure*</u></b> |                           | <b><u>Effective Date</u><br/><u>Tenure</u></b> |
|-------------------------------|---|------------------------------------|---------------------------|--|
|                               |   | <b><u>Univ.</u></b>                | <b><u>Other Inst.</u></b> |  |
| Dr. Francisco Haces-Fernandez | Assistant Professor<br>Department of<br>Management, Marketing,<br>& Information Systems | 6                                  | 0                         | Upon Approval<br>by the Board                  |
| Ph.D. (2019)                  | Texas A&M University-Kingsville   |                                    |                           |  |
| Fa 2019 – Present             | Texas A&M University-Kingsville   | Assistant Professor                |                           |  |

Dr. Francisco Haces-Fernandez is a distinguished scholar specializing in data analytics and GIS tools for business applications, particularly in the energy sector. He has published 12 peer-reviewed articles, with five more in progress, a book chapter, and contributed to conference proceedings. As a dedicated mentor, he has guided over 40 students through National Science Foundation (NSF) and U.S. Department of Education-sponsored projects, inspiring many to pursue higher education. His research has been supported by the College of Business Administration Summer Research Grant, and he has secured \$32,500 in internal funding and

\$2,425,000 in external grants, serving as a Co-Principle Investigator for USDA's Rural Energy for America Technical Assistance Grant and as a faculty partner in NSF Research Traineeship's program. As an educator, he consistently receives strong student evaluations, actively participates in professional organizations, reviews for prestigious journals, and contributes to university committees.

To the best of our knowledge, Dr. Francisco Haces-Fernandez has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

| <u>Name</u>        | <u>Present Rank</u><br><u>Department</u>  | <u>Yrs. Towards Tenure*</u>       |                    | <u>Effective Date</u><br><u>Tenure</u> |
|--------------------|---|-----------------------------------|--------------------|--|
|                    |   | <u>Univ.</u>                      | <u>Other Inst.</u> |  |
| Dr. Xiaochuan Song | Assistant Professor<br>Department of<br>Management, Marketing,<br>& Information Systems | 3                                 | 3                  | Upon Approval<br>by the Board          |
| Ph.D. (2019)       | University of Alabama   |                                   |                    |  |
| Fa 2019 – Sp 2021  | Misericordia University   | Assistant Professor of Business   |                    |  |
| Fa 2021 – Sp 2022  | University of Memphis   | Assistant Professor of Management |                    |  |
| Fa 2022 – Present  | Texas A&M University-Kingsville   | Assistant Professor of Management |                    |  |

Dr. Xiaochuan Song specializes in organizational justice, human resource management in technology, and corporate social responsibility. He has published extensively in top-tier, peer-reviewed journals, with widely cited single-author and collaborative works. His contributions have earned prestigious accolades, including Best Paper Awards from the Academy of Management, Academy of Business Research and Eastern Academy of Management, and he has presented at over 20 national and international conferences. Beyond research, Dr. Song mentors students, guiding Honors projects and fostering research skills, while teaching undergraduate and graduate courses in human resource management, leadership and analytics, continuously enhancing his pedagogy through Association of College and University Educators certifications. He also serves as a reviewer for leading academic journals, including the Journal of Managerial Psychology, contributing to the advancement of his discipline.

To the best of our knowledge, Dr. Xiaochuan Song has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

## COLLEGE OF EDUCATION AND HUMAN PERFORMANCE

| <u>Name</u>              | <u>Present Rank</u><br><u>Department</u>        | <u>Yrs. Towards Tenure*</u>        |                    | <u>Effective Date</u><br><u>Tenure</u>               |
|--------------------------|---|------------------------------------|--------------------|--|
|                          |   | <u>Univ.</u>                       | <u>Other Inst.</u> |  |
| Dr. Kathleen Lynch-Davis | Professor<br>Teacher and Bilingual<br>Education | 0                                  | >16                | Upon Approval<br>by the Board and<br>Faculty Arrival |
| Ph.D. (2003)             | Indiana University                              |                                    |                    |  |
| Fa 2003 – Sp 2009        | Appalachian State University                    | Assistant Professor                |                    |  |
| Fa 2009 – Sp 2014        | Appalachian State University                    | Associate Professor (Tenured 2009) |                    |  |

|                   |                                     |                          |
|-------------------|-------------------------------------|--------------------------|
| Fa 2014 – Sp 2016 | Appalachian State University        | Professor                |
| Fa 2016 – Sp 2018 | Coastal Carolina University         | Professor (Tenured 2016) |
| Fa 2018 – Sp 2021 | Texas A&M University-Corpus Christi | Professor (Tenured 2018) |
| Su 2025           | Texas A&M University-Kingsville     | Professor                |

Dr. Kathleen Lynch-Davis has taught over 30 graduate and undergraduate courses since 2000, has published 22 refereed journal articles and 12 book chapters, as well as many conference proceedings and technical reports. She is currently editor of a journal and has served as Principle Investigator (PI) or Co-PI on over \$2.1 million in funded grants and projects. She has contributed to program development and curriculum revision, established and sustained mutually beneficial partnerships, including paid teacher residency programs, and engaged in service activities that align with and support the mission and vision of the university and college.

To the best of our knowledge, Dr. Kathleen Lynch-Davis has behaved in a professional manner across her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

| <u>Name</u>         | <u>Present Rank</u><br><u>Department</u>                        | <u>Yrs. Towards Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|---------------------|---|-----------------------------|--------------------|--|
|                     |   | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Dr. Daniella Varela | Assistant Professor<br>Educational Leadership<br>and Counseling | 6                           | 0                  | Upon Approval<br>by the Board          |
| Ed.D. (2016)        | Texas A&M University-Kingsville                                 |                             |                    |  |
| Sp 2020 – Present   | Texas A&M University-Kingsville                                 | Assistant Professor         |                    |  |

Dr. Daniella G. Varela teaches and performs research in the areas of teacher education and educational leadership and is primarily responsible for teaching and advising doctoral students. She has co-authored 38 refereed scholarly publications and presented 19 papers to international or national academic organizations. She is professionally active and has served on several campus committees, some of which include the Graduate Council, faculty searches, the Institutional Review Board for the Protection of Human Subjects, and the Faculty Senate. Dr. Varela currently serves as coordinator of the Educational Leadership Program in the Department of Educational Leadership and Counseling.

To the best of our knowledge, Dr. Daniella G. Varela has behaved in a professional manner across her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

## FRANK H. DOTTERWIECH COLLEGE OF ENGINEERING

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u>   | <u>Yrs. Towards Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|--|-----------------------------|--------------------|--|
|                   |  | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Dr. Avdesh Mishra | Assistant Professor<br>Department of Electrical<br>Engineering and<br>Computer Science | 6                           | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2019)      | University of New Orleans  |                             |                    |  |
| Fa 2019 – Present | Texas A&M University-Kingsville  | Assistant Professor         |                    |  |

Dr. Avdesh Mishra's research focuses on Cyber Intelligence, Bioinformatics, Artificial Intelligence (AI), and Machine Learning. He has led various AI-driven cyber intelligence research projects, including adversarial attack detection, network intrusion detection, smart grid security, and file fragment identification. He has also led several AI-driven bioinformatics projects, including the prediction of protein disordered regions, identification of drug-potent proteins, and predictions of protein-small molecule interactions. He has published over 17 peer-reviewed journal articles, 20 conference papers, and three book chapters, with his work appearing in prestigious venues. He has taught 27 courses and developed three new ones. He has mentored doctoral, master's and undergraduate students. He has served as a Principal Investigator, Co-Principal Investigator, and Early Career Investigator on grants totaling over \$2.5 million from sources such as Department Homeland Security, Department of Defense, National Aeronautics and Space Administration, and Computing Alliance of Hispanic Serving Institutions-Google. He holds memberships in Association for Computing Machinery and has served as a reviewer and guest editor for journals, conferences, and National Science Foundation panels.

To the best of our knowledge, Dr. Avdesh Mishra has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

- \* Each university determines, through a review process, the number of years each faculty member will be awarded towards tenure based on his/her dossier.

Agenda Item No.

**AGENDA ITEM BRIEFING**

**Submitted by:** Dr. Robert Vela, President  
Texas A&M University-Kingsville

**Subject:** Approval of a New Master of Science Degree Program with a Major in Architectural Engineering, and Authorization to Request Approval from the Texas Higher Education Coordinating Board

**Proposed Board Action:**

Approve the establishment of a new degree program at Texas A&M University-Kingsville (A&M-Kingsville) leading to a Master of Science (M.S.) in Architectural Engineering, authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval, and certify that all applicable THECB criteria have been met.

**Background Information:**

The proposed M.S. in Architectural Engineering will provide advanced training to students and professionals in the design and construction of commercial buildings. Architectural engineering is an interdisciplinary field that combines civil, mechanical, and electrical engineering with architecture and construction management. Currently, there are no M.S. Architectural Engineering programs in Texas despite a strong job market and a need for skilled technical workers in this field. The program, developed with input from industry partners, seeks to fill this need. Jobs in architectural engineering are expected to grow 41.2% in Texas and 22.1% nationally by 2033.

**A&M System Funding or Other Financial Implications:**

Estimated new costs over the first five years are \$852,680, with estimated five-year revenue of \$1,013,346. New costs include additional faculty (two new FTE) and graduate assistants (one per year).

**Strategic Plan Imperative(s) This Item Advances:**

The proposed M.S. in Architectural Engineering aligns with The Texas A&M University System strategic plan imperative 3 by preparing students for long term careers in a fast-growing field.

Agenda Item No.

**TEXAS A&M UNIVERSITY-KINGSVILLE**

Office of the President

February 17, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of a New Master of Science Degree Program with a Major in Architectural Engineering, and Authorization to Request Approval from the Texas Higher Education Coordinating Board

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System approves the establishment of a new degree program at Texas A&M University-Kingsville leading to a Master of Science in Architectural Engineering.**

**The Board also authorizes submission of Texas A&M University-Kingsville’s new degree program request to the Texas Higher Education Coordinating Board for approval and hereby certifies that all applicable criteria of the Coordinating Board have been met.”**

Respectfully submitted,

Dr. Robert Vela, President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs



**Texas A&M University-Kingsville**

Master of Science  
with a major in Architectural Engineering  
(CIP 14.0401)

**Program Review Outline**

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**BACKGROUND & PROGRAM DESCRIPTION**

Administrative Unit: Frank H. Dotterweich College of Engineering, Department of Civil and Architectural Engineering (CEAE).

The proposed Master of Science (M.S.) Architectural Engineering degree program at Texas A&M University-Kingsville (A&M-Kingsville) will provide advanced training to students and professionals in the design and construction of commercial buildings. Architectural engineering is an interdisciplinary field that combines civil, mechanical, and electrical engineering with architecture and construction management. Architectural engineering graduates typically work for mechanical, electrical, and plumbing (MEP) design firms, structural design firms, or firms/government entities that oversee large construction projects. The undergraduate architectural engineering program at A&M-Kingsville was the second created in Texas and has been continuously accredited since 2009. A&M-Kingsville undergraduate enrollment in architectural engineering has grown 29% over the past two years, and in fall 2024 first-time in college enrollment increased nearly 36% in one year (and is continuing to increase). Currently, there are no M.S. Architectural Engineering programs in Texas despite a strong job market and a need for skilled technical workers in this field. The proposed M.S. Architectural Engineering program, developed with input from industry partners, seeks to fill this need.

The M.S. Architectural Engineering will include a thesis and non-thesis option. Both options will require students to complete 30 semester credit hours (SCH). The thesis option will require 6 SCH of thesis credit. In order to provide a broad basis for practice in the architectural engineering field, all students will be required to complete 12 SCH of core courses focusing on systems integration and modeling; energy statistics and data analysis; heat transfer; and advanced structural design. The remaining SCH may be selected from elective options in building services engineering, structural engineering, and construction management to best fit students' professional goals. Existing courses in civil and mechanical engineering will be leveraged to cover some portions of the architectural engineering program. New courses will be created to cover sustainable building design, energy auditing, lighting/lighting controls, and advanced mechanical and electrical engineering principles relevant to the American Society of Heating, Refrigeration and Air-Conditioning Engineers) and the National Electrical Code codes.

*Educational objectives:*

After completing the M.S. in Architectural Engineering degree, master's graduates will demonstrate the following skills above and beyond that expected of a baccalaureate recipient:

- Design increasingly complex systems in both structural engineering and building services engineering.
- Incorporate advanced topics (lighting and energy auditing) into building designs.

- Formulate solutions to advanced problems and conduct research in the architectural engineering field.
- Communicate professionally.

The proposed implementation date is Spring 2026.

## **I. NEED**

### **A. Employment Opportunities**

The proposed M.S. Architectural Engineering program will be the first in Texas. Two market analyses conducted by Lightcast in February 2024 were considered in preparing the program proposal (one for Texas and one for U.S.). At the undergraduate level, the number of architectural engineering degrees awarded in Texas has more than doubled (114% growth) from 2018 to 2022. Among M.S. Architectural Engineering programs, the number of degrees awarded nationally increased 20% from 2018 to 2022. Jobs in architectural engineering are expected to grow 41.2% in Texas and 22.1% nationally by 2033.

