University of Houston System

Summary of New Academic Programs

Academic, Research and Student Success Committee

Thursday, March 12, 2026

Component	Program	Proposed Implementation Date	Purpose	Comments
UHD	BBA in Business Intelligence	Fall 2026	The University of Houston-Downtown requests approval to establish a Bachelor of Business Administration in Business Intelligence. The proposed degree consists of 120 semester credit hours to be completed over four years. The BBA integrates grounding in traditional business disciplines—accounting, finance, management, and marketing—together with advanced technical skills in data analytics, visualization, quantitative modeling, decision support systems, and business intelligence strategy. The program centers on three primary learning outcomes: (1) identifying key challenges and opportunities related to business intelligence adoption, (2) selecting appropriate tools and analytical methods, and (3) recommending strategies to improve organizational performance. The global business intelligence market was valued between $32-36B in 2024 and is projected to reach $78–116B within the next decade, reflecting compound annual growth rates between 9-15%. Roles such as business intelligence analyst, analytics manager, data visualization specialist, and business intelligence consultant consistently appear on lists of high-demand occupations nationwide. No UHS campus currently offers a BBA in Business Intelligence or Business Analytics. The University of Houston's existing MS programs in analytics are complementary rather than competitive and provide a natural graduate-study pathway for UHD students. Only a limited number of public universities offer undergraduate programs under CIP 30.7102 (Business Intelligence/Data Analytics), including UT Arlington, UT San Antonio, Stephen F. Austin, and Texas A&M–Commerce. None are located in the Houston metropolitan area.	In-Person/Hybrid
UHD	BBA in Entrepreneurship and Family Business	Fall 2026	The University of Houston-Downtown requests approval to establish a Bachelor of Business Administration in Entrepreneurship and Family Business. The proposed degree consists of 120 semester credit hours to be completed over four years. The BBA combines UHD's General Education Core, Business Core, and Major Area coursework that involves a structured sequence of entrepreneurship courses. Students are directed to complete a series of prescribed business electives, emphasizing opportunity recognition, idea validation, small-business operations, and business plan development. A distinguishing feature of the program is the integration of family-business concepts, including governance, communication, succession planning, and continuity strategies. While entrepreneurship degrees are available at several Texas institutions, few integrate family-business management into the core curriculum, and none within the UH System do so. Occupations associated with general and operations management, business development, small-business administration, and management analysis are projected to grow 16.9% in Texas over the next decade. Nationally, completions in entrepreneurship and small-business-related fields grew 2.3% between 2019 and 2023. External surveys further reinforce growing interest: nearly two-thirds of U.S. high-school students report a preference for starting their own business over traditional employment. Although entrepreneurship programs exist in Texas—including those at the University of Houston, Texas State University, and the University of North Texas—the proposed program's focus on family-business management makes it distinct within the state and unique within UHS.	In-Person/Hybrid
UH	BS in Multidisciplinary Engineering	Fall 2026	The University of Houston is seeking approval to launch a 123-credit-hour Bachelor of Science in Multidisciplinary Engineering designed as a flexible, stackable, and customizable four-year degree. Students will build their coursework through curated academic pathways that integrate core engineering principles with emerging areas such as artificial intelligence and sustainability, preparing them for the evolving demands of the profession.The proposal responds to strong workforce demand in Texas, where more than 255,000 engineers are currently employed and engineering and technical jobs are projected to grow by 13.2% from 2023 to 2033, adding nearly 47,000 positions statewide. While similar programs exist at Texas A&M University and the University of Texas at Arlington, they face limitations such as capped enrollment, restricted flexibility, or lack of ABET accreditation.	In-Person/Hybrid
UH	MEng Master of Engineering	Fall 2026	The University of Houston is seeking approval to establish a 30-credit-hour Master of Engineering to be completed over two years. Designed as an innovative, stackable degree for the Katy region, the program allows students to customize their studies by combining multidisciplinary certificates and tracks, culminating in a 6-credit research-focused capstone project. The proposal responds to strong workforce demand in Texas and nationwide, including rapid growth in STEM fields and a projected 34% increase in data science employment from 2024 to 2034. While other Texas institutions offer traditional or multidisciplinary engineering programs, none provide the same level of modularity, stackability, and certificate-to-degree integration paired with a required integrative capstone. The program is expected to generate revenue by its third year of operation.	In-Person/Hybrid

University of Houston DOWNTOWN

Executive Summary for UHS Board of Regents

Proposed Program Name: B.B.A. in Business Intelligence, (CIP 30.7102.00)
Date: February 9, 2026

Alignment with UH System Mission and Goals

The proposed Bachelor of Business Administration in Business Intelligence (BI) directly advances the UHS's mission to deliver high-quality, accessible, and workforce-aligned academic programs that expand educational opportunity and foster socioeconomic mobility. UHD's student population—consisting largely of first-generation students, transfer students, and working adults—stands to benefit from a program designed to develop both fundamental business competencies and advanced analytical skills central to a data-driven economy.

The program aligns with the UHS's goals of supporting regional workforce needs, driving economic development, and strengthening Texas's position as a national leader in technology-enabled industries. The Houston metropolitan area is home to major sectors such as energy, healthcare, logistics, finance, and advanced manufacturing, all of which increasingly depend on professionals who can interpret complex datasets, deploy business intelligence tools, and inform strategic decision-making.

Further, the degree supports the System's commitment to innovation and digital transformation. As artificial intelligence, cloud computing, and big-data technologies reshape organizational strategy, public universities must prepare graduates who can bridge the gap between business functions and technical analytics. No UHS institution currently offers a bachelor's degree focused specifically on Business Intelligence, positioning UHD to fill a significant academic and workforce gap through a program that reflects both the System's mission and the region's economic needs.

Program Description and Curriculum Structure

The proposed 120-credit-hour B.B.A. in Business Intelligence integrates UHD's Core Curriculum, UHD's Business Core, and a specialized Major Area requirements, consisting of 30 SCH of targeted coursework. The curriculum provides students with grounding in traditional business disciplines—accounting, finance, management, and marketing—together with advanced technical skills in data analytics, visualization, quantitative modeling, decision support systems, and BI strategy.

The program centers on three primary learning outcomes: (1) identifying key challenges and opportunities related to BI adoption, (2) selecting appropriate BI tools and analytical methods, and (3) recommending BI strategies to improve organizational performance. Students engage in case-based learning, applied projects, and hands-on experiences with leading BI platforms to build competencies in data storytelling, problem-solving, and technology-supported decision-making.

In addition to the BI major requirements, the program includes 12 SCH of prescribed

Business electives, which may incorporate internships and a 3-SCH capstone that synthesizes business fundamentals with applied analytical skills. The curriculum is designed for flexible delivery, with the entire program available in hybrid or fully online modalities to serve UHD's working-adult and transfer-oriented population. The degree fully integrates with UHD's existing BBA 2+2 pathways, ensuring predictable time-to-degree completion for transfer students.

The program's interdisciplinary nature—spanning business, data analytics, decision science, and information systems—offers a distinctive educational experience geared toward emerging workforce requirements and UHD's access-driven mission.

Workforce and Student Demand

Labor-market data and industry analyses demonstrate significant and sustained demand for professionals trained in business intelligence. The global BI market was valued between $32 billion and $36 billion in 2024 and is projected to reach $78–116 billion within the next decade, reflecting compound annual growth rates between 9% and 15%. This expansion is driven by rapid AI adoption, increased cloud migration, and the proliferation of data-intensive business models across industries.

Texas is emerging as a national leader in analytics, data science, and AI-enabled technologies. Corporations across the state—including energy firms, healthcare networks, logistics providers, tech companies, and financial institutions—report ongoing shortages of BI analysts, data managers, and decision-support specialists. Roles such as BI analyst, analytics manager, data visualization specialist, and BI consultant consistently appear on lists of high-demand occupations nationwide.

Student demand indicators are equally strong. Statewide growth in dual-credit and community-college pathways demonstrates rising interest in STEM-related and business-analytics fields. Community colleges such as HCC, Lone Star, and San Jacinto have expanded business and analytics offerings, creating robust transfer pipelines for UHD. Additionally, flagship institutions (e.g., UT, Texas A&M) have instituted competitive admission thresholds for analytics programs due to excess demand, leaving many qualified students seeking alternative public options.

Industry partners, including the Port of Houston and Honeywell, have expressed direct support, highlighting an immediate need for graduates with BI competencies and confirming the regional workforce demand for such a program.

Related and Similar Programs

Although several Texas institutions offer bachelor's degrees in business analytics, UHD's proposed program is distinctive in several ways. First, no UHS campus currently offers a BBA in Business Intelligence or Business Analytics, making this a unique addition to the System's academic portfolio. The University of Houston's existing MS programs in analytics are complementary rather than competitive and provide a natural graduate-study pathway for UHD students.

Statewide, only a limited number of public universities offer undergraduate programs under

CIP 30.7102 (Business Intelligence/Data Analytics), including UT Arlington, UT San Antonio, Stephen F. Austin, and Texas A&M–Commerce. None are located in the Houston metropolitan area, leaving the state's largest economic region without a local public BBA option in BI.