Regional support for the proposed M.S. Architectural Engineering is strong. A&M-Kingsville representatives consulted with the institution's Architectural Engineering Advisory Board members, who indicated strong interest in the program and helped define programmatic needs. Advisory board members include professionals working for Smith Seckman Reid, Henderson, and Telios. These three firms specialize in Mechanical, Electrical and Plumbing (MEP) design and represent major employers of our current architectural engineering graduates. Advanced preparation in MEP is a driving force for pursuing the M.S. Architectural Engineering. The representatives from these companies have indicated that they would be interested in sending their employees to the M.S. Architectural Engineering program at A&M-Kingsville. Letters of support from four regional companies have been received, indicating a strong regional workforce demand.

### **B. Projected Enrollment**

It is anticipated that the M.S. Architectural Engineering program will begin with a cohort of 15 students and increase to a cohort of 30 new students annually.

### **C. Existing State Programs**

There are no existing M.S. Architectural Engineering programs in Texas. At the undergraduate level, only four Texas public universities offer a B.S. with a major in Architectural Engineering: Texas A&M-Kingsville, Texas A&M University, the University of Texas-Austin, and the University of Texas-Arlington. All the existing degree programs are more than 100-miles from A&M-Kingsville.

## **II. QUALITY & RESOURCES**

### **A. Faculty**

Currently, five faculty members from the College of Engineering and Architectural Engineering faculty and one faculty member in mechanical engineering have expertise relevant to the proposed M.S. Architectural Engineering program. An additional two full-time equivalent (FTE) faculty are requested. One FTE is requested in the first year of the

program, and a second at the completion of the second year. These additional faculty will allow for the successful launch of the M.S. Architectural Engineering program without compromising the quality of the existing B.S. Architectural Engineering program at A&M-Kingsville.

#### **B. Program Administration**

Administrative support will be provided by existing personnel.

#### **C. Other Personnel**

One new graduate teaching assistant is requested at a cost of \$32,000 over the first five years. Support for additional student workers is requested at a cost of \$9,600 over the first five years.

#### **D. Supplies, Materials**

\$40,000 is being requested for the calibration of existing equipment and purchase of new equipment to support the M.S. Architectural Engineering program.

#### **E. Library**

Existing library resources will be sufficient. No additional library resources are anticipated.

#### **F. Equipment, Facilities**

Existing equipment and facilities will be sufficient. No additional equipment or facilities will be needed.

#### **G. Accreditation**

This degree program will not seek accreditation, since the B.S. Architectural Engineering at A&M-Kingsville is accredited by ABET.

### **III. NEW 5-YEAR COSTS & FUNDING SOURCES**

| <b>NEW FIVE-YEAR COSTS</b>    |                  | <b>SOURCES OF FUNDING</b>       |                  |
|-------------------------------|------------------|---------------------------------|------------------|
| Faculty                       | \$766,080        | Formula Income                  | \$440,902        |
| Teaching Assistantships       | \$32,000         | Statutory Tuition               | \$120,120        |
| Supplies & Materials          | \$40,000         | Designated Tuition              | \$160,107        |
| Equipment, Facilities         |                  | Other Student Fees              | \$275,597        |
| Scholarships                  | \$5,000          | Other Funding                   |                  |
| Other                         | \$9,600          |                                 |                  |
| <b>Estimated 5-Year Costs</b> | <b>\$852,680</b> | <b>Estimated 5-Year Funding</b> | <b>\$996,726</b> |

Agenda Item No.

**AGENDA ITEM BRIEFING**

**Submitted by:** Robert H. Vela Jr., President  
Texas A&M University-Kingsville

**Subject:** Approval of a New Master of Science Degree Program with a Major in Space and Aeronautical Engineering and Authorization to Request Approval from the Texas Higher Education Coordinating Board

**Proposed Board Action:**

Approve the establishment of a new degree program at Texas A&M University-Kingsville (Texas A&M-Kingsville) leading to a Master of Science in Space and Aeronautical Engineering (SAE), authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval and certify that all applicable THECB criteria have been met.

**Background Information:**

The M.S. in SAE is strategically positioned to leverage and address the unique labor market needs of Texas' increasing aerospace sector. As the state continues to solidify its status as a national leader in aerospace innovation, with significant advancements in commercial space exploration, aerospace manufacturing and defense technologies, Texas A&M-Kingsville's program will offer a curriculum that is directly aligned with the cutting-edge developments and requirements of the industry. The program will offer specialized tracks focusing on areas critical to the industry's future, such as satellite technology, propulsion systems, space operations and logistics, and policy and regulatory environments.

**A&M System Funding or Other Financial Implications:**

Estimated new costs over the first five years are \$2,856,800, with estimated five-year revenues of \$3,870,884. New costs include additional faculty (three new FTE), graduate assistants (one per year) and necessary lab equipment.

**Strategic Plan Imperative(s) this Item Advances:**

The proposed M.S. SAE aligns with The Texas A&M University System strategic plan imperative 3 by preparing students for long term careers in a fast-growing field.

Agenda Item No.

**TEXAS A&M UNIVERSITY-KINGSVILLE**

Office of the President

February 17, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of a New Master of Science Degree Program with a Major in Space and Aeronautical Engineering and Authorization to Request Approval from the Texas Higher Education Coordinating Board

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System approves the establishment of a new degree program at Texas A&M University-Kingsville leading to a Master of Science in Space and Aeronautical Engineering.**

**The Board also authorizes submission of Texas A&M University-Kingsville’s new degree program request to the Texas Higher Education Coordinating Board for approval and hereby certifies that all applicable criteria of the Coordinating Board have been met.”**

Respectfully submitted,

Robert H. Vela  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**Texas A&M University-Kingsville**

Master of Science  
with a major in Space and Aeronautical Engineering  
(CIP 14.0201)

**Program Review Outline**

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**BACKGROUND AND PROGRAM DESCRIPTION**

Administrative Unit: Frank H. Dotterweich College of Engineering, Department of Mechanical and Industrial Engineering (MIEN).

Texas A&M University-Kingsville (Texas A&M-Kingsville) is proposing a new M.S. in Space and Aeronautical Engineering (SAE) program. The program is strategically positioned to leverage and address the unique labor market needs of Texas' increasing aerospace sector. As the state continues to solidify its status as a national leader in aerospace innovation, with significant advancements in commercial space exploration, aerospace manufacturing and defense technologies, Texas A&M-Kingsville's program will offer a curriculum that is directly aligned with the cutting-edge developments and requirements of the industry.

Texas A&M-Kingsville will leverage Texas' rich aerospace ecosystem to forge partnerships with industry giants like SpaceX, Blue Origin and Lockheed Martin, as well as organizations like NASA's Johnson Space Center. Such collaborations will facilitate internships, cooperative education experiences and hands-on projects and provide students with practical insights and networking opportunities, enhancing their educational journey and employability. The program will offer specialized tracks and electives focusing on areas critical to the industry's future, such as satellite technology, propulsion systems, space operations and logistics, and policy and regulatory environments.

*Educational objectives:*

After completing the M.S. SAE degree, master's graduates will be:

- Able to perform research, solve problems and provide technological solutions in aviation, defense and spacecraft sectors.
- Prepared for doctoral studies.
- Prepared for careers in space and aeronautical industries and national laboratories and work on teams.

The proposed implementation date is spring 2026.

**I. NEED**

**A. Employment Opportunities**

Between 2021 and 2031, the United States will need 3,800 new aerospace engineers every year, according to the Bureau of Labor Statistics. Bank of America Merrill Lynch estimated that the global space economy may reach \$2.7 trillion before 2050. The U.S. aerospace industry is the largest in the world and offers a skilled and educated workforce, extensive distribution systems, diverse offerings, and strong support at the local and national level

for policy and promotion. At the end of 2019, foreign direct investment (FDI) into the U.S. aerospace industry totaled about \$21 billion and majority foreign-owned U.S. affiliates in the aerospace industry supported over 66,000 jobs. With 490,000 people in the U.S. engaged in the Aerospace Product and Parts Manufacturing process (NAICS 3364), this is the largest employment sector of the cluster representing 42% of the total 1.16 million U.S. aerospace workforce.

Employee turnover in the Aerospace & Defense (A&D) industry rose to 7.1% in 2022, up from 5.7% in 2021, and 29% of the sector's workforce is over the age of 55 and will leave a 3.5 million worker gap by 2026 upon retirement. Since 2014 the number of jobs requiring security clearance has increased by almost 1,000%, while the number of qualified candidates for those positions has risen by less than 10% leaving over 70,000 unfilled A&D roles. The industry needs to continue the focus on attracting younger talent, as studies suggest it may take 10 to 20 years to fully replace retiring employees in the industry.

According to the Texas Aerospace, Aviation & Defense industry report, the Texas workforce is significantly more specialized in aerospace manufacturing than most other states, measured by workers per capita. The share of the Texas workforce employed in aerospace manufacturing is more than four times greater than the national average. The report also states that 18 of the 20 largest aerospace manufacturers in the world have major operations in Texas. In recent years, aerospace parts suppliers have moved to Texas to take advantage of closer proximity to customers and lower operating costs. Dallas and Houston metro areas are among the top ten metro markets for aerospace employment.

In South Texas, the labor market needs for space and aeronautical engineering are growing due to the region's unique positioning within the aerospace industry, including its proximity to several key space and aeronautical operations. With the sector expanding rapidly, driven by advancements in commercial spaceflight, unmanned aerial systems, and aerospace manufacturing, South Texas is poised to play a significant role in fulfilling the industry's labor demands. South Texas is home to SpaceX's Boca Chica launch site, where significant developments in space exploration are underway, including the testing and launching of the Starship spacecraft. This presence creates a demand for engineers specialized in propulsion systems, structural engineering, launch operations, and safety. Skills in managing the unique challenges of commercial space launches, including regulatory compliance and environmental considerations, are also in demand.

**Location advantage:** Texas A&M-Kingsville is strategically located in Texas's hub for aerospace innovation, space exploration, and defense. This location offers a unique advantage for close collaboration with spaceports and military installations within Texas, allowing for practical training and research opportunities that are geographically and strategically beneficial. Tailoring the M.S. program in this manner not only aligns with the specific needs of Texas' aerospace industry but also positions Texas A&M-Kingsville as a key educator and innovator in shaping the future of space and aeronautical engineering globally.

**Academic specialization:** Texas A&M-Kingsville's SAE M.S. program will incorporate unique and leading-edge multidisciplinary approaches, blending rigorous engineering fundamentals with systems engineering, project management, and innovation & entrepreneurship. Through deliberate emphasis on skills development in problem-solving, leadership and ethical considerations in space exploration and aeronautical systems, the

program will prepare students to enter the aerospace industry as well as lead its future direction. By aligning its curriculum with the current trends and future directions of the aerospace sector, Texas A&M-Kingsville will produce graduates who are not only technically adept but also visionary leaders in the space and aeronautical engineering domain but also at the forefront of the SAE field.

## **B. Projected Enrollment**

To achieve a steady growth in student enrollment, at least five students in the program's first year will be recruited from the Mechanical Engineering program, especially the Aerospace Engineering minor program, serving as the primary feeder and Civil and Electrical Engineering program as the secondary feeder. In the program's second year, the enrollment target is set to 10 students, leveraging the program's early successes. By the third year, the enrollment will be 15, further broadening recruitment efforts and strengthening industry partnerships to enhance the program's appeal. By year four, the plan is to reach 20 students, capitalizing on the growing reputation of the program and the success of its alumni. By the fifth year and beyond, the program aims to stabilize enrollment at 25 students per year, maintaining this level through continuous curriculum innovation, enhanced industry collaborations, and sustained marketing efforts to attract high-quality candidates from diverse backgrounds. This phased approach ensures manageable yet ambitious growth, aligning with the program's capacity to deliver quality education and practical experience through strong industry connections.

The College has a full-time Assistant Director of Student Recruitment and Outreach and a full-time Director of Javelina Engineering Student Success Center. These two personnel will be heavily involved in the recruitment and marketing activities of the program. A Fast-Track program is available to recruit senior undergraduate students across all engineering graduate programs. This will also be applicable to the proposed graduate program.

The College has established strong connections with leading aerospace entities, such as SpaceX, Southwest Research Institute (SwRI), NASA, Corpus Christi Army Depot, Naval Air Stations (Corpus Christi and Kingsville), the Air Force, and other aerospace industries from Texas. Involving those entities in the hiring process for graduates of the new M.S. in SAE presents a strategic approach to education-to-employment pathways. These organizations represent the pinnacle of aerospace innovation, research, and development, offering unparalleled opportunities for graduates to engage with innovative projects and contribute to significant advancements in space exploration, defense, and aviation technology. The collaboration between Texas A&M-Kingsville and these industry giants is not only logical but essential for several reasons. First, it ensures the curriculum is aligned with the current needs and future directions of the aerospace sector, making graduates highly relevant and immediately beneficial to their employers. Such alignment can be achieved through guest lectures, internships, co-op programs, and collaborative projects, providing students with practical experience and a deeper understanding of industry challenges and expectations. By directly involving these entities, students gain access to a broad network of potential employers and career opportunities within the aerospace sector, enhancing job placement rates and career prospects. This direct pipeline from education to employment in high-profile organizations significantly increases the attractiveness of the program to prospective students, positioning Texas A&M-Kingsville as a key educational partner in the aerospace industry and contributing to the economic and technological development of South Texas and beyond. The partnership model can



catalyze regional growth, attracting more aerospace companies to South Texas, spurred by the availability of a highly skilled and industry-prepared workforce.

The existing Bachelor of Science (B.S.) in Mechanical Engineering (ME) is the largest bachelor's program in the College of Engineering. It also offers a minor in Aerospace Engineering by providing focused coursework in aerospace principles, design, and applications. It introduces students to specialized areas like aerodynamics, spacecraft design, and aerospace systems engineering, bridging the gap between general mechanical engineering concepts and the specific demands of the aerospace industry. Another related program is the B.S. in Civil Engineering. This program is the second largest in terms of enrollments among undergraduate programs in the College of Engineering. Many of the courses the students take such as mechanics I (statics), strength of materials, hydraulics, fluid mechanics, structural analysis, structural vibration, matrix methods, and structural analysis provide the graduates with enough background to successfully complete the proposed M.S. in SAE.

Integrating the program's broad engineering foundation with the targeted study provided by the Aerospace Engineering minor creates an ideal pathway into the proposed M.S. in SAE. Graduates from the mechanical and civil engineering program will have a unique blend of skills and knowledge that are directly applicable to advanced studies and research in space and aeronautical fields. This constructive collaboration not only enhances the appeal of the M.S. program to prospective students by offering a streamlined progression from undergraduate to graduate studies but also solidifies Texas A&M-Kingsville's position as a leader in aerospace education, fully equipped to meet the aerospace industry's future needs with well-prepared and highly skilled professionals.

### **C. Existing State Programs**

The M.S. in Aerospace Engineering programs at the University of Texas at Austin (UT Austin), Texas A&M University (Texas A&M), and the University of Texas at Arlington (UT Arlington) each offer unique educational experiences tailored to future aerospace professionals and researchers. UT Austin's program stands out for its research-driven curriculum aimed at cultivating leaders in engineering and science, focusing on specializations like aerodynamics and orbital mechanics. Texas A&M distinguishes itself with a research-oriented, thesis-required approach, preparing graduates for diverse career paths through specializations in areas such as propulsion and materials. UT Arlington provides both research-oriented and professional practice degrees, emphasizing core aerospace disciplines and preparing students for advanced academic or professional pursuits.

The new M.S. in SAE at Texas A&M-Kingsville is proposed due to the industry's evolving needs and Texas A&M-Kingsville's unique strengths. The program will be offered in two distinct tracks, Space and Aeronautical, to cater to the broad spectrum of the aerospace industry's evolving demands. With the aerospace sector experiencing rapid expansion in space exploration alongside advances in aeronautics, there is a clear demand for graduates who are adept in both areas. The Space Engineering track is strategically tailored to immerse students in the growing sector of commercial space programs, aligning its curriculum with the efforts of companies' space exploration and commercialization. This track is aimed at equipping students with the specialized skills and knowledge needed to contribute to and lead in the development of spacecraft, satellite technologies, and space

tourism. On the other hand, the Aeronautical Engineering track is designed to address the general aerospace needs, focusing on the traditional yet ever-advancing realms of aircraft design, aerodynamics, propulsion systems, and the integration of new materials and technologies in aviation. This bifurcation ensures that graduates are not only well-versed in the foundational aspects of aerospace engineering but are also adept at navigating the specific challenges and opportunities present in either space exploration or aeronautical development, making them invaluable assets to a wide array of aerospace endeavors. Texas A&M-Kingsville can uniquely fill this niche by leveraging its location, faculty expertise, and industry connections to offer a curriculum that addresses innovative technologies and practical skills. This program would not only meet the strategic needs of aerospace firms but also position Texas A&M-Kingsville as a key player in supplying the next generation of aerospace professionals, bridging the gap between traditional aerospace engineering and the dynamic field of space exploration.

## **II. QUALITY & RESOURCES**

### **A. Faculty**

Faculty from the Department of Mechanical and Industrial Engineering will provide core and support roles in the proposed degree, including six full professors, three associate professors, and one assistant professor. Three additional hires for full-time faculty with expertise in Aerospace or Mechanical Engineering will occur during the first five years of the program. Two of these new hires will focus on space communication and orbital dynamics, and the other will focus on space and aeronautical propulsion.

### **B. Program Administration**

No additional positions will be required for program administration.

### **C. Other Personnel**

The program will need at least one new teaching assistantship position. Other assistantship positions will be funded through existing and future grant funding.

### **D. Supplies, Materials**

No additional budget will be necessary for supplies and materials. The current department allocation will meet the needs of this new program.

### **E. Library**

Existing library resources will be sufficient. No additional library resources are anticipated.

### **F. Equipment, Facilities**

The program will work to purchase necessary research instrumentation and computational equipment to support this new program. This includes the following:

1. AI/VR Integrated Flight Simulator with Digital Twin Capabilities – AI/VR Equipment, Vesario simulators - \$500K: This will mimic real-world aviation simulating pitch, roll and heave motions. This cutting-edge simulator will combine artificial intelligence and virtual reality technologies to provide immersive training and experimental setups, particularly for Space Robotics research. It will allow students and researchers to conduct simulated space operations and refine robotics for aerospace applications.
2. Advanced Computing, Modeling & Simulations Capabilities - \$500K: These include high end latest GPU heavy workstations integrated with advanced computing resources (e.g., HPC, Cloud, QC) for high-performance number crunching, and specialized aerospace and defense software such as Capstone (DOD), Fun3D (NASA) and commercial software (Ansys, SolidWorks, AutoCAD, Abaqus). This advanced setup will enable cutting-edge computational simulations, computational fluid dynamics, finite element modeling, and detailed analysis of aerospace structures while supporting the integration of the latest tools into academic research and training.
3. 3D Metal Printers - \$350K: This will be used to model and print parts and assemblies for research, design and testing with different materials systems.
4. Materials Testing System 50KN capacity - \$300K: This will be used to test different types of materials under static and dynamic loading conditions.
5. 5-axis milling machine - \$150K: This will be used to machine metals and wooden parts for creating model aircrafts for testing in wind tunnel.
6. Upgrades to existing facilities such as wind tunnel, manufacturing labs with power and data acquisition needs for the above equipment and computational infrastructure \$200K.

#### **G. Accreditation**

This degree program will not seek accreditation. All degree programs, however, are reviewed every ten years through Texas A&M-Kingsville's academic program review process.

### **III. NEW 5-YEAR COSTS & FUNDING SOURCES**

| <b>NEW FIVE-YEAR COSTS</b>    |                    |
|-------------------------------|--------------------|
| Faculty                       | \$821,800          |
| Teaching Assistantships       | \$15,000           |
| Supplies & Materials          |                    |
| Equipment, Facilities         | \$2,000,000        |
| Scholarships                  |                    |
| Other                         | \$20,000           |
| <b>Estimated 5-Year Costs</b> | <b>\$2,856,800</b> |

| <b>SOURCES OF FUNDING</b>       |                    |
|---------------------------------|--------------------|
| Formula Income                  | \$582,971          |
| Statutory Tuition               | \$507,924          |
| Designated Tuition              | \$202,512          |
| Other Student Fees              | \$357,477          |
| Other Funding                   | \$2,220,000        |
|                                 |                    |
| <b>Estimated 5-Year Funding</b> | <b>\$3,870,884</b> |

Agenda Item No.

**TEXAS A&M UNIVERSITY-SAN ANTONIO**

Office of the President

March 5, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of Academic Tenure, May 2025,  
Texas A&M-San Antonio

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System, in accordance with System Policy 12.01, *Academic Freedom, Responsibility and Tenure*, hereby authorizes the granting of tenure to the following faculty members at Texas A&M-San Antonio as set forth in the exhibit, Tenure List No. 25-03.”**

Respectfully submitted,

Salvador Hector Ochoa, Ph.D.  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**TEXAS A&M UNIVERSITY-SAN ANTONIO**  
**BACKGROUND OF FACULTY**  
**RECOMMENDED FOR ACADEMIC TENURE**  
**TENURE LIST NO. 25-03**

ITEM  
EXHIBIT

**COLLEGE OF ARTS AND SCIENCES**

| <u>Name</u>                | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|----------------------------|--|-----------------------------|--------------------|--|
|                            |  | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Dr. Pride Tamasang Abongwa | Assistant Professor<br>Natural Sciences  | 6                           | 0                  | 09/01/2025                             |
| Ph.D. (2014)               | Oklahoma State University                |                             |                    |  |
| Fa 2019 – Present          | Texas A&M University-San Antonio         | Assistant Professor         |                    |  |

Dr. Pride Abongwa is an expert in stable isotope geochemistry, with a focus on the San Antonio River and the Edwards Aquifer. He has expanded into soil geochemistry through a fellowship with the U.S. Department of Agriculture (USDA) National Institute of Food and Agriculture program. His research productivity exceeds departmental expectations, with four first-author publications in nationally recognized journals and another under review. He has presented at national and regional conferences, including the Geological Society of America and the American Geophysical Union, and has been invited to speak at St. Mary's University and Trinity University. He has secured internal and external funding, most notably serving as Principal Investigator on a \$1 million USDA grant, which is expected to yield further publications and student research opportunities. Dr. Abongwa is Association of College and University Educators Certified in Effective College Instruction and teaches Earth Sciences I and II, along with specialized courses in water resources and hydrology. He emphasizes student engagement through interactive teaching methods, and his student ratings of instruction are consistently above average. He has mentored three undergraduate National Science Foundation (NSF) Scholarships in STEM students and served as the primary advisor for four masters in science students while participating on committees for four others. Dr. Abongwa has contributed to faculty governance through service on the Faculty Senate, Core Curriculum Committee, and search committees. He oversees adjunct hiring for geology and has reviewed NSF grant proposals and journal submissions for high-impact publications. He has also played a key role in community outreach, volunteering annually for the San Antonio Regional Science Olympiad, where he leads STEM competitions for over 200 students.

To the best of our knowledge, Dr. Abongwa has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u>                                     | <u>Yrs. Towards Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|--|-----------------------------|--------------------|--|
|                   |  | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Dr. Burak Aksoylu | Associate Professor<br>Computational, Engineering &<br>Mathematical Sciences | 4                           | 6                  | 09/01/2025                             |
| Ph.D. (2001)      | University of California   |                             |                    |  |

|                   |                                  |                     |
|-------------------|----------------------------------|---------------------|
| Fa 2010 – Sp 2011 | TOBB University of Econ and Tech | Assistant Professor |
| Fa 2011 – Sp 2016 | TOBB University of Econ and Tech | Associate Professor |
| Sp 2021 – Present | Texas A&M University-San Antonio | Associate Professor |

Dr. Burak Aksoylu has taught a variety of mathematics courses, from second-year level Calculus to senior level Numerical Analysis, in which he specializes. His teaching is marked by thoroughness, attention to detail, clarity, and a genuine desire to connect with students. He has regularly taken our students to the city's leading research institute in physical, mathematical and engineering sciences to acquaint them with how mathematics is used in research and development in real-world contexts. He has been recognized by the College of Arts and Sciences by the Outstanding Faculty Award for Excellence in Teaching. He has also served as the Coordinator of the Mathematics Program within the Department of Computational, Engineering, and Mathematical Sciences. Dr. Aksoylu is a leading researcher in Peridynamics, a mathematical framework for modeling material behavior at a mesoscale, which does not treat matter as a continuum but as a constituted of interacting points - atoms or molecules - in modeling material properties. Integral, rather than differential, equations characterize the study of material properties in this framework. It is an especially useful model for the study of fractures and crack propagation and, for that reason, has become a specialized field populated by mechanical engineers and mathematicians. Burak's contributions have been well-recognized by the professional community. His scholarly work has been cited a total of 1,031 times. In recognition of his stature, he has served as a member of the editorial board of two international journals, *Numerical Methods for Partial Differential Equations*, and the *Journal of Peridynamics and Nonlocal Modeling*. He has made important contributions to the university's mission of fostering academic excellence.

To the best of our knowledge, Dr. Aksoylu has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u>              | <u>Yrs. Towards Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|---|-----------------------------|--------------------|--|
|                   |   | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Dr. Nicole Carr   | Assistant Professor<br>Language, Literature, and Arts | 7                           | 0                  | 09/01/2025                             |
| Ph.D. (2016)      | University of Miami                                   |                             |                    |  |
| Fa 2018 – Present | Texas A&M University-San Antonio                      | Assistant Professor         |                    |  |

Dr. Nicole Carr's teaching is outstanding, and she has developed innovative courses in our graduate and undergraduate English programs. Furthermore, Dr. Carr has produced an impressive body of scholarship and has established a strong professional profile in the field of American literary studies. This work coalesces around her monograph on literary and cultural formulations of Black Motherhood, which is currently in production at Routledge Press and will be published in 2025. She has also published several articles during her time at Texas A&M University-San Antonio. Dr. Carr has performed a valuable service to our department, the university and the community, including through the production of a documentary about strategies birth workers and mothers are taking to lower maternal mortality rates.

To the best of our knowledge, Dr. Carr has behaved in a professional manner across her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

| <u>Name</u>   | <u>Present Rank</u><br><u>Department</u>   | <u>Yrs. Towards Tenure*</u>  |                    | <u>Effective Date</u><br><u>Tenure</u> |
|---|--|--|--------------------|--|
|   |  | <u>Univ.</u>   | <u>Other Inst.</u> |  |
| Dr. Elena Foulis  | Assistant Professor<br>Language, Literature, and Arts                                    | 3  | 14                 | 09/01/2025                             |
| Ph.D. (2010)  | The University of Arkansas   |  |                    |  |
| Fa 2008 – Sp 2016<br>Fa 2011 – Sp 2012<br>Fa 2022 – Present | Ohio State University<br>Oklahoma Baptist University<br>Texas A&M University-San Antonio | Clinical Associate Professor<br>Assistant Professor<br>Assistant Professor |                    |  |

Dr. Elena Foulis has built an impressive body of work in digital humanities, service learning, and Spanish language pedagogy, all of which are influencing scholarship and program administration in Spanish language, literature and culture programs. Dr. Foulis also has this scholarship as well in her role as our Spanish Language Coordinator. Dr. Foulis co-edited and wrote part of a collection on service learning in bilingual communities, published with Arizona State University Press. She has also published eight articles of varying lengths in peer-reviewed journals, three of which were co-authored. The significance of Dr. Foulis's work and its reception in the field are reflected in the many keynote talks and workshops she has given since arriving at Texas A&M University-San Antonio.