The proposed BBA also strengthens internal academic pathways. UHD's Graduate Certificate in Business Intelligence and various MDCOB master's programs will benefit from an expanded pool of analytically prepared undergraduates. The program's structure ensures alignment without duplication, contributing to a cohesive analytics ecosystem within UHD and across the UHS.

Faculty and Institutional Resources

The program will be delivered initially using existing MDCOB faculty with expertise in analytics, quantitative methods, supply chain management, and decision sciences. No new faculty lines are required at launch. One additional full-time faculty member is projected for Fall 2027, contingent upon enrollment growth, to support upper-division BI coursework and maintain high instructional quality.

The program requires no specialized labs or facilities and leverages UHD's established online learning infrastructure. Library resources—including extensive electronic databases, journals, and OER repositories—adequately support the program, with modest annual updates recommended for BI-related e-book collections. Academic advising, student support services, and digital learning systems are already in place, and no new program-specific staff positions are required for the first five years.

Statewide and Regional Need

Texas's economic landscape is increasingly shaped by digital transformation, automation, and data-driven strategy. The Houston region, in particular, relies on BI expertise for operations across the Port of Houston, energy and petrochemical firms, healthcare networks, global supply chains, and emerging technology sectors. Employers consistently report challenges in recruiting BI-ready graduates, emphasizing the need for undergraduate programs that integrate business knowledge with applied analytics.

The proposed program meets a critical statewide need by preparing professionals capable of interpreting data, advising business leaders, and supporting technology-enabled innovation. It advances state higher-education goals related to workforce readiness, economic competitiveness, and expanded access to high-demand academic fields. Letters of support from regional industry partners confirm the program's relevance and urgency.

By producing graduates who can contribute meaningfully to data-driven decision-making across sectors, the BBA in Business Intelligence would strengthen both regional economic vitality and the state's long-term workforce pipeline.

PRO FORMA FOR BBA in Business Intelligence

FY2027

			Year 0	Operating Years FY2027	FY2028	FY2029	FY2030	FY2031
Enrollments				Fall26	Fall27	Fall28	Fall29	Fall30
Cohort 1				16	14	12	10	
Cohort 2					20	17	15	15
Cohort 3						25	20	17
Cohort 4							30	22
Cohort 5								30
Cohort 6								
Total				16	34	54	75	84
Expenses								
Faculty (9 month)	Salary	% effort	Year 0	FY2027	FY2028	FY2029	FY2030	FY2031
				-	-	-	-	-
Ray Cao	154,680	28%		43,310	44,177	45,060	45,961	46,881
Steve Zhou	187,779	28%		52,578	53,630	54,702	55,796	56,912
XinXin Hu	128,585	14%		18,002	18,362	18,729	19,104	19,486
Isaac Elking	127,410	14%		17,837	18,194	18,558	18,929	19,308
Rupak Rauniar	131,760	14%		18,446	18,815	19,192	19,575	19,967
			-	-	-	-	-	-
Subtotal	730,213	98%	-	150,174	153,178	156,241	159,366	162,553
Faculty FTE				0.98	0.98	0.98	0.98	0.98
Staff (12 month)								
Taisia Parker	40,081	22%		8,818	8,994	9,174	9,358	9,545
Advisor	45,000	25%		11,250	11,475	11,705	11,939	12,177
Position 3				-	-	-	-	-
Position 4				-	-	-	-	-
Position 5				-	-	-	-	-
Position 6				-	-	-	-	-
Graduate Students			-	-	-	-	-	-
Subtotal	85,081	47%	-	20,068	20,469	20,879	21,296	21,722
Staff FTE				0.47	0.47	0.47	0.47	0.47
Total Salaries			-	170,242	173,647	177,120	180,662	184,275
Benefits @ 30%	30%		-	51,073	52,094	53,136	54,199	55,283
Total Personnel			-	221,314	225,741	230,255	234,861	239,558
Non-Personnel								
Marketing/Recruiting				5,000	10,000	5,000	2,000	1,000
Scholarships & Tuition Assistantships								
Annual maintenance & operations				5,000	5,000	5,000	5,000	5,000
Library and Information Technology				50,000	50,000	50,000	50,000	50,000
Accreditation					-	-	-	-
Facilities					-	-	-	-
Laboratory and other equipment					-	-	-	-
Other			-	-	-	-	-	-
Total Non-Personnel			-	60,000	65,000	60,000	57,000	56,000
Allocated to university operations	10%			11,598	25,288	39,785	56,875	63,399
Total Annual Expense			$ -	$ 292,912	$ 316,029	$ 330,041	$ 348,736	$ 358,957
Revenue								
Formula Funding Generated				-	25,627	25,627	100,106	100,106
Statutory Tuition Applied to Formula				-	(19,200)	(19,200)	(75,000)	(75,000)
Subtotal: State General Revenue				-	6,427	6,427	25,106	25,106
* UH Tuition and Fees				130,504	277,321	440,451	611,738	685,146
Allocated to set aside per student				(14,526)	(30,868)	(49,025)	(68,091)	(76,262)
Total Revenue from Enrollment				115,978	252,880	397,853	568,752	633,990
Philanthropy and other External Revenue				-	-	-	-	-
Net Revenue				115,978	252,880	397,853	568,752	633,990
Net Annual Gain/(Loss)			-	**$ (176,934)**	**$ (63,148)**	**$ 67,812**	**$ 220,017**	**$ 275,033**
Cumulative Gain/(Loss)			-	**$ (176,934)**	**$ (240,083)**	**$ (172,271)**	**$ 47,746**	**$ 322,779**

Campus Signoff _____ Date: _____

Daniel Chang, Program Director, Office of the Provost Signature: _____ Date: _____

Vivianne Do, Executive Director, Office of the Provost Signature: _____ Date: _____

PRO FORMA FOR BBA in Business Intelligence

Revenue by Source

Assumptions

Resident Tuition used as basis for projections. *College and Career Path (select from the drop down box in cell C7)*	COLLEGE OF BUSINESS: Undergraduate	
Label from Instruction and Operation Formula Tab (*select the drop down box in cell C8*)	Business Admin: Lower Div.	
Instructional and Operations Formula weighting		1.10
Formula rate per weighted SCH for 2026-27 biennium	$	60.67
SCH fall Semester		12
SCH spring semester		12
SCH summer semester		6
Hours per course		3
Allocated to set aside per SCH		30.26 Includes MDT and TPEG set-aides

Proposed Consolidated Tuition & Fees	Rate	Fall	Spring	Summer	Annual Total	
COLLEGE OF BUSINESS: Undergraduate	247.75	2,973.00	2,973.00	1,486.50	7,432.50	Rate includes ST, DT and DDT only; instit fees have caps so will be included on Pro Forma tab
Certificate & Executive Fee		-	-	-	-	Headcount based instit fees and SCH based instit fees are included in formula on row 78 of Pro Forma tab
Tuition & Fees for Academic Semester		$ 2,973.00	$ 2,973.00	$ 1,486.50	$ 7,432.50	since the SCH based instit fees have capped costs after X SCHs

Instructional and Operations Formula Revenue

Formula (weight X rate) 66.74

Year	Semester listing	Biennum Period	Fall	Spring	Summer	Total SCH	SCH for Biennum
FY2027	Fall26, Spr27, Sum27	2028-29 Biennum	192	192	96	480	384
FY2028	Fall27, Spr28, Sum28	2030-31 Biennum	408	408	204	1,020	204
FY2029	Fall28, Spr29, Sum29	2030-31 Biennum	648	648	324	1,620	1,296
FY2030	Fall29, Spr30, Sum30	2032-33 Biennum	900	900	450	2,250	450
FY2031	Fall30, Spr30, Sum31	2032-33 Biennum	1,008	1,008	504	2,520	2,016

FY2026	2026-27 Biennum	-
FY2028	2028-29 Biennum	384
FY2030	2030-31 Biennum	1,500
FY2032	2032-33 Biennum	2,466
FY2034	2034-35 Biennum	-
FY2036	2036-37 Biennum	-
FY2038	2038-39 Biennum	-
FY2040	2040-41 Biennum	-
FY2041	2040-41 Biennum	-

Table 4. Projected Total Costs & Funding

Please provide the applicable costs and funding items below.