To the best of our knowledge, Dr. Foulis has behaved in a professional manner across her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

## COLLEGE OF BUSINESS

| <u>Name</u>             | <u>Present Rank</u><br><u>Department</u>      | <u>Yrs. Towards Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------------|---|-----------------------------|--------------------|--|
|                         |   | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Dr. Xingyuan (Miko) Fei | Assistant Professor<br>Accounting and Finance | 6                           | 0                  | 09/01/2025                             |
| Ph.D. (2019)            | Boston University                             |                             |                    |  |
| Fa 2019 – Present       | Texas A&M University-San Antonio              | Assistant Professor         |                    |  |

Dr. Xingyuan (Miko) Fei is an expert on financial disclosure, financial reporting and textual analysis. She has five peer-reviewed journal publications and one conference paper. She served as an ad hoc reviewer for the Journal of Contemporary Accounting and Economics, the Accounting Research Journal, the Journal of Corporate Accounting and Finance, the International Journal of Accounting, the Auditing and Performance Evaluation, and the American Accounting Association annual meetings. Dr. Fei is a member of the Beta Gamma Sigma Honor Society and the American Accounting Association. Dr. Fei teaches courses in financial accounting, intermediate accounting, cost managerial accounting, business combinations, accounting information systems, accounting data analytics, and professional accounting applications. Dr. Fei's students consistently rated her above both college and university averages. Dr. Fei's excellence in service is documented by her continued engagement with multiple departments, college and university-wide committees, having served as a member of the honors advisory committee, college of business bylaws committee, Association to Advance Collegiate Schools of Business/Assurance of Learning committee, TXCPA accounting excellence award committee, accounting and finance curriculum committee, and undergraduate task force. She also engaged in other college and university

services such as attending the undergraduate student success/retention event, graduate new student orientation and student recruiting effort.

To the best of our knowledge, Dr. Fei has behaved in a professional manner across her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

| <u>Name</u>                  | <u>Present Rank</u><br><u>Department</u>      | <u>Yrs. Towards Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|------------------------------|---|-----------------------------|--------------------|--|
|                              |   | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Dr. Jesus R. Jimenez-Andrade | Assistant Professor<br>Accounting and Finance | 7                           | 0                  | 09/01/2025                             |
| Ph.D. (2018)                 | Case Western Reserve University               |                             |                    |  |
| Fa 2018 – Present            | Texas A&M University-San Antonio              | Assistant Professor         |                    |  |

Dr. Jesus Jimenez-Andrade is an expert on forensic accounting and fraud examination. He has published seven peer-reviewed journal articles. He served as an associate editor, editorial advisory board member, and ad-hoc reviewer for the Journal of Forensic and Investigative Accounting and ad-hoc reviewer for Corporate Reputation Review and Accounting History. Dr. Jimenez-Andrade is a member of the American Accounting Association and the European Accounting Association. He is also an Honorary Member of the Beta Gamma Sigma Honor Society. Dr. Jimenez-Andrade teaches courses at the undergraduate level, including Accounting for non-Accounting Majors, Principles of Managerial Accounting, Intermediate Accounting I, Intermediate Accounting II, and Business Combinations. At the graduate level, he teaches Fraud Examination, Accounting and Tax Research, and Advanced Cost Managerial Accounting. Dr. Jimenez-Andrade's students consistently rated him above both college and university averages. Dr. Jimenez-Andrade's excellence in service is documented by his continued engagement with multiple college and university-wide committees, having served on the Institutional Review Board as vice chair, full scientific member, and an alternate scientific member. He also served as a member on the College of Business Curriculum and Hooding Ceremony Committees.

To the best of our knowledge, Dr. Jimenez-Andrade has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u>      | <u>Yrs. Towards Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|---|-----------------------------|--------------------|--|
|                   |   | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Dr. Tae Goo Kang  | Assistant Professor<br>Accounting and Finance | 8                           | 0                  | 09/01/2025                             |
| Ph.D. (2017)      | State University of New York at Buffalo       |                             |                    |  |
| Fa 2017 – Present | Texas A&M University-San Antonio              | Assistant Professor         |                    |  |

Dr. Tae Goo Kang is an expert on financial reporting quality, corporate investment policy, and analyst forecasts. He is the author of three peer-reviewed journal articles, one published paper in conference proceedings, and five presentations at academic conferences, including the Annual Meeting of the American Accounting Association



(AAA). He has also given four presentations at university seminars. Dr. Kang is a member of AAA and an Honorary Member of the American Finance Association. Dr. Kang teaches courses at both the undergraduate and graduate levels in Intermediate Accounting III, Financial Statement Analysis, Accounting & Tax Research, and Managerial Accounting. He also developed a course in Financial Statement Analysis. Dr. Kang's students consistently rated him above both college and university averages. Dr. Kang's excellence in service is documented by his continued engagement with multiple college and university-wide committees, having served on the University Library Director Search Committee, Research Council Grants Committee, and the University Library Committee. At the college and department levels, he has served on the Association to Advance Collegiate Schools of Business (AACSB)/Assurance of Learning (AOL) Committee, Curriculum Committee, Course Delivery Task Force, Faculty Qualification Committee, AACSB Subcommittee, and AOL Committee. He also has served on six other search committees for open faculty and staff positions. He has also provided service to his profession in the role of anonymous reviewer for the AAA 2023 Annual Conference and the Pan-Pacific Journal of Business Research.

To the best of our knowledge, Dr. Kang has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

| <u>Name</u>                    | <u>Present Rank</u><br><u>Department</u>                  | <u>Yrs. Towards Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|--------------------------------|---|-----------------------------|--------------------|--|
|                                |   | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Dr. Christine D. Gonzales-Wong | Assistant Professor<br>Counseling, Health and Kinesiology | 7                           | 0                  | 09/01/2025                             |
| Ph.D. (2016)                   | University of Texas at San Antonio                        |                             |                    |  |
| Fa 2018 – Present              | Texas A&M University-San Antonio                          | Assistant Professor         |                    |  |

Dr. Christine Wong is an exceptional teacher, scholar and member of her professional community. Dr. Wong is an expert in spirituality in counseling. She has five publications in peer-reviewed journals: the first author of two articles and the second author of the other three. She has also co-authored six book chapters. Her research has been published in respectable peer-reviewed journals, and she was recognized by her peers for winning the Counseling Outcome Research and Evaluation journal Outstanding Outcome Research Award. Dr. Wong has also presented her research at numerous state and national conferences. Additionally, Dr. Wong has secured \$548,616 in external funding. Dr. Wong's teaching effectiveness is reflected in her Student Rating of Instructor score of 4.8 out of 5. She is the course lead for the program's three clinical courses and has served as practicum/internship coordinator. Her commitment to students has also been acknowledged through two nominations for the Texas A&M University-San Antonio Dr. Maria Hernandez Ferrier Award, which honors faculty members who prioritize student needs. Dr. Wong's outstanding professional service is well documented, and she was the recipient of the Texas Counseling Association Distinguished Service Award. Dr. Wong is a member of the American Counseling Association, Association for Spiritual, Ethical, and Religious Values in Counseling, and the Southern Association for Counselor Education and Supervision. Dr. Wong's excellence in service is also documented by her continued engagement with multiple departments, college and university-wide committees.

To the best of our knowledge, Dr. Wong has behaved in a professional manner across her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

| <u>Name</u>         | <u>Present Rank</u><br><u>Department</u>                     | <u>Yrs. Towards Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|---------------------|--|-----------------------------|--------------------|--|
|                     |  | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Dr. T. Brock Symons | Assistant Professor<br>Counseling, Health and<br>Kinesiology | 7                           | 0                  | 09/01/2025                             |
| Ph.D. (2003)        | The University of Western Ontario                            |                             |                    |  |
| Fa 2018 – Present   | Texas A&M University-San Antonio                             | Assistant Professor         |                    |  |

Dr. Thorburn Symons is an exceptional teacher, scholar and member of his professional community. Dr. Symons is an expert in exercise physiology and neuromuscular performance. He has a total of seven publications since his appointment at Texas A&M University-San Antonio. He is listed as the last author of one manuscript, which is often regarded as the "senior scientist". This designation highlights not only his research prowess but also his ability to design studies, oversee data collection and analysis, and guide the manuscript preparation process, all of which are critical for producing high-quality scholarly work. In addition to his own research, Dr. Symons often advises graduate students on their own graduate research projects and theses. Dr. Symons is a member of the American College of Sports Medicine and has been a reviewer for the international Journal of Kinesiology and Sports Science, Isokinetics and Exercise Science, and Australasian Journal of Ageing. Dr. Symons demonstrates exceptional qualifications in teaching. He teaches introductory courses, such as Functional Anatomy and Basic Physiology of Exercise to students with varying levels of background knowledge. Dr. Symons also demonstrates excellence in teaching upper-level courses like Advanced Physiology of Exercise and Exercise in Chronic Disease and Disability. Dr. Symons' teaching effectiveness is reflected in his Student Rating of Instructor score of 4.72 out of 5. His assignments and classroom discussions promote critical thinking and collaborative learning. His course evaluations reflect a strong positive sentiment, and his students consistently praise his teaching style and his ability to make complex topics accessible. Dr. Symons' excellence in service is documented by his continued engagement with multiple departments, college and university wide committees.

To the best of our knowledge, Dr. Symons has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy 12.01, Section 4.3.

\* Each university determines, through a review process, the number of years each faculty member will be awarded towards tenure based on his/her dossier.

Agenda Item No.

**TEXAS A&M UNIVERSITY-TEXARKANA**

Office of the President

March 3, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of Academic Tenure, May 2025  
Texas A&M University-Texarkana

I recommend adoption of the following minute order.

**“The Board of Regents of The Texas A&M University System, in accordance with System Policy 12.01, *Academic Freedom, Responsibility and Tenure*, hereby authorizes the granting of tenure to the following faculty member at Texas A&M University-Texarkana as set forth in the exhibit, Tenure List No. 25-03.”**

Respectfully submitted,

Ross Alexander, Ph.D.  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**TEXAS A&M UNIVERSITY-TEXARKANA  
BACKGROUND OF FACULTY  
RECOMMENDED FOR ACADEMIC TENURE  
TENURE LIST NO. 25-03**

**COLLEGE OF ARTS, SCIENCES, AND EDUCATION**

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u>    | <u>Yrs. Towards</u><br><u>Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|---|---------------------------------------|--------------------|--|
|                   |   | <u>Univ.</u>                          | <u>Other Inst.</u> |  |
| Dr. Trisha Ray    | Assistant Professor<br>Education Leadership | 6                                     | 0                  | Upon Approval<br>by the Board          |
| Ed.D. (2013)      | Texas A&M University-Commerce               |                                       |                    |  |
| Fa 2019 – Current | Texas A&M University-Texarkana              | Assistant Professor                   |                    |  |

Dr. Trisha Ray is an active and engaged teacher in Texas A&M University-Texarkana's Education Leadership and Principal Certification programs. Dr. Ray scores well above average on her student evaluations of teaching and hosts response rates well above average. Dr. Ray has published several articles in her discipline on the importance of teacher preparation in peer-reviewed publications as well as one conference proceeding. In addition, she has made numerous presentations at conferences and seminars. Dr. Ray's service to her college, university and discipline are numerous. She currently serves as the coordinator of the Principal Certification Program and the Master of Education in Education Leadership degree. Dr. Ray also chairs the Institutional Review Board Committee. In addition, she has served as the chair of multiple doctoral dissertations and as a member of numerous other dissertation committees. Dr. Ray is a reviewer for multiple journals in her discipline and a member of several teacher education organizations at the state and national level.

Dr. Trisha Ray's file does not include any information we believe to be inconsistent with System Policy 12.01, Section 4.3.

- \* Each university determines, through a review process, the number of years each faculty member will be awarded tenure based on his/her dossier.

Agenda Item No.

## **AGENDA ITEM BRIEFING**

**Submitted by:** Ross Alexander, Ph.D., President  
Texas A&M University-Texarkana

**Subject:** Granting of Faculty Development Leave for FY 2026,  
Texas A&M University-Texarkana

### **Proposed Board Action:**

Authorize faculty development leave for FY 2026 at Texas A&M University-Texarkana (A&M-Texarkana).

### **Background Information:**

System Policy [31.03, Leaves of Absence](#), and System Regulation [12.99.01, Faculty Development Leave](#), require that a recommendation for faculty development leave be submitted by the university president to the chancellor for recommendation to the Board of Regents for approval. At A&M-Texarkana, the application is submitted with support of the College of Arts, Sciences and Education, Interim Dean Angela Sikorksi, the CASE Development Leave Committee (elected by the general faculty), Interim Provost and Executive Vice President for Academic Affairs Jim Worthen, and President Ross Alexander.

As shown in the exhibit, A&M-Texarkana requests approval for faculty development leave for one faculty member for FY 2026.

A&M-Texarkana is in compliance with the statutory requirement that no more than six percent of eligible faculty be on development leave at any time.

### **A&M System Funding or Other Financial Implications:**

No additional funding is required. Department faculty members are assuming the recommended faculty member's teaching loads by adjusting course offerings the next academic year.