Estimated Costs	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Faculty Salaries & Benefits	$ 195,226	$ 199,131	$ 203,113	$ 207,176	$ 211,319	$ 1,015,965
Staff Salaries & Benefits	$ 26,088	$ 26,610	$ 27,143	$ 27,685	$ 28,239	$ 135,764
Teaching Assistantships	$ -	$ -	$ -	$ -	$ -	$-
Research Assistantships	$ -	$ -	$ -	$ -	$ -	$-
Other Student Scholarships/Funding	$ -	$ -	$ -	$ -	$ -	$-
Library & Instructional Technology	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 250,000
Facilities & Captial Investments	$ -	$ -	$ -	$ -	$ -	$-
Miscellaneous (supplies/materials/program administration)	$ 21,598	$ 40,288	$ 49,785	$ 63,875	$ 69,399	$ 244,945
Other	$ -	$ -	$ -	$ -	$ -	
Total Costs	**$ 292,913**	**$ 316,028**	**$ 330,041**	**$ 348,735**	**$ 358,957**	**$ 1,646,674**
Estimated Funding	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**5-Year Total**
Formula Funding			$ 6,427	$ 25,106	$ 25,106	$ 63,065
Other Non-Formula Tuition Funding	$ 115,978	$ 246,453	$ 391,426	$ 543,647	$ 608,885	$ 1,906,388
Federal Grant Funding (in hand only)	$ -	$ -	$ -	$ -	$ -	$-
Other Grant Funding (in hand only)	$ -	$ -	$ -	$ -	$ -	$-
Anticipated Grant Funding *	$ -	$ -	$ -	$ -	$ -	$-
Required Fees Collected	$ 29,120	$ 62,608	$ 100,464	$ 142,688	$ 167,440	$ 502,320
Other [Required Fees Collected included in Other Non-Formula Tuition Funding]	$ (29,120.00)	$ (62,608.00)	$ (100,464.00)	$ (142,688.00)	$ (167,440.00)	$ (502,320.00)
Total Funding	**$ 115,978**	**$ 252,880**	**$ 397,853**	**$ 568,752**	**$ 633,990**	**$ 1,969,453**
Net Funding	**$ (176,935)**	**$ (63,148)**	**$ 67,812**	**$ 220,017**	**$ 275,033**	**$ 322,779**

*** THECB expects that anticipated grant funding would be a supplemental funding source to support new degree programs.**

Table 1. Projected Five-Year Enrollment

Provide projected 5-year enrollments in the table below.
Use these enrollment numbers to calculate the amount of funding generated from tuition and fees.

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Full-Time					
In-state	12	15	19	22	22
Out-of-state	--	--	--	--	--
Out-of-country	--	--	--	--	--
FTSE Semester Credit Hours	360	450	570	660	660
Part-Time					
In-state	8	10	12	16	16
Out-of-state	--	--	--	--	--
Out-of-country	--	--	--	--	--
FTSE Semester Credit Hours	120	150	180	240	240
Total New Students	**20**	**25**	**31**	**38**	**38**
Total FTSE Semester Credit Hours	**480**	**600**	**750**	**900**	**900**
Attrition Headcount		2	5	9	11
Graduates					10
Cumulative Headcount	**20**	**43**	**69**	**98**	**115**

Full-Time Student Equivalent (FSTE) Guide

FTSE should be calculated using the following criteria:

Enrollment Type	FTSE
Full time	1
Part time	0.5
Degree Level	**SCH**
Undergraduate	30
Master's	24
First Professional	24
Optometry	34
Doctoral	18

Table 2. Annual Costs Per Student

Provide the estimated annual cost of the program per student. Estimated annual costs per student include tuition and required fees only. Do not include costs for heatlh insurance, housing, childcare, or any other costs that are highly variable by student. The estimated time to degree must be listed in years and aligned with the Projected Enrollments table (i.e., if the majority of students are part-time, the time to degree will be longer).

Cost Type	Dollar Amount
Per Student Annual Costs	
Resident Tuition	$ 7,373
Non-Resident Tuition	$ 19,673
Required Fees	$ 1,456
Course Materials	$ 825
Other annual fees [please specify]	
Estimated Annual Resident Tuition & Fees	$ 9,654
Estimated Annual Non-Resident Tuition & Fees	$ 21,954

Estimated Time to Degree	Four Years
Per Student One-Time Required Fees (if applicable)	N/A
Estimated Post-Graduation Licensure Fee (if applicable)	N/A

Table 3. Annual Support Per Student

For each type of support listed below, provide the total amount of funding per student and the total number of students who will receive the support. These totals must be included in the estimated five-year program costs in Table 4 on Total Costs and Funding tab.

Support Type		Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Scholarships	Amount per student	N/A	N/A	N/A	N/A	N/A	$ -
	# of students receving support	N/A	N/A	N/A	N/A	N/A	
Teaching Assistantships	Amount per student	N/A	N/A	N/A	N/A	N/A	$ -
	# of students receving support	N/A	N/A	N/A	N/A	N/A	
Research Assistantships	Amount per student	N/A	N/A	N/A	N/A	N/A	$ -
	# of students receving support	N/A	N/A	N/A	N/A	N/A	
Other funding [please specify]	Amount per student	N/A	N/A	N/A	N/A	N/A	$ -
	# of students receving support	N/A	N/A	N/A	N/A	N/A	
Total Funding		$ -	$ -	$ -	$ -	$ -	$ -

University of Houston DOWNTOWN

Executive Summary for UHS Board of Regents

Proposed Program Name: B.B.A. in Entrepreneurship and Family Business (CIP 52.0701)
Date: February 9, 2026

Alignment with UH System Mission and Goals

The proposed Bachelor of Business Administration in Entrepreneurship and Family Business supports the University of Houston System's mission to expand educational opportunity, promote student success, and meet regional workforce needs. UHD serves a distinctive population—first-generation students, transfer students, adult learners, and individuals already working in or connected to small and family-owned businesses. The degree is intentionally designed to advance the UH System's goals of providing accessible, practice-oriented academic pathways that facilitate socioeconomic mobility.

The program strengthens the UHS's commitment to the Houston region, which has one of the nation's highest concentrations of small businesses and family-owned enterprises. By preparing graduates to launch, manage, and sustain small firms, the program contributes to the economic resilience of the region and supports long-term system priorities in community engagement and workforce impact. Notably, no UHS institution currently offers a degree combining entrepreneurship with family-business studies, positioning UHD to fill an unmet academic and economic need.

This program advances the System's emphasis on innovation, applied learning, and alignment with evolving workforce demands. It also supports the UHS's commitment to serving a diverse student body by offering instruction in face-to-face, hybrid, and online modalities, accommodating the scheduling needs of working students and adult learners.

Program Description and Curriculum Structure

The 120-credit-hour B.B.A. integrates the UHD Core Curriculum, the Business Core required of all Marilyn Davies College of Business students, and 30 semester credit hours dedicated to the Major Area. The major requirements are structured around five new sequential courses that move students through the entrepreneurial process: opportunity recognition, idea validation, ecosystem analysis, small-business operations, and business-plan development. These courses include: Fundamentals of Entrepreneurship, Business Idea Validation, Entrepreneurial Ecosystem, Fundamentals of Small Business Management, and Business Plan Development.

Students also complete three entrepreneurship-related electives and two free electives selected from any UHD college. The curriculum is intentionally applied and developmental; students are expected to analyze business opportunities, conduct customer discovery, engage with Houston's entrepreneurial ecosystem, and produce a fully developed business plan.

A distinguishing feature of the program is the integration of family-business concepts, including governance, communication, succession planning, and continuity strategies. While entrepreneurship degrees are available at several Texas institutions, few integrate family-business management into the core curriculum, and none within the UH System do so.

The program does not require laboratories, clinicals, internships, or specialized facilities. All courses can be supported by UHD's existing instructional infrastructure. The curriculum supports both full-time and part-time enrollment patterns and is compatible with established transfer pathways from regional community colleges.

Workforce and Student Demand

Labor-market projections from Texas and national sources indicate strong and sustained demand for the skills needed to successfully run a small, family business. Occupations associated with general and operations management, business development, small-business administration, and management analysis are projected to grow 16.9 percent in Texas over the next decade. These roles demand competencies in opportunity assessment, customer engagement, operational management, and communication, all central to the proposed curriculum.

Student demand trends also support program viability. Nationally, completions in entrepreneurship and small-business-related fields grew 2.3 percent between 2019 and 2023, with even stronger growth in the Southwest. External surveys further reinforce growing interest: nearly two-thirds of U.S. high-school students report a preference for starting their own business over traditional employment.

UHD's internal evidence also shows strong student interest. Academic advisors regularly report requests for entrepreneurship-oriented coursework, and students in existing business majors frequently indicate interest in developing or expanding small or family-owned enterprises. Large Pre-Business and A.A./A.S. in Business transfer populations form a natural feeder pipeline for this degree.

Related and Similar Programs

Although entrepreneurship programs exist in Texas—including those at the University of Houston, Texas State University, and the University of North Texas—the proposed program's focus on family-business management makes it distinct within the state and unique within UHS.

The combination of entrepreneurship, small-business operations, and family-business governance is uncommon among existing undergraduate degrees. Most comparable programs emphasize new-venture creation but do not address the operational, interpersonal, and succession-planning needs of family-owned firms.

Furthermore, UHD's student demographic differs significantly from those served by other institutions offering similar degree titles. UHD primarily enrolls first-generation, nontraditional, and working-adult students who are more likely to be involved in or to seek careers in small-scale and family-owned ventures. The proposed curriculum therefore meets a need not addressed by existing programs.

Faculty and Institutional Resources

The program will launch using existing faculty resources within the Marilyn Davies College of Business. Current faculty expertise in entrepreneurship, strategy, management, and organizational behavior is sufficient to deliver the new coursework during the program's initial years.

A single new tenure-track faculty line is planned for Year 3, aligning with projected enrollment growth and ensuring that the program remains adequately staffed as student demand increases. This phased approach supports financial responsibility and aligns with UHD's resource-planning practices.

Advising and administrative support will be drawn from existing college structures. The program will require only modest reallocation of advising staff time initially, with incremental increases as the major grows. No new facilities, specialized equipment, laboratories, or instructional technologies are required. UHD's library has confirmed that current print and electronic resources sufficiently support the program, requiring no additional acquisitions.