### **Strategic Plan Imperative(s) this Item Advances:**

The granting of faculty development leave allows for the promotion of the fourth imperative increasing prominence by building a robust and targeted research portfolio.

Agenda Item No.

**TEXAS A&M UNIVERSITY-TEXARKANA**

Office of the President

March 4, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Granting of Faculty Development Leave for FY 2026,  
Texas A&M University-Texarkana

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System, in accordance with System Policy 31.03, System Regulation 12.99.01 and Sections 51.101-108 of the Texas Education Code, authorizes faculty development leave to the faculty member as shown in the attached exhibit, Faculty Development Leave List FY 2026, Texas A&M University-Texarkana.”**

Respectfully submitted,

Ross Alexander, Ph.D.  
President

**Approval Recommended:**

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John Sharp  
Chancellor

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**Approved for Legal Sufficiency:**

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Ray Bonilla  
General Counsel

**FACULTY DEVELOPMENT LEAVE LIST  
FY 2026  
TEXAS A&M UNIVERSITY-TEXARKANA**

| <b>Name/<br/>Title/<br/>Department</b>          | <b>Years of<br/>A&amp;M-<br/>Texarkana<br/>Tenured,<br/>Tenure-<br/>Track<br/>Service</b> | <b>Semester<br/>of Leave</b> | <b>Location, Brief Description of Leave and<br/>Benefit to University</b>  |
|---|---|------------------------------|--|
|   |   |                              |  |
| <b>COLLEGE OF ARTS, SCIENCES, AND EDUCATION</b> |   |                              |  |
| Drew Morton<br>Professor<br>Mass Communication  | 5   | Fall 2025                    | Dr. Morton's leave will take place in Los Angeles, California where he will complete work on his third book currently under contract, <i>Steven Soderbergh: Portrait of an Indiewood Auteur</i> (Lever Press, TBD). The proposed leave would provide Dr. Morton with opportunities to visit the various film archives in the Los Angeles area, including the UCLA Film and Television Archive, the USC Film and Television Archive, the Academy of Motion Picture Arts and Sciences Margaret Herrick Library, and the Directors Guild of America Archive; provide him with time to engage in interviews, and allow him to focus on creating a draft of the particularly intensive fifth chapter. Videographic criticism has become a significant methodology within the field of cinema and media studies. Dr. Morton's research has brought A&M-Texarkana prestige in the form of various research talks and keynotes across the world. This research will spawn a devoted videographic criticismmass communications course that would make A&M-Texarkana's program more distinctive and will add some additional programming to the Red River Innovation Lab for the Humanities. |

Agenda Item No.

## **AGENDA ITEM BRIEFING**

**Submitted by:** Ross Alexander, Ph.D., President  
Texas A&M University-Texarkana

**Subject:** Approval of a New Master of Science Degree Program with a Major in Adapted Physical Activity and Authorization to Request Approval from the Texas Higher Education Coordinating Board

### **Proposed Board Action:**

Approve the establishment of a new degree program at Texas A&M University-Texarkana leading to a Master of Science (M.S.) with a major in Adapted Physical Activity (APA), authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval and certify that all applicable THECB criteria have been met.

### **Background Information:**

The proposed M.S. degree with a major in APA will focus on advanced teaching and research-based inquiry related to individuals with disabilities. The public schools and community programs in the Texarkana area have an increased demand for professionally trained graduate teachers and Physical Activity (PA) trainers with knowledge in APA.

### **A&M System Funding or Other Financial Implications:**

Existing institutional funds will be used to support the M.S. with a major in APA. Three existing core faculty members will be used as support for the program. One additional faculty member will be hired in fall 2026. The new costs for the first five years will not exceed \$2 million.

### **Strategic Plan Imperative(s) this Item Advances:**

The proposed M.S. with a major in APA aligns with The Texas A&M University System strategic plan imperative 3 by preparing students for long-term careers in a fast-growing field.



Agenda Item No.

**TEXAS A&M UNIVERSITY-TEXARKANA**

Office of the President

February 19, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of a New Master of Science Degree Program with a Major in Adapted Physical Activity and Authorization to Request Approval from the Texas Higher Education Coordinating Board

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System approves the establishment of a new degree program at Texas A&M University-Texarkana leading to a Master of Science with a major in Adapted Physical Activity.**

**The Board also authorizes submission of Texas A&M University-Texarkana’s new degree program request to the Texas Higher Education Coordinating Board for approval and hereby certifies that all applicable criteria of the Coordinating Board have been met.”**

Respectfully submitted,

Ross Alexander, Ph.D.  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**Texas A&M University-Texarkana**

Master of Science  
with a major in Adapted Physical Activity  
(CIP 31.0501.00)

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**Program Review Outline**

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**BACKGROUND & PROGRAM DESCRIPTION**

Administrative Unit: College of Nursing, Health, and Human Services; Division of Health Professions

The proposed Master of Science (M.S.) degree with a major in Adapted Physical Activity (APA) will focus on advanced teaching and research-based inquiry related to individuals with disabilities. The degree program provides education to students in critical areas of evaluation, improvement of pedagogical approaches, and a critical view of curriculum in APA practices.

The facilities at Texas A&M University-Texarkana (A&M-Texarkana) create an ideal venue for students from feeder programs and local schoolteachers seeking professional development and practices. Currently, students in the degree program will have access to the newly established biomechanical laboratory, motor-skill lab and sports-skill teaching venues. A unique feature of the degree program is the cross-college collaboration with faculty experts and courses in Special Education within the Division of Education in the College of Arts, Sciences and Education.

Students will be able to:

- Apply the knowledge, skills and experiences gained from studies to the fields to meet the needs of individuals with disabilities in school and community settings.
- Identify the legal mandates for physical activity services for individuals with disabilities, organize/coordinate the Individual Education Plan (IEP) committee, and write an appropriate exercise/activity IEP based on student's special needs.
- Compare and contrast the major types of disabling conditions dealt with in adapted physical activity settings.
- Implement various assessment techniques (formal and informal) and task analysis to modify movement skills, rules, equipment, and activities for individuals of various ages and abilities.
- Apply appropriate strategies for individualized instructions based on their special needs and develop community recreational programs for people with disabilities.
- Possess informed knowledge and professional oriented skills related to programming and service delivery in APA and exercises rehabilitation.

The degree program is comprised of 30 semester credit hours and focuses on APA coursework using face-to-face, hybrid and online modalities.

The proposed implementation date is fall 2025.

A&M-Texarkana certifies that the proposed new degree program meets the criteria under the 19 Texas Administrative Code, Section 2.117 regarding need, quality, financial and faculty resources, standards, and costs.

## I. NEED

### A. Employment Opportunities

The North Texas Daily News in October 2022 stated that “the rural area known as ‘the Ark-La-Tex’ have higher rates of disability and poorer health condition compared to other parts of the country. Texas is expected to increase 8% (2022-2023) in job openings in special education. This increase will create approximately 38,600 job openings each year (Texas Teachers of Tomorrow, 2022). The public schools and community programs in Texarkana areas have an increased demand for professionally trained graduate teachers and PA trainers with knowledge in APA to provide care for children/adolescents and adults with disabilities to meet the trained specialists’ demands.

### B. Projected Enrollment

The degree program is projected to enroll 20 students in years one and two. Enrollment is expected to increase to 27 students in years three through five.

Table 1: Projected Enrollment

| Enrollment                | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
|---------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Full-Time</b>          |           |           |           |           |           |
| In-state                  | 5         | 5         | 6         | 6         | 6         |
| Out-of-state              | 3         | 3         | 5         | 5         | 5         |
| Out-of-country            | 2         | 2         | 2         | 2         | 2         |
| <b>Part-Time</b>          |           |           |           |           |           |
| In-state                  | 5         | 5         | 6         | 6         | 6         |
| Out-of-state              | 5         | 5         | 8         | 8         | 8         |
| Out-of-country            | 0         | 0         | 0         | 0         | 0         |
| <b>Total New Students</b> | <b>20</b> | <b>20</b> | <b>27</b> | <b>27</b> | <b>27</b> |

### C. Existing State Programs

The proposed degree program will be the only degree program in Texas focusing on APA. The CIP is utilized by Texas Southern University for the M.S. degree with a major in Health and Kinesiology. This degree program graduated 11 students from 2021 to 2022.

## II. QUALITY & RESOURCES

### A. Faculty

The degree program consists of three existing core faculty members. One additional faculty member is expected to be hired in fall 2026.

**B. Program Administration**

No additional administrative costs are required.

**C. Other Personnel**

No additional other personnel costs are required.

**D. Supplies, Materials**

No supplies and materials costs are required.

**E. Library**

No library costs are required.

**F. Equipment, Facilities**

No equipment or facilities costs are required.

**G. Accreditation Page**

No accreditation costs are required.

**III. NEW 5-YEAR COSTS & FUNDING SOURCES**

| NEW FIVE-YEAR COSTS           |                  | SOURCES OF FUNDING               |                    |
|-------------------------------|------------------|----------------------------------|--------------------|
| Faculty                       | \$395,200        | Formula Income                   | \$422,357          |
| Program Administration        |                  | Statutory Tuition                |                    |
| Graduate Assistants           |                  | Reallocation                     |                    |
| Supplies & Materials          |                  | Designated Tuition               |                    |
| Library & IT Resources        |                  | Other Funding:                   |                    |
| Equipment, Facilities         |                  | Tuition                          | \$1,163,086        |
| Other                         |                  | Fees                             | \$40,834           |
| <b>Estimated 5-Year Costs</b> | <b>\$395,200</b> | <b>Estimated 5-Year Revenues</b> | <b>\$1,626,277</b> |

Agenda Item No.

## **AGENDA ITEM BRIEFING**

**Submitted by:** Ross Alexander, Ph.D., President  
Texas A&M University-Texarkana

**Subject:** Approval of a New Master of Science Degree Program with a Major in Computer Science and Authorization to Request Approval from the Texas Higher Education Coordinating Board

### **Proposed Board Action:**

Approve the establishment of a new degree program at Texas A&M University-Texarkana leading to a Master of Science (M.S.) with a major in Computer Science, authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval and certify that all applicable THECB criteria have been met.

### **Background Information:**

The proposed Master of Science (M.S.) degree with a major in Computer Science is a specialized program designed to equip students with the knowledge and skills necessary to excel in the Information Technology industry. Students in the program will understand organization, architecture and how software and hardware interact, and be able to analyze, design and implement algorithmic solutions to computing problems.

### **A&M System Funding or Other Financial Implications:**

Existing institutional funds will be used to support the program. One existing core faculty member and three support faculty members will support the program. Two additional faculty members will be hired in fall 2025. The new costs for the first five years will not exceed \$2 million.

### **Strategic Plan Imperative(s) This Item Advances:**

The proposed M.S. with a major in Computer Science aligns with The Texas A&M University System strategic plan imperative 3 by preparing students for long-term careers in a fast-growing field.

Agenda Item No.

**TEXAS A&M UNIVERSITY-TEXARKANA**

Office of the President

February 19, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of a New Master of Science Degree Program with a Major in Computer Science and Authorization to Request Approval from the Texas Higher Education Coordinating Board

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System approves the establishment of a new degree program at Texas A&M University-Texarkana leading to a Master of Science with a major in Computer Science.**

**The Board also authorizes submission of Texas A&M University-Texarkana’s new degree program request to the Texas Higher Education Coordinating Board for approval and hereby certifies that all applicable criteria of the Coordinating Board have been met.”**

Respectfully submitted,

Ross Alexander, Ph.D.  
President

**Approval Recommended:**

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John Sharp  
Chancellor

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**Approved for Legal Sufficiency:**

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Ray Bonilla  
General Counsel

**Texas A&M University-Texarkana**

Master of Science  
with a major in Computer Science  
(CIP 11.0701.00)

**Program Review Outline**

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**BACKGROUND & PROGRAM DESCRIPTION**

Administrative Unit: College of Business, Engineering, and Technology; Division of Information Systems and Computing Technologies

The Master of Science degree program in Computer Science is a specialized program designed to equip students with the knowledge and skills necessary to excel in the Information Technology industry. This program includes courses in programming languages, data structures, operating systems, and data warehousing, amongst other courses. Students may also additionally take courses in computer security and cloud computing. The program would also have an integrative project that will provide students with an opportunity to address a real-world problem using the skills they develop during this course.

Student learning outcomes include:

1. Students will understand computer organization, architecture and how software and hardware interact.
2. Students will be able to analyze, design, and implement algorithmic solutions to computing problems.
3. Students should be able to communicate in writing and verbally with a range of audiences and present information in text or graphic format effectively.

The degree program is comprised of 30 semester credit hours and will be offered face-to-face, hybrid/blended, and 100% Online.

The proposed implementation date is fall 2025.

Texas A&M University-Texarkana (A&M-Texarkana) certifies that the proposed new degree program meets the criteria under the 19 Texas Administrative Code, Section 2.117 regarding need, quality, financial and faculty resources, standards, and costs. New costs during the first five years will not exceed \$2 million.

**I. NEED**

**A. Employment Opportunities**

The employment of computer and information technology occupations is projected to grow 11% from 2019 to 2029. The cybersecurity field is expected to grow 31% in the coming 10 years. The demand for software developers, quality assurance analysts, testers, and computer and information research scientists is also expected to grow.

The demand for a Computer Science master's program is expected to bring more students to the campus and help fulfill the latent demand for Computer Science professionals for

the local industry. Graduates of the A&M-Texarkana's bachelor's degree program must now attend other universities if they wish to continue their education and seek a master's degree in computer science. Offering a master's degree in computer science at A&M-Texarkana will meet the needs of our graduating undergraduate students.