Statewide and Regional Need

Texas and the Houston region rely heavily on small and family-owned enterprises as engines of job creation and economic stability. Small businesses account for 99.8 percent of all Texas businesses and employ more than five million Texans. Family-owned firms constitute a significant proportion of these enterprises, yet they frequently face challenges related to leadership transitions, succession planning, operational resilience, and access to applied business expertise.

The proposed degree directly addresses these issues by equipping graduates with practical skills in venture development, customer analysis, operational management, and family-business continuity. The program supports statewide goals related to economic diversification, workforce development, and entrepreneurial growth. Community input—including support from local business leaders—affirms the regional demand for graduates prepared to sustain and grow small and family-owned enterprises.

By preparing students to contribute meaningfully to Houston's entrepreneurial ecosystem, the program enhances the UH System's role in advancing economic vitality across the region and the state.

PRO FORMA FOR BBA in Entrepreneurship and Family Business

FY2027

			Operating Years				
			Year 0	FY2027	FY2028	FY2029	FY2030	FY2031
Enrollments				Fall26	Fall27	Fall28	Fall29	Fall30
Cohort 1				30	25	20	20	-
Cohort 2					35	25	20	20
Cohort 3						40	30	25
Cohort 4							40	30
Cohort 5								40
Cohort 6								
Total				30	60	85	110	115
Expenses								
Faculty (9 month)	Salary	% effort	Year 0	FY2027	FY2028	FY2029	FY2030	FY2031
				-	-	-	-	-
Fatemeh Askarzadeh	113,352	28%		31,739	32,373	33,021	33,681	34,355
Elisa Thomas	113,352	28%		31,739	32,373	33,021	33,681	34,355
Candace TenBrink	131,297	14%		18,382	18,749	19,124	19,507	19,897
New Hire	113,352	40%				45,341	46,248	47,173
				-	-	-	-	-
			-	-	-	-	-	-
Subtotal	471,354	110%	-	81,859	83,496	130,507	133,117	135,779
Faculty FTE				0.70	0.70	1.10	1.10	1.10
Staff (12 month)								
Taisia Parker	40,081	22%		8,818	8,994	9,174	9,358	9,545
advisor	45,000	25%		11,250	11,475	11,705	11,939	12,177
Position 3				-	-	-	-	-
Position 4				-	-	-	-	-
Position 5				-	-	-	-	-
Position 6				-	-	-	-	-
Graduate Students			-	-	-	-	-	-
Subtotal	85,081	47%	-	20,068	20,469	20,879	21,296	21,722
Staff FTE				0.47	0.47	0.47	0.47	0.47
Total Salaries			-	101,927	103,965	151,385	154,413	157,501
Benefits @ 30%	30%		-	30,578	31,190	45,416	46,324	47,250
Total Personnel			-	132,505	135,155	196,801	200,737	204,752
Non-Personnel								
Marketing/Recruiting				10,000	5,000	2,000	2,000	2,000
Scholarships & Tuition Assistantships					-	-	-	-
Annual maintenance & operations					5,000	5,000	5,000	5,000
Library and Information Technology				50,000	50,000	50,000	50,000	50,000
Accreditation					-	-	-	-
Facilities					-	-	-	-
Laboratory and other equipment				5,000	3,000	3,000	3,000	3,000
Other			-	-	-	-	-	-
Total Non-Personnel			-	65,000	63,000	60,000	60,000	60,000
Allocated to university operations	10%			21,746	44,697	62,818	83,752	87,376
Total Annual Expense			$ -	$ 219,251	$ 242,852	$ 319,619	$ 344,489	$ 352,128
Revenue								
Formula Funding Generated				-	48,051	48,051	160,169	160,169
Statutory Tuition Applied to Formula				-	(36,000)	(36,000)	(120,000)	(120,000)
Subtotal: State General Revenue				-	12,051	12,051	40,169	40,169
* UHD Tuition and Fees				244,695	489,390	693,303	897,215	937,998
Allocated to set aside per student				(27,236)	(54,473)	(77,169)	(99,866)	(104,406)
Total Revenue from Enrollment				217,459	446,968	628,184	837,518	873,761
Philanthropy and other External Revenue				-	-	-	-	-
Net Revenue				217,459	446,968	628,184	837,518	873,761
Net Annual Gain/(Loss)			-	**$ (1,792)**	**$ 204,117**	**$ 308,564**	**$ 493,029**	**$ 521,633**
Cumulative Gain/(Loss)			-	**$ (1,792)**	**$ 202,325**	**$ 510,889**	**$ 1,003,918**	**$ 1,525,551**

Campus Signoff _____ Date: _____

Daniel Chang, Program Director, Office of the Provost Signature: _____ Date: _____

Vivianne Do, Executive Director, Office of the Provost Signature: _____ Date: _____

PRO FORMA FOR BBA in Entrepreneurship and Family Business

Revenue by Source

Assumptions

Resident Tuition used as basis for projections. *College and Career Path (select from the drop down box in cell C7)*	COLLEGE OF BUSINESS: Undergraduate	
Label from Instruction and Operation Formula Tab (*select the drop down box in cell C8*)	Business Admin: Lower Div.	
Instructional and Operations Formula weighting		1.10
Formula rate per weighted SCH for 2026-27 biennium	$	60.67
SCH fall Semester		12
SCH spring semester		12
SCH summer semester		6
Hours per course		3
Allocated to set aside per SCH		30.26 Includes MDT and TPEG set-aides

Proposed Consolidated Tuition & Fees	Rate	Fall	Spring	Summer	Annual Total	
COLLEGE OF BUSINESS: Undergraduate	247.75	2,973.00	2,973.00	1,486.50	7,432.50	Rate includes ST, DT and DDT only; instit fees have caps so will be included on Pro Forma tab
Certificate & Executive Fee		-	-	-	-	Headcount based instit fees and SCH based instit fees are included in formula on row 78 of Pro Forma tab
Tuition & Fees for Academic Semester		$ 2,973.00	$ 2,973.00	$ 1,486.50	$ 7,432.50	since the SCH based instit fees have capped costs after X SCHs

Instructional and Operations Formula Revenue

Formula (weight X rate)	66.74

Year	Semester listing	Biennum Period	Fall	Spring	Summer	Total SCH	SCH for Biennum
FY2027	Fall26, Spr27, Sum27	2028-29 Biennum	360	360	180	900	720
FY2028	Fall27, Spr28, Sum28	2030-31 Biennum	720	720	360	1,800	360
FY2029	Fall28, Spr29, Sum29	2030-31 Biennum	1,020	1,020	510	2,550	2,040
FY2030	Fall29, Spr30, Sum30	2032-33 Biennum	1,320	1,320	660	3,300	660
FY2031	Fall30, Spr30, Sum31	2032-33 Biennum	1,380	1,380	690	3,450	2,760

FY2026	2026-27 Biennum	-
FY2028	2028-29 Biennum	720
FY2030	2030-31 Biennum	2,400
FY2032	2032-33 Biennum	3,420
FY2034	2034-35 Biennum	-
FY2036	2036-37 Biennum	-
FY2038	2038-39 Biennum	-
FY2040	2040-41 Biennum	-
FY2041	2040-41 Biennum	-

Table 4. Projected Total Costs & Funding

Please provide the applicable costs and funding items below.

Estimated Costs	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Faculty Salaries & Benefits	$ 106,417	$ 108,545	$ 169,659	$ 173,052	$ 176,513	$ 734,185
Staff Salaries & Benefits	$ 26,088	$ 26,610	$ 27,142	$ 27,685	$ 28,239	$ 135,764
Teaching Assistantships	$ -	$ -	$ -	$ -	$ -	$-
Research Assistantships	$ -	$ -	$ -	$ -	$ -	$-
Other Student Scholarships/Funding	$ -	$ -	$ -	$ -	$ -	$-
Library & Instructional Technology	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 250,000
Facilities & Captial Investments	$ -	$ -	$ -	$ -	$ -	$-
Miscellaneous (supplies/materials/program administration)	$ 36,746	$ 57,697	$ 72,818	$ 93,752	$ 97,376	$ 358,389
Other [please specify]	$ -	$ -	$ -	$ -	$ -	$-
Total Costs	**$ 219,251**	**$ 242,852**	**$ 319,619**	**$ 344,489**	**$ 352,128**	**$ 1,478,338**
Estimated Funding	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**5-Year Total**
Formula Funding			$ 12,051	$ 40,169	$ 40,169	$ 104,439
Other Non-Formula Tuition Funding	$ 217,459	$ 434,918	$ 616,133	$ 797,349	$ 833,592	$ 2,899,450
Federal Grant Funding (in hand only)	$ -	$ -	$ -	$ -	$ -	$-
Other Grant Funding (in hand only)	$ -	$ -	$ -	$ -	$ -	$-
Anticipated Grant Funding *	$ -	$ -	$ -	$ -	$ -	$-
Required Fees Collected	$ 56,784	$ 115,024	$ 168,896	$ 222,768	$ 266,448	$ 829,920
Other [Required Fees Collected included in Other Non-Formula Tuition Funding]	$ (56,784)	$ (115,024)	$ (168,896)	$ (222,768)	$ (266,448)	$ (829,920)
Total Funding	**$ 217,459**	**$ 446,968**	**$ 628,184**	**$ 837,518**	**$ 873,761**	**$ 3,003,889**
Net Funding	**$ (1,792)**	**$ 204,117**	**$ 308,564**	**$ 493,029**	**$ 521,633**	**$ 1,525,551**

*** THECB expects that anticipated grant funding would be a supplemental funding source to support new degree programs.**

Table 1. Projected Five-Year Enrollment

Provide projected 5-year enrollments in the table below.

Use these enrollment numbers to calculate the amount of funding generated from tuition and fees.

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Full-Time					
In-state	22	27	30	30	30
Out-of-state					
Out-of-country					
FTSE Semester Credit Hours	630	1290	1800	2370	2760
Part-Time					
In-state	16	16	20	20	20
Out-of-state					
Out-of-country					
FTSE Semester Credit Hours	240	240	300	300	300
Total New Students	**39**	**45**	**52**	**52**	**65**
Total FTSE Semester Credit Hours	**900**	**1800**	**2550**	**3300**	**3750**
Attrition Headcount		5	15	15	15
Graduates					20
Cumulative Headcount	**39**	**79**	**116**	**153**	**183**

Full-Time Student Equivalent (FSTE) Guide

FTSE should be calculated using the following criteria:

Enrollment Type	FTSE
Full time	1
Part time	0.5
Degree Level	**SCH**
Undergraduate	30
Master's	24
First Professional	24
Optometry	34
Doctoral	18

Table 2. Annual Costs Per Student

Provide the estimated annual cost of the program per student. Estimated annual costs per student include tuition and required fees only. Do not include costs for heatlh insurance, housing, childcare, or any other costs that are highly variable by student. The estimated time to degree must be listed in years and aligned with the Projected Enrollments table (i.e., if the majority of students are part-time, the time to degree will be longer).

Cost Type	Dollar Amount
Per Student Annual Costs	
Resident Tuition	$ 7,373
Non-Resident Tuition	$ 19,673
Required Fees	$ 1,456
Course Materials	$ 825
Other annual fees [please specify]	
Estimated Annual Resident Tuition & Fees	$ 9,654
Estimated Annual Non-Resident Tuition & Fees	$ 21,954

Estimated Time to Degree	Four Years
Per Student One-Time Required Fees (if applicable)	N/A
Estimated Post-Graduation Licensure Fee (if applicable)	N/A

Table 3. Annual Support Per Student

For each type of support listed below, provide the total amount of funding per student and the total number of students who will receive the support. These totals must be included in the estimated five-year program costs in Table 4 on Total Costs and Funding tab.

Support Type		Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Scholarships	Amount per student						$ -
	# of students receving support						
Teaching Assistantships	Amount per student						$ -
	# of students receving support						
Research Assistantships	Amount per student						$ -
	# of students receving support						
Other funding [please specify]	Amount per student						$ -
	# of students receving support						
Total Funding		$ -	$ -	$ -	$ -	$ -	$ -

BACHELOR OF SCIENCE IN MULTIDISCIPLINARY ENGINEERING
UNIVERSITY OF HOUSTON

Congruence with System Goals and University Mission

The proposed Bachelor of Science in Multidisciplinary Engineering aligns with the University of Houston (UH) System Goals and University Mission on student success and community advancement by addressing the growing demand in this field and adding a vital component in the institution's current offerings in degree programs.

The proposed program will address a significant and emerging challenge in Engineering and Technology education and workforce training. It strongly supports UH's institutional goal to deliver innovative academic programs at UH at Katy and UH Sugar Land. Above all, it builds on some specific and unique strengths of the Cullen College.

The principal new idea behind this new innovative degree is to offer a "stackable" and "customizable" degree, in which the "stack" components will be chosen from a well-curated list of academic paths drawn from across the Cullen College's diverse majors. Under this broad vision, this program is designed to prepare students for the rapidly evolving demands of the engineering profession by integrating core principles from multiple engineering and technology disciplines, including emerging technologies such as Artificial Intelligence (AI) and sustainability.

Program Description

The Cullen College has some unique and opportunistic strengths to provide customizable academic "stacks", after its 2023 merger with the former College of Technology. The college offers an immensely diverse set of 22 undergraduate majors that are in three locations – main campus, Katy, and Sugar Land:

BACHELOR OF SCIENCE IN MULTIDISCIPLINARY ENGINEERING
UNIVERSITY OF HOUSTON

Source of Flexibility and Customization: The Existing Cullen College Undergraduate Majors are "Content-Diverse" as well as "Location-Diverse"	
At UH-Katy	
1	Systems Engineering
2	Computer Engineering and Analytics
3	Construction Engineering
At UH-Main Campus	
4	Biomedical Engineering
5	Chemical Engineering
6	Civil Engineering
7	Computer Engineering
8	Electrical Engineering
9	Industrial Engineering
10	Mechanical Engineering
11	Petroleum Engineering
12	Construction Management
At UH-Sugar Land	
13	BioTechnology
14	Computer Engineering Technology
15	Electrical Power Engineering Technology
16	Mechanical Engineering Technology
17	Computer Information Systems
18	Digital Media
19	Technology Leadership and Innovation Management (TLIM)
20	Human Resource Development
21	Retailing and Consumer Science
22	Supply Chain and Logistics Technology

The expectation is that the selected stacks will reflect coherence and academic complementarity aligned with societal needs and employment growth. For this reason, the program faculty leaders of this new degree will actively engage and carefully advise students in the "stack-selection" process.

This degree will offer tantalizing possibilities when one considers the incredibly diverse range of disciplines offered by the Cullen College (see the table above). Multiple creative combinations of "stacks" would make graduates very valuable in the industry.

For example:

- A stack in Construction Management, coupled with a stack in Supply Chain Management or Systems Engineering;
- A stack in Computer Engineering and Analytics, coupled with a stack in Information Systems and Cybersecurity;
- A stack in Mechanical Engineering, coupled with a stack in Industrial Engineering.

Student and Job Market Demand

For this new degree program, starting with an inaugural incoming cohort of 20, an extremely conservative projection estimates a steady-state incoming cohort size of 30 students in four years' time. If anything, this is likely an underestimation of the demand for this new major as there will be two inbound pipelines of students in this degree:

1. Destination Degree Students: There are incoming first-year freshmen as well as transfer students who will view this program as a new 21st-century destination degree, offering flexibility and allowing students to build a customized credentials portfolio that directly addresses specific regional needs in sectors like energy transition, logistics automation, and advanced manufacturing. This group of students will include both freshmen and working professionals returning to school to advance their education and careers.

2. Completion Degree Students: Students who started in one of the existing 22 undergraduate majors in the Cullen College, and for reasons of academic challenges or changing interests, want to switch to this degree in Multidisciplinary Engineering. For these students, this program will serve as a "Completion Degree". The current 6-year FTIC graduation rate at the Cullen College is 63%, indicating over 30% attrition, suggesting an accessible completion degree within the college will be an attractive option.

The Hanover Research Regional Needs Assessment (July 2024) commissioned by the University of Houston System, further confirms strong and increasing demand for bachelor's-level engineers in the Katy region. Within a 30-mile radius of the UH at Katy campus, Hanover found that occupations requiring a bachelor's degree represent 64% of projected job openings between 2023 and 2033, with engineering and computer-related disciplines leading all categories.

Program Duplication

Purdue University's BS in Multidisciplinary Engineering, housed within its School of Engineering Education, integrates design thinking, leadership, and systems integration across multiple domains. Students select a concentration such as acoustical, environmental, or humanitarian engineering and engage in multidisciplinary design studios. The ABET-accredited status of Purdue's model provides a template for UH's proposed accreditation pathway.

Texas A&M University's BS in Interdisciplinary Engineering offers flexible pathways but is constrained by capped enrollment, limited stack options, and serves only freshmen students. The University of Texas Arlington's BS in University Studies has an engineering focus, but lacks ABET accreditation.

BACHELOR OF SCIENCE IN MULTIDISCIPLINARY ENGINEERING
UNIVERSITY OF HOUSTON

The University of Houston's program will be the only program in the UH System and the first in the greater Houston metropolitan region designed explicitly as an ABET-accredited, stack-based engineering degree and accommodate transfer student pathways.

Faculty Resources
The BS in Multidisciplinary Engineering will be delivered by the existing 200+ faculty from the Cullen College of Engineering and affiliated departments. These faculty members already teach courses comprising the two-stack model.

Two additional non-tenure-track instructional faculty will be appointed to coordinate the capstone sequence and oversee interdisciplinary advising. These are the two "core" faculty members, and they will devote 100% of their time to this new degree program. Both positions will be funded through program revenue after Year 2.

State or National Need
The State of Texas continues to experience sustained growth in its engineering and applied technology sectors. As of 2025, Texas employs more than 255,000 engineers, ranking second nationally behind California.

The Texas Workforce Commission's 2025 Labor Market Outlook projects that engineering and technical employment will increase by 13.2% between 2023 and 2033, adding nearly 47,000 new engineering-related positions statewide.

Engineering disciplines experiencing the strongest growth include software, systems, and industrial engineering, followed by civil, mechanical, and electrical engineering—all of which remain critical to Texas's infrastructure and energy economy. The Houston metropolitan area is at the epicenter of this expansion. According to the TWC's 2025 Houston–The Woodlands–Sugar Land MSA Employment Forecast, more than 15,000 new engineering positions will be created in this region alone by 2033.