## B. Projected Enrollment

The projected enrollment for the proposed program includes enrollment at full-time and part-time levels that increases from 38 students in year one to 165 students in year five. The university is on a growth trajectory and is expected to continue this trend.

| <b>Enrollment</b>         | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|---------------------------|---------------|---------------|---------------|---------------|---------------|
| <b>Full-Time</b>          |               |               |               |               |               |
| In-state                  | 10            | 15            | 25            | 35            | 47            |
| Out-of-state              | 5             | 8             | 13            | 18            | 24            |
| Out-of-country            | 15            | 20            | 30            | 45            | 50            |
| <b>Part-Time</b>          |               |               |               |               |               |
| In-state                  | 5             | 7             | 12            | 17            | 23            |
| Out-of-state              | 3             | 5             | 10            | 15            | 21            |
| Out-of-country            | 0             | 0             | 0             | 0             | 0             |
| <b>Total New Students</b> | <b>38</b>     | <b>55</b>     | <b>90</b>     | <b>130</b>    | <b>165</b>    |

## C. Existing State Programs

The closest program is in the Dallas metroplex. A&M-Texarkana is uniquely located in the corner of East Texas and part of a four-states region known as the Ark-La-Tex. Most comparable programs in Texas increased the number of graduates from 2022 to 2023.

| <b>Degree Title &amp; Designation</b> | <b>University</b>                         | <b>CIP Code</b> | <b>Graduates 2023</b> | <b>Graduates 2022</b> |
|---------------------------------------|---|-----------------|-----------------------|-----------------------|
| Computer Science, M.S.                | Baylor University                         | 11.0701.00      | 27                    | 18                    |
| IT and Innovation, M.S.               | Dallas Baptist University                 | 11.0701.00      | N/A                   | N/A                   |
| Computer Science, M.S.                | Lamar University                          | 11.0701.00      | 192                   | 47                    |
| Computer Science, M.S.                | Southern Methodist University             | 11.0701.00      | 44                    | 22                    |
| Computer Science, M.S.                | St. Mary's University                     | 11.0701.00      | 5                     | 2                     |
| Computer Science, M.S.                | Texas A&M University                      | 11.0701.00      | 174                   | 86                    |
| Computer Science, M.S.                | Texas A&M University-San Antonio          | 11.0701.00      | N/A                   | N/A                   |
| Computer Science, M.S.                | Texas Southern University                 | 11.0701.00      | 5                     | 6                     |
| Computer Science, M.S.                | Texas State University                    | 11.0701.00      | 67                    | 45                    |
| Computer Science, M.S.                | The University of Texas Rio Grande Valley | 11.0701.00      | 20                    | 18                    |
| Computer Science, M.S.                | University of Houston-Clear Lake          | 11.0701.00      | 117                   | 26                    |
| Computer Science, M.S.                | University of Houston-Victoria            | 11.0701.00      | 14                    | 11                    |
| Computer Science, M.S.                | North American University-Houston         | 11.0701.00      | 69                    | 68                    |



## II. QUALITY & RESOURCES

### A. Faculty

The degree program will utilize one existing core faculty member and three support faculty members. Two additional faculty members are projected for hire in fall 2025.

### B. Program Administration

The degree program will not require additional costs for program administration.

### C. Other Personnel

The degree program will not require additional costs for other personnel.

### D. Supplies, Materials

The degree program will not require additional costs for supplies and materials.

### E. Library

The degree program will not require additional costs for library resources.

### F. Equipment, Facilities

The degree program will not require additional costs for equipment and facilities.

### G. Accreditation Page

The institution will not seek accreditation for the degree program.

## III. NEW 5-YEAR COSTS & FUNDING SOURCES

| NEW FIVE-YEAR COSTS           |                    | SOURCES OF FUNDING               |                    |
|-------------------------------|--------------------|----------------------------------|--------------------|
| Faculty                       | \$1,300,000        | Formula Income                   | \$3,964,843        |
| Program Administration        |                    | Statutory Tuition                |                    |
| Graduate Assistants           |                    | Reallocation                     |                    |
| Supplies & Materials          |                    | Designated Tuition               |                    |
| Library & IT Resources        |                    | Other Funding:                   |                    |
| Equipment, Facilities         |                    | Tuition                          | \$1,574,628        |
| Other                         |                    | Fees                             | \$576,811          |
| <b>Estimated 5-Year Costs</b> | <b>\$1,300,000</b> | <b>Estimated 5-Year Revenues</b> | <b>\$6,116,282</b> |

Agenda Item No.

**WEST TEXAS A&M UNIVERSITY**

Office of the President

March 3, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of Academic Tenure, May 2025,  
West Texas A&M University

I recommend adoption of the following minute order:

**“The Board of Regents of The Texas A&M University System, in accordance with System Policy 12.01, *Academic Freedom, Responsibility and Tenure*, hereby authorizes the granting of tenure to the following faculty members at West Texas A&M University as set forth in the exhibit, Tenure List No. 25-03.”**

Respectfully submitted,

Walter V. Wendler  
President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**WEST TEXAS A&M UNIVERSITY  
BACKGROUND OF FACULTY  
RECOMMENDED FOR ACADEMIC TENURE  
TENURE LIST NO. 25-03**

ITEM  
EXHIBIT

**COLLEGE OF ENGINEERING**

| <u>Name</u>                | <u>Present Rank</u><br><u>Department</u>      | <u>Yrs. Towards Tenure*</u><br><u>Univ.</u>   <u>Other Inst.</u> |   | <u>Effective Date</u><br><u>Tenure</u> |
|----------------------------|---|--|---|--|
| Dr. Sanjoy K. Bhattacharia | Assistant Professor<br>Mechanical Engineering | 6  | 0 | Upon Approval<br>by the Board          |
| Ph.D. (2013)               | Texas Tech University                         |  |   |  |
| Fa 2019 – Present          | West Texas A&M University                     | Assistant Professor  |   |  |

Dr. Sanjoy Bhattacharia has expertise in the discipline of materials science and engineering. His research and teaching include explosives and energetic materials, thermophysical properties of materials, thermodynamics of phase transition, material characterization, and crystal growth. Dr. Bhattacharia has contributed significantly to both undergraduate and graduate curricula, co-developing a graduate-level course that provides hands-on experience with advanced instrumentation in material science. He has also demonstrated a robust research portfolio, securing over \$2.2 million in funded grants and publishing seven peer-reviewed articles, four conference proceedings, and four additional peer-reviewed publications. Dr. Bhattacharia holds two patents and has made 11 conference presentations.

To the best of our knowledge, Dr. Bhattacharia has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u>      | <u>Yrs. Towards Tenure*</u><br><u>Univ.</u>   <u>Other Inst.</u> |   | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|---|--|---|--|
| Dr. Anirban Pal   | Assistant Professor<br>Mechanical Engineering | 6  | 0 | Upon Approval<br>by the Board          |
| Ph.D. (2016)      | Rensselaer Polytechnic Institute              |  |   |  |
| Fa 2019 – Present | West Texas A&M University                     | Assistant Professor  |   |  |

Dr. Anirban Pal has expertise in the discipline of mechanical engineering. His research and teaching include a focus on the use of computational tools to examine the mechanical behavior of materials for energy storage, materials science, mechanics of fibrous systems, and ice nucleation chemistry. Dr. Pal has contributed significantly to research, securing two external grants totaling \$498,000, including a notable National Science Foundation grant. His research includes two peer-reviewed journal articles and he has collaborated with Sandia National Laboratories to establish lithium-ion battery research protocols at the university. Dr. Pal also contributed to developing the Human-Machine Technology learning laboratory for the College of Engineering.

To the best of our knowledge, Dr. Pal has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

### COLLEGE OF NURSING AND HEALTH SCIENCES

| <u>Name</u>         | <u>Present Rank</u><br><u>Department</u>            | <u>Yrs. Towards Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|---------------------|---|-----------------------------|--------------------|--|
|                     |   | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Dr. Trisha M. Brown | Assistant Professor<br>Sports and Exercise Sciences | 7**                         | 0                  | Upon Approval<br>by the Board          |
| Ed.D. (2016)        | United States Sports Academy                        |                             |                    |  |
| Sp 2017 – Present   | West Texas A&M University                           | Assistant Professor         |                    |  |

Dr. Trisha Brown has expertise in the discipline of sports and exercise sciences. Her research and teaching include adapted physical education, activity-based pedagogy, sports marketing, and sports management leadership. Dr. Brown has a varied research portfolio that includes three peer-reviewed publications and six presentations. In addition, she created the Physical Education curricula, which involves a unique and innovative approach that integrates students participating in practical experiences in assisting persons with disabilities. Dr. Brown also dedicates a plethora of service time to the department, college, and university efforts.

To the best of our knowledge, Dr. Brown has behaved in a professional manner across her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

### PAUL ENGLER COLLEGE OF AGRICULTURE AND NATURAL SCIENCES

| <u>Name</u>         | <u>Present Rank</u><br><u>Department</u>     | <u>Yrs. Towards Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|---------------------|--|-----------------------------|--------------------|--|
|                     |  | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Dr. Erik T. Crosman | Assistant Professor<br>Environmental Science | 6                           | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2011)        | The University of Utah                       |                             |                    |  |
| Fa 2019 – Present   | West Texas A&M University                    | Assistant Professor         |                    |  |

Dr. Erik Crosman has expertise in the discipline of atmospheric and environmental sciences. His research and teaching include weather observations and modeling, air pollution, remote sensing and geographic information systems, as well as numerical methods. Dr. Crosman's generous intellectual contributions include 19 peer-reviewed publications while at the institution and a career h-index of 20, an i10-index of 33, and 1,892 citations as recorded on Google Scholar. He has also been active in securing \$328,000 in funded grants and directing graduate programs as chair of 11 master's students, membership on one doctoral committee and member of 12 additional master's committees.

To the best of our knowledge, Dr. Crosman has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

| <u>Name</u>         | <b>Present Rank<br/><u>Department</u></b> | <b>Yrs. Towards Tenure*</b> |                    | <b>Effective Date<br/><u>Tenure</u></b> |
|---------------------|---|-----------------------------|--------------------|---|
|                     |   | <u>Univ.</u>                | <u>Other Inst.</u> |   |
| Dr. Loni W. Lucherk | Assistant Professor<br>Animal Science     | 6                           | 0                  | Upon Approval<br>by the Board           |
| Ph.D. (2019)        | Texas Tech University                     |                             |                    |   |
| Fa 2019 – Present   | West Texas A&M University                 | Assistant Professor         |                    |   |

Dr. Loni W. Lucherk has expertise in the discipline of animal science. Her research and teaching include meat quality, meat safety, and food science. Dr. Lucherk has published six full-length peer-reviewed publications during her graduate training and six full-length peer-reviewed publications from her work at the university. She has also serviced as the chair of one doctoral committee and 13 master's committees. Dr. Lucherk has successfully trained students for national and international competitions, including the institution's first National Championship in Meat Judging, first National Champion in Meat Science Quiz Bowl team and first International Judging Team Champion.

To the best of our knowledge, Dr. Lucherk has behaved in a professional manner across her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

#### **PAUL AND VIRGINIA ENGLER COLLEGE OF BUSINESS**

| <u>Name</u>        | <b>Present Rank<br/><u>Department</u></b> | <b>Yrs. Towards Tenure*</b> |                    | <b>Effective Date<br/><u>Tenure</u></b> |
|--------------------|---|-----------------------------|--------------------|---|
|                    |   | <u>Univ.</u>                | <u>Other Inst.</u> |   |
| Dr. Oscar J. Solis | Associate Professor<br>Finance            | 7**                         | 0                  | Upon Approval<br>by the Board           |
| Ph.D. (2011)       | Texas Tech University                     |                             |                    |   |
| Fa 2018 – Present  | West Texas A&M University                 | Associate Professor         |                    |   |

Dr. Oscar Solis has expertise in the discipline of personal financial planning, corporate finance, and risk management. His research and teaching focuses on financial decision-making, wealth optimization, and risk mitigation. Dr. Solis has produced ten articles, including in-field and pedagogy-focused publications. In addition, Dr. Solis is a devoted and valued faculty in the department who provides significant service to the discipline, college and university, which includes serving on the Honors Council for the Attebury Honors Program.

To the best of our knowledge, Dr. Solis has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

# SYBIL B. HARRINGTON COLLEGE OF FINE ARTS AND HUMANITIES

| <u>Name</u>             | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------------|--|-----------------------------|--------------------|--|
|                         |  | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Mr. Bradley J. Behrmann | Assistant Professor<br>Musical Theatre   | 6                           | 0                  | Upon Approval<br>by the Board          |
| M.F.A. (2016)           | San Diego State University               |                             |                    |  |
| Fa 2019 – Present       | West Texas A&M University                | Assistant Professor         |                    |  |

Mr. Bradley Behrmann has expertise in the discipline of performance, musical theatre, and career management for the theatre. His research and teaching include musical theatre direction and music direction, musical theatre history, and acting. Mr. Behrmann's portfolio includes a wide range of creative accomplishments during his tenure track appointment, including substantial credits as a director and music director, for both theatre and music productions with the university and in professional venues. His production work has been repeatedly recognized nationally by the Kennedy Center American College Theatre Festival. Mr. Behrmann also recently received the departmental teaching excellence award that reflects his strong commitment to sound pedagogy and student engagement.