Table 4. Projected Total Costs & Funding

Please provide the applicable costs and funding items below.

Estimated Costs	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Faculty Salaries & Benefits	$ 108,450	$ 219,069	$ 223,450	$ 227,919	$ 232,478	**$ 1,011,367**
Staff Salaries & Benefits	$ 72,300	$ 73,746	$ 75,221	$ 76,725	$ 78,260	**$ 376,252**
Teaching Assistantships						**$ -**
Research Assistantships						**$ -**
Other Student Scholarships/Funding	$ 40,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000	**$ 120,000**
Library & Instructional Technology						**$ -**
Facilities & Captial Investments						**$ -**
Miscellaneous (supplies/materials/program administration)	$ 42,655	$ 61,289	$ 85,077	$ 119,325	$ 122,723	**$ 431,069**
Other [Marketing]	$ 40,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000	**$ 120,000**
Total Costs	**$ 303,405**	**$ 394,104**	**$ 423,748**	**$ 463,970**	**$ 473,461**	**$ 2,058,688**
Estimated Funding	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**5-Year Total**
Formula Funding			$ 25,798	$ 96,420	$ 96,420	**$ 244,435**
Other Non-Formula Tuition Funding	$ 226,552	$ 487,088	$ 724,968	$ 996,831	$ 1,030,813	**$ 3,466,252**
Federal Grant Funding (in hand only)						**$ -**
Other Grant Funding (in hand only)						**$ -**
Anticipated Grant Funding *						**$ -**
Required Fees Collected	$ 25,800	$ 56,760	$ 85,656	$ 120,744	$ 151,704	**$ 440,664**
Other [please specify]	$ (25,800)	$ (56,760)	$ (85,656)	$ (120,744)	$ (151,704)	**$ (440,664)**
Total Funding	**$ 226,552**	**$ 512,886**	**$ 750,766**	**$ 1,093,251**	**$ 1,127,233**	**$ 3,929,325**
Net Funding	**$ 226,552**	**$ 512,886**	**$ 776,564**	**$ 1,189,670**	**$ 1,223,653**	**$ 3,929,325**

*** THECB expects that anticipated grant funding would be a supplemental funding source to support new degree programs.**

Table 2. Annual Costs Per Student

Provide the estimated annual cost of the program per student. Estimated annual costs per student include tuition and required fees only. Do not include costs for heatlh insurance, housing, childcare, or any other costs that are highly variable by student. The estimated time to degree must be listed in years and aligned with the Projected Enrollments table (i.e., if the majority of students are part-time, the time to degree will be longer).

Cost Type	Dollar Amount
Per Student Annual Costs	
Resident Tuition	$ 12,616
Non-Resident Tuition	$ 28,593
Required Fees	$ 1,032
Course Materials	$ 400
Other annual fees [please specify]	
Estimated Annual Resident Tuition & Fees	$ 14,048
Estimated Annual Non-Resident Tuition & Fees	$ 30,025

Estimated Time to Degree	4 years
Per Student One-Time Required Fees (if applicable)	
Estimated Post-Graduation Licensure Fee (if applicable)	

Table 3. Annual Support Per Student

For each type of support listed below, provide the total amount of funding per student and the total number of students who will receive the support. These totals must be included in the estimated five-year program costs in Table 4 on Total Costs and Funding tab.

Support Type		Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Scholarships	Amount per student						$ -
	# of students receving support						
Teaching Assistantships	Amount per student						$ -
	# of students receving support						
Research Assistantships	Amount per student						$ -
	# of students receving support						
Other funding [please specify]	Amount per student						$ -
	# of students receving support						
Total Funding		$ -	$ -	$ -	$ -	$ -	$ -

Table 1. Projected Five-Year Enrollment

Provide projected 5-year enrollments in the table below.

Use these enrollment numbers to calculate the amount of funding generated from tuition and fees.

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Full-Time					
In-state	15	18	18	24	24
Out-of-state					
Out-of-country					
FTSE Semester Credit Hours	450	540	540	720	720
Part-Time					
In-state	10	14	14	16	16
Out-of-state					
Out-of-country					
FTSE Semester Credit Hours	150	210	210	240	240
Total New Students	**25**	**32**	**32**	**40**	**40**
Total FTSE Semester Credit Hours	**600**	**750**	**750**	**960**	**960**
Attrition Headcount		2	4	6	10
Graduates					17
Cumulative Headcount	**25**	**55**	**83**	**117**	**147**

Full-Time Student Equivalent (FSTE) Guide

FTSE should be calculated using the following criteria:

Enrollment Type	FTSE
Full time	1
Part time	0.5
Degree Level	**SCH**
Undergraduate	30
Master's	24
First Professional	24
Optometry	34
Doctoral	18

THECB tables

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THECB recognizes that additional costs such as housing, childcare, etc., are needed for many students. However, because these

Enrollment, Costs, and Support

Table xx: *Estimated* Annual Required Per Student Costs

Please provide the estimated average annual required **per student** costs for students

Cost Type	Dollar Amount
Per Student Annual Costs	
Resident Tuition	
Non-Resident Tuition	
Required Fees	
Health Insurance Fee	
Course Materials	
Other [please specify]	
Estimated Time to Degree (in years, assuming full-time enrollment)	

Per Student One-Time Required Fees (if applicable) [e.g., clinical fieldwork semester fees]	
Estimated Post-Graduation Licensure Fees (if applicable)	

Table xx: Estimated Average Total Student Funding

Please provide the estimated average annual **total student** funding available to students in the degree program.

Funding Type	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Scholarships						$ -
Teaching Assistantships						$ -
Research Assistantships						$ -
Other funding [please specify]						$ -
Total Funding	$ -	$ -	$ -	$ -	$ -	$ -

Projected Enrollments

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Table xx: Projected Five-Year Enrollments

Provde projected 5-year enrollments in the table below.

For programs with intentional plans to market the program nationally or internationally, please provide estimates of out-of-state and out-of-country students. These estimates should be aligned with projected tuition. If no out-of-state or out-of-country students are projected, please leave the row blank.

For doctoral and professional programs, complete Table xx below in addition to this table.

Enrommment	Year 1	Year 2	Year 3	Year 4	Year 5
Full-Time					
In-state					
Out-of-state					
Out-of-country					
Part-Time					
In-state					
Out-of-state					
Out-of-country					
Total New Students	0	0	0	0	0
Attrition					
Graduates					
FTSE					
Cumulative Headcount	0	0	0	0	0

For doctoral & professional only

Table xx: Projected Five-Year Enrollments by Gender & Race/Ethnicity

Please provide projected enrollments by the IPEDS reporting cateogires below.

Cateogry	Year 1	Year 2	Year 3	Year 4	Year 5
African American					
Hispanic					
International					
Other					
White					

Total Costs & Funding

DRAFT

Table xx: Projected Total Costs & Funding

Please provide the applicable costs and funding items below.

Estimated Costs	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Faculty Salaries & Benefits						$ -
Staff Salaries & Benefits						$ -
Teaching Assistantships						$ -
Research Assistantships						$ -
Other Student Scholarships/Funding						$ -
Library & Instructional Technology						$ -
Facilities & Captial Investments						$ -
Miscellaneous (supplies/materials/program administration)						$ -
Other [please specify]						$ -
Total Costs	$ -	$ -	$ -	$ -	$ -	$ -
Estimated Funding	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**5-Year Total**
Formula Funding			$ 25,798	$ 96,420	$ 96,420	**$ 218,638**
Other Non-Formula Tuition Funding	$ 226,552	$ 512,886	$ 750,766	$ 1,093,250	$ 1,127,233	**$ 3,710,687**
Federal Grant Funding (in hand only)						**$ -**
Other Grant Funding (in hand only)						**$ -**
Anticipated Grant Funding *						**$ -**
Required Fees Collected	$ -	$ -	$ -	$ -	$ -	**$ -**
Other [please specify]						**$ -**
Total Funding	**$ 226,552**	**$ 512,886**	**$ 776,564**	**$ 1,189,670**	**$ 1,223,653**	**$ 3,929,325**
Net Funding	**$ 226,552**	**$ 512,886**	**$ 776,564**	**$ 1,189,670**	**$ 1,223,653**	**$ 3,929,325**

*** THECB expects that anticipated grant funding would be supplemental supporting new degree programs.**

PRO FORMA FOR BS in Multidisciplinary Engineering

				Operating Years				
FY2027	14		Year 0	FY2027	FY2028	FY2029	FY2030	FY2031
Enrollments				Fall26	Fall27	Fall28	Fall29	Fall30
Cohort 1				20	18	17	17	
Cohort 2					25	22	19	17
Cohort 3						25	22	19
Cohort 4							30	25
Cohort 5								30
Cohort 6								
Total				20	43	64	88	91
Expenses								
Faculty (9 month)	Salary	% effort	Year 0	FY2027	FY2028	FY2029	FY2030	FY2031
NTT Assistant Prof 1 (UH at Katy Instructional Funding)	90,000	100%		90,000	91,800	93,636	95,509	97,419
NTT Assistant Prof 2 (UH at Katy Instructional Funding)	90,000	100%			90,000	91,800	93,636	95,509
Position 3				-	-	-	-	-
Position 4				-	-	-	-	-
Position 5				-	-	-	-	-
Position 6				-	-	-	-	-
Adjuncts			-	-	-	-	-	-
Subtotal	180,000	200%	-	90,000	181,800	185,436	189,145	192,928
Faculty FTE				1.00	2.00	2.00	2.00	2.00
Staff (12 month)								
Academic Advisor 1	60,000	100%		60,000	61,200	62,424	63,672	64,946
				-	-	-	-	-
				-	-	-	-	-
				-	-	-	-	-
				-	-	-	-	-
				-	-	-	-	-
			-	-	-	-	-	-
Subtotal	60,000	100%	-	60,000	61,200	62,424	63,672	64,946
Staff FTE				1.00	1.00	1.00	1.00	1.00
Total Salaries			-	150,000	243,000	247,860	252,817	257,874
Benefits @ 20.5%			-	30,750	49,815	50,811	51,828	52,864
Total Personnel			-	180,750	292,815	298,671	304,645	310,738
Non-Personnel								
Marketing/Recruiting			20,000	20,000	20,000	20,000	20,000	20,000
Scholarships & Tuition Assistantships			20,000	20,000	20,000	20,000	20,000	20,000
Annual maintenance & operations			10,000	10,000	10,000	10,000	10,000	10,000
Library and Information Technology					-	-	-	-
Accreditation					-	-	-	-
Facilities					-	-	-	-
Laboratory and other equipment					-	-	-	-
Other					-	-	-	-
Total Non-Personnel			50,000	50,000	50,000	50,000	50,000	50,000
Allocated to university operations	10%			22,655	51,289	75,077	109,325	112,723
Total Annual Expense			$ 50,000	$ 253,405	$ 394,104	$ 423,748	$ 463,970	$ 473,461
Revenue								
Formula Funding Generated				-	49,798	49,798	186,120	186,120
Statutory Tuition Applied to Formula				-	(24,000)	(24,000)	(89,700)	(89,700)
Subtotal: State General Revenue				-	25,798	25,798	96,420	96,420
UH Tuition and Fees				252,342	542,535	807,494	1,110,305	1,148,156
Allocated to set aside per student				(25,790)	(55,448)	(82,527)	(113,474)	(117,343)
Total Revenue from Enrollment				226,552	512,886	750,766	1,093,250	1,127,233
Philanthropy and other External Revenue				-	-	-	-	-
Net Revenue				226,552	512,886	750,766	1,093,250	1,127,233
Net Annual Gain/(Loss)			**(50,000)**	**$ (26,853)**	**$ 118,782**	**$ 327,018**	**$ 629,281**	**$ 653,772**
Cumulative Gain/(Loss)			(50,000)	**$ (76,853)**	**$ 41,929**	**$ 368,947**	**$ 998,228**	**$ 1,652,000**

College Business Administrator Signature: _____ Date: _____

Daniel Chang, Program Director, Office of the Provost Signature: _____ Date: _____

Vivianne Do, Executive Director, Office of the Provost Signature: _____ Date: _____

PRO FORMA FOR BS in Multidisciplinary Engineering

Revenue by Source

Assumptions

Resident Tuition used as basis for projections. College and Career Path (select from the drop down box in cell C7)	Engineering: Undergraduate	
Label from Instruction and Operation Formula Tab (*select the drop down box in cell C8*)	Engineering: Lower Div.	
Instructional and Operations Formula weighting		1.71
Formula rate per weighted SCH for 2026-27 biennium	$	60.67
SCH fall Semester		12
SCH spring semester		12
SCH summer semester		6
Hours per course		3
Allocated to set aside per SCH		42.98

Proposed Consolidated Tuition & Fees	Rate	Fall	Spring	Summer	Annual Total
Undergraduate	420.57	5,046.84	5,046.84	2,523.42	12,617.10
Certificate & Executive Fee		-	-	-	-
Tuition & Fees for Academic Semester		$ 5,046.84	$ 5,046.84	$ 2,523.42	$ 12,617.10

Instructional and Operations Formula Revenue

Formula (weight X rate) 103.75

Year	Semester listing	Biennum Period	Fall	Spring	Summer	Total SCH	SCH for Biennum
FY2027	Fall26, Spr27, Sum27	2028-29 Biennum	240	240	120	600	480
FY2028	Fall27, Spr28, Sum28	2030-31 Biennum	516	516	258	1,290	258
FY2029	Fall28, Spr29, Sum29	2030-31 Biennum	768	768	384	1,920	1,536
FY2030	Fall29, Spr30, Sum30	2032-33 Biennum	1,056	1,056	528	2,640	528
FY2031	Fall30, Spr31, Sum31	2032-33 Biennum	1,092	1,092	546	2,730	2,184

FY2026	2026-27 Biennum	-
FY2028	2028-29 Biennum	480
FY2030	2030-31 Biennum	1,794
FY2032	2032-33 Biennum	2,712
FY2034	2034-35 Biennum	-
FY2036	2036-37 Biennum	-
FY2038	2038-39 Biennum	-
FY2040	2040-41 Biennum	-
FY2041	2040-41 Biennum	-

MASTER OF ENGINEERING
UNIVERSITY OF HOUSTON

Congruence with System Goals and University Mission

The proposed Master of Engineering (MEng) aligns with the University of Houston (UH) System Goals and University Mission on student success and community advancement by addressing the growing demand in this field and adding a vital component in the institution's current offerings in degree programs.

The proposed program proposes a new, flexible, and industry-responsive Master of Engineering (MEng) program to be offered at the University of Houston Katy campus. This innovative, stackable degree is designed to meet the growing demand for advanced engineering education in the Katy region, which is experiencing rapid expansion in sectors such as energy, healthcare, and technology. The program is tailored to working professionals seeking to enhance their technical expertise and career advancement opportunities while maintaining full-time employment.

Program Description

The MEng degree will be a 30-credit hour, non-thesis program that can be completed through a stackable structure. Students will build their degree by selecting from a diverse offering of certificates and tracks from different engineering disciplines followed by a 6-credit hour research-focused capstone project. This modular approach allows students to begin with a certificate and seamlessly transition into the full master's program, offering both flexibility and clear academic progression. The recommended course sequence is demonstrated in the schematic below:

As an example, a student can build a stackable MEng degree by starting with the 12-credit certificate in Engineering Data Science and AI, offered entirely from the Katy campus. In addition, a student can take 4 approved courses from say the Industrial and Systems Engineering or Mechanical and Aerospace Engineering or Cybersecurity tracks or complete the 12-credit certificate in Fundamentals of Petroleum Engineering based on their academic interests. The remaining 6 credits would constitute a capstone project which will provide students with the opportunity to apply their learning to a real-world engineering challenge. This project could be conducted under the supervision of a faculty advisor or in partnership with their employers or local industry stakeholders.

The MEng program will consist of courses that are offered in either face-to-face instruction mode at the Katy campus or offered online, ensuring accessibility for professionals with diverse schedules and learning preferences. Courses will be taught by experienced faculty from across the Cullen College of Engineering, many of whom are actively engaged in cutting-edge research and industry collaboration.

Student and Job Market Demand

MASTER OF ENGINEERING
UNIVERSITY OF HOUSTON

Employment in engineering and data-related fields is projected to grow significantly over the next decade. According to the U.S. Bureau of Labor Statistics, employment of data scientists is projected to grow 34% from 2024 to 2034, adding approximately 82,500 new jobs—a rate much faster than the average for all occupations. Similarly, STEM occupations as a group are projected to grow 10.4% by 2033. Engineering roles that integrate data science and AI are particularly well-positioned for growth, as industries seek professionals who can bridge technical engineering knowledge with advanced analytics and computational tools. The National Science Board and the National Academies have emphasized the need for interdisciplinary training that bridges engineering and data science to meet national innovation goals.

Several leading universities across the nation have adopted stackable master's degree models to meet the evolving needs of working professionals and industry. Institutions such as the University of Washington, Penn State World Campus, and Arizona State University offer modular graduate programs where students can earn a master's degree by completing a series of stackable certificates and a capstone project, demonstrating a national shift toward more accessible and customizable graduate education in engineering and technology fields.

Program Duplication

The proposed MEng program does not duplicate any existing program at the University of Houston. While UH offers traditional MS programs in specific engineering disciplines, this program is unique in its stackable, interdisciplinary structure and its focus on working professionals. It leverages existing certificate programs and offers a customizable pathway that aligns with industry needs and student career goals.

The proposed stackable Master of Engineering degree differs from existing programs across Texas by offering a uniquely modular, customizable, and certificate-driven structure that allows students to intentionally build interdisciplinary expertise across two concentrations while stacking graduate certificates toward degree completion. Unlike traditional discipline-specific programs at Lamar University, Prairie View A&M, Texas A&M–Corpus Christi, and others, our design is not confined to a single engineering field nor limited to a fixed sequence of courses; instead, it enables individualized pathways through multidisciplinary tracks and credentialed certificates. Even where partial overlap exists—such as Texas State's multidisciplinary electives, Texas Tech's dual-discipline credit split, or UTEP's integrated primary–secondary concentration model—none incorporate a formal stackable architecture that converts certificates into degree progress or require a 6-credit integrative capstone that demonstrates applied interdisciplinary mastery. Highly specialized options like UNT's Data Engineering MS or broad programs like Texas A&M's Master of Engineering or Interdisciplinary Engineering similarly lack this level of modularity, stackability, and intentional customization. Additionally, while West Texas A&M offers a thesis/project within a multidisciplinary format, its geographic distance from UH Katy ensures the programs serve distinct student populations. Overall, the proposed stackable MEng uniquely blends flexibility, credential stacking, and an interdisciplinary capstone to offer a distinctly modern and customizable graduate engineering experience.