To the best of our knowledge, Mr. Behrmann has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

| <u>Name</u>       | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|-------------------|--|-----------------------------|--------------------|--|
|                   |  | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Ms. Misty Gamble  | Assistant Professor<br>3D Art            | 4                           | 2                  | Upon Approval<br>by the Board          |
| M.F.A. (2007)     | San Diego State University               |                             |                    |  |
| Fa 2012 – Sp 2017 | Kansas City Art Institute                | Assistant Professor         |                    |  |
| Fa 2020 – Present | West Texas A&M University                | Assistant Professor         |                    |  |

Ms. Misty Gamble has expertise in the discipline of ceramics, studio art, and drawing. Her research and teaching include sculptural interpretation, ceramic creation, and the human form. Ms. Gamble is widely recognized as an artist and scholar. Her work has been displayed as part of numerous shows and exhibits. Further, Ms. Gamble is a highly sought-after resident artist with multiple residency requests across the country. In addition, Ms. Gamble provides significant service for the discipline, department, college and university.

To the best of our knowledge, Ms. Gamble has behaved in a professional manner across her career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

# TERRY B. ROGERS COLLEGE OF EDUCATION AND SOCIAL SCIENCES

| <u>Name</u>         | <u>Present Rank</u><br><u>Department</u> | <u>Yrs. Towards Tenure*</u> |                    | <u>Effective Date</u><br><u>Tenure</u> |
|---------------------|--|-----------------------------|--------------------|--|
|                     |  | <u>Univ.</u>                | <u>Other Inst.</u> |  |
| Dr. Brandon L. Bang | Assistant Professor<br>Criminal Justice  | 6                           | 0                  | Upon Approval<br>by the Board          |
| Ph.D. (2019)        | Washington State University              |                             |                    |  |
| Fa 2019 – Present   | West Texas A&M University                | Assistant Professor         |                    |  |

Dr. Brandon Bang has expertise in the discipline of criminal justice and criminology. His research and teaching include the policing, law and courts, and ethics in criminal justice. Through a combination of journal articles published in peer-reviewed, refereed journals appropriate to his discipline, published and submitted textbooks and textbook chapters, and presentations in local, state, and national venues, Dr. Bang is actively and extensively engaged in intellectual contributions to the field.

To the best of our knowledge, Dr. Bang has behaved in a professional manner across his career and has not engaged in behaviors that may lead to dismissal for cause as specified in System Policy *12.01*, Section 4.3.

\* Each university determines, through a review process, the number of years each faculty member will be awarded tenure based on his/her dossier.

\*\* Dr. Trisha Brown and Dr. Oscar Solis were granted a one-year tenure extension in fall 2023, thus the added time to ‘Years towards Tenure’ column.

Agenda Item No.

**AGENDA ITEM BRIEFING**

**Submitted by:** Walter V. Wendler, President  
West Texas A&M University

**Subject:** Approval of a New Doctor of Philosophy Degree Program with a Major in Computing and Digital Learning, and Authorization to Request Approval from the Texas Higher Education Coordinating Board

**Proposed Board Action:**

Approve the establishment of a new degree program at West Texas A&M University (WTAMU) leading to a Doctor of Philosophy (Ph.D.) with a major in Computing and Digital Learning, authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval, and certify that all applicable THECB criteria have been met.

**Background Information:**

The proposed Ph.D. in Computing and Digital Learning degree program at WTAMU is designed to address the evolving intersection of technology and education. This interdisciplinary program integrates applied computing, artificial intelligence, cybersecurity, and digital learning, and will prepare graduates for roles in academia, industry and government. Distinct from traditional computing or education doctorates, the proposed program emphasizes the unique challenges of rural communities. Graduates will be equipped to develop scalable, sustainable digital solutions that enhance education, workforce development, and community engagement in these areas.

**A&M System Funding or Other Financial Implications:**

The proposed program will leverage existing computing infrastructure, labs, and research resources, eliminating the need for major initial investments in new faculty or facilities. In order to support the program's interdisciplinary scope, new costs over the first five years will include hiring two new faculty positions and a new administrative support staff. The anticipated funding (formula funding, tuition, and fees) will exceed the anticipated program costs. The estimated new costs for the program's first five years are \$1,631,000. The net funding over five years is projected to be \$427,589, ensuring financial sustainability.

**Strategic Plan Imperative(s) This Item Advances:**

The proposed Ph.D. in Computing and Digital Learning program will prepare graduates to work in various industries to solve regional and state issues. In alignment with WTAMU's strategic plan, "WT 125: From the Panhandle to the World," this program reinforces the university's mission to drive regional impact with global reach. The continued and fast-paced economic growth in this region of Texas and the need for an innovative approach in rural technology solutions, addresses the fifth imperative of The Texas A&M University System's Strategic Plan to provide "services that respond to the needs of the people of Texas."



Agenda Item No.

**WEST TEXAS A&M UNIVERSITY**

Office of the President

February 19, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of a New Doctor of Philosophy Degree Program with a Major in Computing and Digital Learning, and Authorization to Request Approval from the Texas Higher Education Coordinating Board

I recommend adoption of the following minute order:

**“The Board of Regents approves the establishment of a new degree program at West Texas A&M University leading to a Doctor of Philosophy degree with a major in Computing and Digital Learning.**

**The Board also authorizes submission of West Texas A&M University’s new degree program request to the Texas Higher Education Coordinating Board for approval and hereby certifies that all applicable criteria of the Coordinating Board have been met.”**

Respectfully submitted,

Walter V. Wendler, President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**West Texas A&M University**

Doctor of Philosophy (Ph.D.)  
with a major in Computing and Digital Learning  
(CIP 11.0101.00)

**Program Review Outline**

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**BACKGROUND & PROGRAM DESCRIPTION**

Administrative Unit: Paul and Virginia Engler College of Business, Department of Computer Information and Decision Management

The proposed Doctor of Philosophy (Ph.D.) in Computing and Digital Learning is uniquely designed to address technological and educational challenges in rural communities. Unlike traditional computing or education programs, this interdisciplinary doctoral program integrates applied computing, artificial intelligence, and immersive learning strategies to develop scalable, sustainable digital solutions that enhance education, workforce development, and community engagement. By prioritizing technological inclusion and digital equity, graduates will be equipped to lead research and policy initiatives that bridge the digital divide.

The purpose of the Ph.D. in Computing and Digital Learning is to prepare graduates to:

- Master Theoretical and applied Knowledge—Develop expertise in computing and digital learning systems to address challenges in rural education and technology.
- Conduct Research and develop Real-World Solutions—Utilize AI, data analytics, and computing tools to design innovative learning solutions.
- Integrate Interdisciplinary Knowledge – Combine computing, education, and social sciences to develop sustainable learning technologies.
- Apply Advanced Research Methodologies – Use quantitative and qualitative methods to conduct impactful research in computing and digital education.
- Lead Digital Learning Policy & Innovation – Shape broadband expansion, digital learning policies, and rural technology infrastructure initiatives.

The program will require students to complete 51 semester credit hours (SCH), and includes 18 SCH of core courses, nine SCH of research courses, 12 SCH of prescribed electives, and 12 SCH dedicated to scholarly and research deliverables (can be repeated until completion). A master's degree in the primary or a closely related discipline is required for admission.

The proposed implementation date is fall 2027.

West Texas A&M University (WTAMU) certifies that the proposed new degree program meets the criteria under the 19 Texas Administrative Code, Section 2.146 in regard to need, quality, financial and faculty resources, standards and costs.

**I. NEED**

**A. Employment Opportunities**

The rising demand for computing and digital learning professionals and Texas' strategic focus on graduate education highlights the need for a Ph.D. in Computing and Digital Learning at WTAMU. The U.S. continues to face a significant shortage of skilled IT professionals, with

an anticipated surplus of unfilled positions due to the rapid expansion of technology-based jobs over the next decade. The proposed doctoral program aims to bridge that gap by equipping graduates with expertise in computing, data analytics, cybersecurity, and digital learning systems; fields that are seeing exceptional job growth and competitive salaries.

Labor market data from the Bureau of Labor Statistics emphasizes the demand, revealing approximately 377,500 job openings yearly in computer and information technology sectors, driven by industry growth and the need for workforce replacement. Computing and IT jobs offer considerably higher salaries than most professions, reinforcing the strong return on investment for graduates. In 2023, computer and information research scientists experienced a 23% job growth nationally and a 52% increase in Texas, with a median salary of \$145,080. Information security analysts saw a 32% growth nationally and a 48% increase in Texas, earning a median salary of \$120,360. Software developers and testers experienced a 25% national growth and a 47% increase in Texas, leading to 451,200 new jobs created and a median salary of \$130,160. Data scientists recorded the highest growth rate at 35%, with 59,400 new jobs nationwide and a median salary of \$108,020. Texas is witnessing even higher growth rates than the national average, particularly in cybersecurity, software development, and computing research, highlighting the state's demand for well-trained professionals.

The Texas Higher Education Coordinating Board's Building a Talent Strong Texas plan identifies computing as a high-demand occupational field requiring greater graduate education investment to support workforce expansion. Research also indicates that Hispanics are significantly underrepresented in graduate programs at Texas public universities. This doctoral program will promote increased access to advanced education and provide graduates with opportunities to enter high-growth computing and digital learning fields.

In line with WTAMU's reputation for providing high-quality online graduate business programs, ranked among the top three in Texas based on graduate employment outcomes, the proposed Ph.D. program will enhance research and analytical skills for career progression rather than direct job placement. Graduates will be equipped for careers in academia, research, technology leadership, and policymaking in cybersecurity, AI, data science, and digital learning systems. The program's design allows students to conduct laboratory-based, field, or employer-sponsored research, ensuring real-world relevance. All research projects will undergo rigorous program-level and Graduate School Committee review to maintain the highest academic standards.

## **B. Projected Enrollment**

A 2024 survey of 1,742 WTAMU business graduate alumni found 72.7% interested in a PhD, with 39.5% highly interested in earning their doctorate at WTAMU. Key insights include:

- Online accessibility is a top priority for working professionals.
- Flexible part-time options are essential for enrollment.
- Demand is particularly strong among individuals in AI, cybersecurity, and digital education sectors.

The projected enrollment over the first five years, which includes anticipated attrition, is shown in Table 1:

**Table 1: Projected Enrollment (First Five Years)**

| Year | New Students | Cumulative Enrollment | Graduates |
|------|--------------|-----------------------|-----------|
| 1    | 6            | 6                     | 0         |
| 2    | 8            | 13                    | 0         |
| 3    | 9            | 20                    | 2         |
| 4    | 9            | 26                    | 2         |
| 5    | 12           | 33                    | 4         |

### **C. Existing State Programs**

The proposed Ph.D. in Computing and Digital Learning at WTAMU stands apart from existing doctoral programs by offering a balanced integration of computing and digital learning, workforce-centered research flexibility, and a strong commitment to regional and rural education. The eight existing programs are offered by: Texas A&M University, Texas A&M University-Corpus Christi, University of North Texas, Texas Tech University, University of Texas at Arlington, University of Texas at Austin, University of Texas at Dallas, University of Texas at San Antonio, and University of Houston. All existing programs are more than 100 miles from WTAMU.

Unlike the existing programs, such as the University of North Texas Ph.D. [in Learning Technologies](#), which focuses primarily on instructional systems and digital learning environments, the proposed program ensures a deeper emphasis on computing, data analytics, and cybersecurity. Similarly, the University of Texas at Austin's [Learning Technologies Doctoral Program](#) is centered on instructional design and pedagogy rather than the advanced computing applications essential for modern IT professionals. The University of Texas at San Antonio recently established the College of AI, Cyber, and Computing, which is expected to expand research in these areas, however, its focus is urban technology initiatives. The proposed Ph.D. will focus on integrating computing and digital learning for broader workforce applications.

## **II. QUALITY & RESOURCES**

### **A. Faculty**

The program will be primarily supported by existing distinguished faculty from the Computer Information and Decision Management (CIDM) department, providing deep expertise in computing-related disciplines, including computing, data science, artificial intelligence, cybersecurity, and digital learning systems. Additionally, contributions from faculty in economics, organizational behavior, and communication will enhance the program's interdisciplinary nature, ensuring that students develop well-rounded research perspectives. This diverse faculty foundation will enable doctoral candidates to explore complex, real-world challenges at the intersection of computing and digital learning while fostering a collaborative research environment.

### **B. Program Administration**

The proposed Ph.D. in Computing and Digital Learning will be housed within the Paul and Virginia Engler College of Business at WTAMU, within the CIDM department serving as

the central academic unit. To support the program, at least two new faculty lines will be added, strengthening the CIDM department's capacity for advanced instruction and mentorship. Additionally, a doctoral staff coordinator will manage administrative operations, interdisciplinary research collaborations, and academic support for doctoral candidates.

### **C. Other Personnel**

A professional staff member will be added to handle program administration, recruitment, assist in student advising, and research coordination.

### **D. Supplies, Materials**

No significant additional supplies or materials are anticipated.

### **E. Library**

WTAMU's Cornette Library offers extensive digital and physical collections, including peer-reviewed journals, databases, and specialized materials in computing, digital learning, and interdisciplinary research. No additional library materials are anticipated.

### **F. Equipment, Facilities**

WTAMU's existing computing infrastructure, research facilities, and digital resources will provide a strong foundation for the new program, eliminating the need for major investments in equipment or facilities.

### **G. Accreditation**

The Paul and Virginia Engler College of Business holds the prestigious AACSB and ABET accreditations. These affirm the college's commitment to academic excellence, ensuring that the program meets the highest computing, digital learning, and business education standards.

## **III. NEW 5-YEAR COSTS & FUNDING SOURCES**

| <b>NEW FIVE-YEAR COSTS</b>    |                    | <b>SOURCES OF FUNDING</b>        |                    |
|-------------------------------|--------------------|----------------------------------|--------------------|
| Faculty                       | \$990,000          | Formula Income                   | \$1,129,909        |
| Program Administration        | \$250,000          | Statutory Tuition                | \$65,050           |
| Graduate Assistants           | \$375,000          | Reallocation                     |                    |
| Supplies & Materials          |                    | Designated Tuition               | \$386,856          |
| Library & IT Resources        |                    | Other Funding (Fees)             | \$176,774          |
| Equipment, Facilities         |                    | Grant Funding                    | \$300,000          |
| Other: Scholarships           | \$16,000           |                                  |                    |
| <b>Estimated 5-Year Costs</b> | <b>\$1,631,000</b> | <b>Estimated 5-year Revenues</b> | <b>\$2,058,589</b> |

## **AGENDA ITEM BRIEFING**

**Submitted by:** Walter V. Wendler, President  
West Texas A&M University

**Subject:** Approval of a New Doctor of Philosophy Degree Program with a Major in Engineering and Computational Science, and Authorization to Request Approval from the Texas Higher Education Coordinating Board

### **Proposed Board Action:**

Approve the establishment of a new degree program at West Texas A&M University (WTAMU) leading to a Doctor of Philosophy (Ph.D.) with a major in Engineering and Computational Science, authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval, and certify that all applicable THECB criteria have been met.

### **Background Information:**

The proposed Ph.D. in Engineering and Computational Science degree program at WTAMU focuses on addressing regional challenges in the Texas Panhandle and rural communities through interdisciplinary education. By integrating engineering, computational science, and applied research, the program will prepare graduates to develop innovative solutions for challenges such as water resource management, renewable energy, environmental sustainability, and precision agriculture. This program aligns with WTAMU's mission of fostering research and development that benefits rural areas and supports the generational plan, "WT 125: From the Panhandle to the World," which emphasizes community-driven, practical solutions to local challenges.

The proposed program will provide an enhanced educational impact through applied content tailored to rural community needs and prepare graduates to lead efforts in advancing rural economic development through enhancing infrastructure, technology, and environmental resilience. Research with an innovative focus will encourage industry partnerships and promote solutions in water resource management, renewable energy, and environmental sustainability to solve regional and state issues.

### **A&M System Funding or Other Financial Implications:**

The proposed program will leverage existing engineering facilities, labs, and research centers, which eliminates the need for any major initial investments in new faculty or facilities. In order to support the program's interdisciplinary scope and to provide adequate support, it is anticipated that two new faculty members and an administrative support personnel member will be needed within the first five years. However, the anticipated funding (formula funding, tuition, and fees) will exceed program costs. The net funding over five years is projected to be \$311,322, ensuring financial sustainability.

### **Strategic Plan Imperative(s) This Item Advances:**

The proposed program will foster economic growth in this region of Texas, along with a need for an innovative approach, and addresses the fifth imperative of The Texas A&M University System's Board of Regents Strategic Plan to provide "services that respond to the needs of the people of Texas."

Agenda Item No.

**WEST TEXAS A&M UNIVERSITY**

Office of the President

February 19, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Approval of a New Doctor of Philosophy Degree Program with a Major in Engineering and Computational Science, and Authorization to Request Approval from the Texas Higher Education Coordinating Board

I recommend adoption of the following minute order:

**“The Board of Regents approves the establishment of a new degree program at West Texas A&M University leading to a Doctor of Philosophy degree with a major in Engineering and Computational Science.**

**The Board also authorizes submission of West Texas A&M University’s new degree program request to the Texas Higher Education Coordinating Board for approval and hereby certifies that all applicable criteria of the Coordinating Board have been met.”**

Respectfully submitted,

Walter V. Wendler, President

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs

**West Texas A&M University**

Doctor of Philosophy (Ph.D.)  
with a major in Engineering and Computational Science  
(CIP 14.0101.00)

**Program Review Outline**

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**BACKGROUND & PROGRAM DESCRIPTION**

Administrative Unit: College of Engineering

The Doctor of Philosophy (Ph.D.) in Engineering and Computational Science program at West Texas A&M University (WTAMU) uniquely focuses on addressing the technological and environmental challenges faced by rural regions, particularly in the Texas Panhandle. The program emphasizes interdisciplinary collaboration across engineering, computational science, and applied mathematics to solve real-world challenges such as renewable energy, water management, precision agriculture, and environmental sustainability. Unlike similar programs at larger urban institutions, this program is tailored to benefit rural communities through practical, hands-on solutions.

The program's educational objectives include preparing graduates to:

- Analyze and solve critical rural engineering challenges using interdisciplinary approaches.
- Collaborate with industry, government, and community partners to implement sustainable engineering practices.
- Lead research initiatives addressing regional and global technological challenges.

The program requires a total of 51 semester credit hours (SCH) beyond a master's degree. At least 50% of the coursework will focus on advanced engineering and computational methods. Students will complete a final capstone project tailored to rural challenges and may opt for research publications, conference presentations, or internship-based deliverables to satisfy graduation requirements.

The proposed implementation date for this program is fall 2026.

WTAMU certifies that the proposed new degree program meets the criteria under the 19 Texas Administrative Code, Section 2.146 in regard to need, quality, financial and faculty resources, standards, and costs. The estimated new costs for the program's first five years are \$2,940,000.

**I. NEED**

**A. Employment Opportunities**

The program aligns with market demand for professionals skilled in applied engineering and computational science. According to the U.S. Bureau of Labor Statistics, the following engineering fields are projected to experience significant growth over the next decade:

- Environmental Engineers: 10% growth nationally, 22% growth in Texas, median wage \$100,000.



- Renewable Energy Engineers: 20% growth nationally, 45% growth in Texas, median wage \$112,000.
- Agricultural/Mechanical Engineers: 9% growth nationally, 18% growth in Texas, median wage \$85,000.
- Data Scientists (relevant to computational science): 36% growth nationally, 35% in Texas, median wage \$111,800.

This program will prepare graduates for leadership roles in these high-demand fields, particularly in rural and underserved regions.

## B. Projected Enrollment

The projected enrollment and subsequent growth are supported by strong feeder programs at WTAMU and increasing demand for advanced degrees in applied engineering disciplines. Projected enrollment over the first five years, which includes anticipated attrition, is shown in Table 1:

**Table 1: Projected Enrollment (First Five Years)**

| Year | New Students | Cumulative Enrollment | Graduates |
|------|--------------|-----------------------|-----------|
| 1    | 5            | 5                     | 0         |
| 2    | 5            | 10                    | 0         |
| 3    | 6            | 15                    | 5         |
| 4    | 7            | 16                    | 4         |
| 5    | 8            | 19                    | 5         |

## C. Existing State Programs

Existing doctoral programs in Texas include Ph.D. programs at Lamar University, Texas A&M University, the University of Texas at Austin, Texas Tech University, University of Texas at Dallas, University of Texas at San Antonio, University of Houston, and Texas State University. However, many of these programs are heavily focused on urban and industry-specific challenges. WTAMU's proposed program fills a gap by addressing the unique technological and environmental needs of rural communities, particularly in the Texas Panhandle.

# II. QUALITY & RESOURCES

## A. Faculty

The proposed Ph.D. in Engineering and Computational Science will be located within the College of Engineering. The program will primarily utilize existing WTAMU faculty with strong research and teaching credentials from the College of Engineering, which includes disciplines in mathematics and computer science. Additionally, contributions from faculty in computer information decision management and agriculture will enhance the program's interdisciplinary nature, ensuring that students develop well-rounded research perspectives. In addition, the program anticipates hiring at least two new faculty over the next five years to strengthen the program's capacity.

## B. Program Administration

The program will be overseen by the dean, who will dedicate 25% of time to administrative duties.

## C. Other Personnel

A new professional staff member will be hired to manage student advising, recruitment, and administrative tasks.

## D. Supplies, Materials

The program will utilize existing resources, requiring minimal new expenditures for materials.

## E. Library

WTAMU's Cornette Library has robust digital and physical resources, including access to engineering databases and journals.

## F. Equipment, Facilities

The program will leverage WTAMU's existing engineering labs, including the PanTeXas Laboratory, High-Performance Computing Cluster, and Human Machine Teaming Lab. No new equipment or facilities are required.

## G. Accreditation

The program does not require specific accreditation beyond WTAMU's existing institutional accreditation by The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and current program accreditations by ABET.

## III. NEW 5-YEAR COSTS & FUNDING SOURCES

| NEW FIVE-YEAR COSTS                  |                    | SOURCES OF FUNDING               |                    |
|--------------------------------------|--------------------|----------------------------------|--------------------|
| Faculty                              | \$1,320,000        | Formula Income                   | \$1,125,655        |
| Program Administration               | 280,000            | Statutory Tuition                | 474,155            |
| Graduate Assistants                  | 1,240,000          | Reallocation                     |                    |
| Supplies & Materials                 |                    | Designated Tuition               | 161,512            |
| Library & IT Resources               |                    | Other Funding:                   |                    |
| Equipment, Facilities                |                    | Research Grants                  | 1,490,000          |
| Other (Student Scholarships/Funding) | 100,000            |                                  |                    |
| <b>Estimated 5-Year Costs</b>        | <b>\$2,940,000</b> | <b>Estimated 5-year Revenues</b> | <b>\$3,251,322</b> |

**AGENDA ITEM BRIEFING**

**Submitted by:** Al Davis, Director  
Texas A&M Forest Service

**Subject:** Authorization to Execute FY 2025 Certain Federal Non-research Grant Agreements and any Amendments, Modifications or Extensions

**Proposed Board Action:**

Authorize the Texas A&M Forest Service director or designee to execute federal, non-research grant agreements with a value in excess of \$500,000. These grants are funded by the United States Department of Agriculture – Forest Service.

| <b>Program Name</b>  | <b>Estimated FY 2025 Award Amount</b> |
|--|---------------------------------------|
| FY 2025 Reprogrammed Funds – Forest Legacy Acquisition     | \$815,000                             |
| FY 2025 National Fish and Wildlife Foundation (NFWF) Grant | \$1,892,061                           |

**Background Information:**

The Reprogrammed Funds are expected to be a one-time award. The National Fish and Wildlife Foundation Grant is an ongoing program.

**Forest Legacy Acquisition Grant**

The grant for the Forest Legacy Acquisition Program (FLP) will provide funding to secure a permanent conservation easement on 1,550 acres of sustainably managed private timberland, including over 310 acres of restored longleaf pine in the Scrappin Valley. This Forest Legacy Acquisition Program would not only protect habitat for rare and diverse terrestrial and avian species, but it would also complement other protected lands within the Longleaf Ridge Conservation Area, three of which are also Forest Legacy projects. Following the acquisition, the easement will be held and managed by Texas A&M Forest Service, the FLP state lead agency. The selection process is competitive and merit-based. The purpose of the FLP is for the Texas A&M Forest Service to identify and conserve environmentally important forest areas that are threatened by conversion to non-forest uses that prohibit development.

**NFWF Longleaf Landscape Stewardship Fund**

The grant will provide funding to coordinate strategic planning, education, outreach, technical, and financial assistance to restore, enhance and conserve the longleaf pine ecosystem in Texas. This project will continue to build on the momentum and interest generated from previous projects.

Agenda Item No.  
Agenda Item Briefing

**A&M System Funding or Other Financial Implications:**

Texas A&M Forest Service would receive an estimated \$815,000 from the United States Department of Agriculture – Forest Service and \$1,892,061 from the National Fish and Wildlife Foundation to fund the programs described above.

**Strategic Plan Imperative(s) this Item Advances:**

Approval of this agenda item will advance The Texas A&M University System (A&M System) Strategic Imperative 5, “The A&M System will provide services that respond to the needs of the people of Texas and contribute to the strength of the state’s economy.” Grant funding supports the Texas A&M Forest Service’s mission to provide statewide leadership and technical assistance to ensure trees, forests and related natural resources are sustained for the benefit of all and to protect against wildland fires.

Agenda Item No.

**TEXAS A&M FOREST SERVICE**

Office of the Director

May 28, 2025

Members, Board of Regents  
The Texas A&M University System

Subject: Authorization to Execute FY 2025 Federal Non-research Grant Agreements and any Amendments, Modifications or Extensions

I recommend adoption of the following minute order:

**“The director of the Texas A&M Forest Service, or designee, is authorized to execute, following review for legal sufficiency by the Office of General Counsel, grant agreements, amendments, modifications or extensions with the United States Department of Agriculture – Forest Service for the Fiscal Year 2025 Reprogrammed Funds Forest Legacy Acquisition, and the National Fish and Wildlife Foundation (NFWF) Grants.”**

Respectfully submitted,

Al Davis  
Director

**Approval Recommended:**

**Approved for Legal Sufficiency:**

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John Sharp  
Chancellor

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Ray Bonilla  
General Counsel

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Billy Hamilton  
Deputy Chancellor and  
Chief Financial Officer

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Phillip Ray  
Vice Chancellor for Business Affairs

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Jeffrey Savell, Ph.D.  
Vice Chancellor and Dean  
Agriculture and Life Sciences

**\*Certified by the general counsel or other appropriate attorney as confidential or information that may be withheld from public disclosure in accordance with Section 551.1281 and Chapter 552 of the Texas Government Code.**