Faculty Resources

The proposed MEng program is designed to be flexible and highly customizable. Depending on the certificates and tracks students select, faculty from multiple departments within the Cullen

College of Engineering will teach courses that form part of the stackable degree. Because participation will vary with student choices, it is not feasible to list all contributing faculty.

State or National Need

The Houston metropolitan area, including Katy, is a hub for energy, healthcare, and manufacturing industries and is projected to experience significant growth in engineering and AI-related occupations. The Texas Workforce Commission's 2025 Labor Market Outlook projects that engineering and technical employment will increase by 13.2% between 2023 and 2033 statewide. Employers such as BP, Shell, MD Anderson, and Schlumberger are actively seeking engineers with advanced technical and data-driven skills and are investing in workforce upskilling to meet this demand. The state's "Building a Talent Strong Texas" higher education plan (THECB, 2023) seeks to ensure that 60% of Texans ages 25–64 hold a postsecondary credential by 2030. The proposed program directly addresses these workforce needs by offering flexible, targeted training for professionals in the region.

Table 4. Projected Total Costs & Funding

Please provide the applicable costs and funding items below.

Estimated Costs	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Faculty Salaries & Benefits	265,100	270,402	275,810	281,326	286,953	$1,379,591
Staff Salaries & Benefits	30,125	30,728	31,342	31,969	32,608	$156,772
Teaching Assistantships						$-
Research Assistantships						$-
Other Student Scholarships/Funding						$-
Library & Instructional Technology						$-
Facilities & Captial Investments						$-
Miscellaneous (supplies/materials/program administration)	30,000	10,000	10,000	10,000	10,000	$70,000
Other [please specify]	15,569	37,366	69,967	84,758	108,483	$316,143
Total Costs	**340,794**	**348,496**	**387,119**	**408,053**	**438,044**	**1,922,506**
Estimated Funding	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**5-Year Total**
Formula Funding			178,108	178,108	345,295	**701,511**
Other Non-Formula Tuition Funding	155,691	373,658	521,565	669,471	739,532	**2,459,917**
Federal Grant Funding (in hand only)						**$-**
Other Grant Funding (in hand only)						**$-**
Anticipated Grant Funding *						**$-**
Required Fees Collected	$-	$-	$-	$-	$-	**$-**
Other [please specify]						**$-**
Total Funding	**155,691**	**373,658**	**699,673**	**847,579**	**1,084,827**	**3,161,428**
Net Funding	**-185,103**	**25,162**	**312,554**	**439,526**	**646,783**	**1,238,922**

*** THECB expects that anticipated grant funding would be a supplemental funding source to support new degree programs.**

Table 1. Projected Five-Year Enrollment

Provide projected 5-year enrollments in the table below.
Use these enrollment numbers to calculate the amount of funding generated from tuition and fees.

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Full-Time					
In-state	20	50	70	90	95
Out-of-state					
Out-of-country					
FTSE Semester Credit Hours	480	1200	1680	2160	2280
Part-Time					
In-state					
Out-of-state					
Out-of-country					
FTSE Semester Credit Hours					
Total New Students	**20**	**30**	**40**	**50**	**50**
Total FTSE Semester Credit Hours	480	1200	1680	2160	2280
Attrition Headcount		2	3	4	5
Graduates			18	27	36
Cumulative Headcount	**20**	**48**	**67**	**86**	**95**

Full-Time Student Equivalent (FSTE) Guide

FTSE should be calculated using the following criteria:

Enrollment Type	FTSE
Full time	1
Part time	0.5
Degree Level	**SCH**
Undergraduate	30
Master's	24
First Professional	24
Optometry	34
Doctoral	18

Table 2. Annual Costs Per Student

Provide the estimated annual cost of the program per student. Estimated annual costs per student include tuition and required fees only. Do not include costs for heatlh insurance, housing, childcare, or any other costs that are highly variable by student. The estimated time to degree must be listed in years and aligned with the Projected Enrollments table (i.e., if the majority of students are part-time, the time to degree will be longer).

Cost Type	Dollar Amount
Per Student Annual Costs	
Resident Tuition	$ 8,687
Non-Resident Tuition	$ 16,262
Required Fees	$ 516
Course Materials	$ 500
Other annual fees [please specify]	
Estimated Annual Resident Tuition & Fees	$ 9,703
Estimated Annual Non-Resident Tuition & Fees	$ 17,278

Estimated Time to Degree	2
Per Student One-Time Required Fees (if applicable)	
Estimated Post-Graduation Licensure Fee (if applicable)	

Table 3. Annual Support Per Student

For each type of support listed below, provide the total amount of funding per student and the total number of students who will receive the support. These totals must be included in the estimated five-year program costs in Table 4 on Total Costs and Funding tab.

Support Type		Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Scholarships	Amount per student						$ -
	# of students receving support						
Teaching Assistantships	Amount per student						$ -
	# of students receving support						
Research Assistantships	Amount per student						$ -
	# of students receving support						
Other funding [please specify]	Amount per student						$ -
	# of students receving support						
Total Funding		$ -	$ -	$ -	$ -	$ -	$ -

THECB tables

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THECB recognizes that additional costs such as housing, childcare, etc., are needed for many students. However, because these

Enrollment, Costs, and Support

Table xx: *Estimated* Annual Required Per Student Costs

Please provide the estimated average annual required **per student** costs for students

Cost Type	Dollar Amount
Per Student Annual Costs	
Resident Tuition	
Non-Resident Tuition	
Required Fees	
Health Insurance Fee	
Course Materials	
Other [please specify]	
Estimated Time to Degree (in years, assuming full-time enrollment)	

Per Student One-Time Required Fees (if applicable) [e.g., clinical fieldwork semester fees]	
Estimated Post-Graduation Licensure Fees (if applicable)	

Table xx: Estimated Average Total Student Funding

Please provide the estimated average annual **total student** funding available to students in the degree program.

Funding Type	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Scholarships						$ -
Teaching Assistantships						$ -
Research Assistantships						$ -
Other funding [please specify]						$ -
Total Funding	$ -	$ -	$ -	$ -	$ -	$ -

Projected Enrollments

DRAFT

Table xx: Projected Five-Year Enrollments

Provde projected 5-year enrollments in the table below.

For programs with intentional plans to market the program nationally or internationally, please provide estimates of out-of-state and out-of-country students. These estimates should be aligned with projected tuition. If no out-of-state or out-of-country students are projected, please leave the row blank.

For doctoral and professional programs, complete Table xx below in addition to this table.

Enrommment	Year 1	Year 2	Year 3	Year 4	Year 5
Full-Time					
In-state					
Out-of-state					
Out-of-country					
Part-Time					
In-state					
Out-of-state					
Out-of-country					
Total New Students	0	0	0	0	0
Attrition					
Graduates					
FTSE					
Cumulative Headcount	0	0	0	0	0

For doctoral & professional only

Table xx: Projected Five-Year Enrollments by Gender & Race/Ethnicity

Please provide projected enrollments by the IPEDS reporting cateogires below.

Cateogry	Year 1	Year 2	Year 3	Year 4	Year 5
African American					
Hispanic					
International					
Other					
White					

Total Costs & Funding

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Table xx: Projected Total Costs & Funding

Please provide the applicable costs and funding items below.

Estimated Costs	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
Faculty Salaries & Benefits						$ -
Staff Salaries & Benefits						$ -
Teaching Assistantships						$ -
Research Assistantships						$ -
Other Student Scholarships/Funding						$ -
Library & Instructional Technology						$ -
Facilities & Captial Investments						$ -
Miscellaneous (supplies/materials/program administration)						$ -
Other [please specify]						$ -
Total Costs	$ -	$ -	$ -	$ -	$ -	$ -
Estimated Funding	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**5-Year Total**
Formula Funding			$ 178,108	$ 178,108	$ 345,295	**$ 701,512**
Other Non-Formula Tuition Funding	$ 155,691	$ 373,658	$ 699,673	$ 847,580	$ 1,084,827	**$ 3,161,429**
Federal Grant Funding (in hand only)						$ -
Other Grant Funding (in hand only)						$ -
Anticipated Grant Funding *						$ -
Required Fees Collected	$ -	$ -	$ -	$ -	$ -	$ -
Other [please specify]						$ -
Total Funding	**$ 155,691**	**$ 373,658**	**$ 877,782**	**$ 1,025,688**	**$ 1,430,122**	**$ 3,862,941**
Net Funding	**$ 155,691**	**$ 373,658**	**$ 877,782**	**$ 1,025,688**	**$ 1,430,122**	**$ 3,862,941**

*** THECB expects that anticipated grant funding would be supplemental supporting new degree programs.**

PRO FORMA FOR MEng Engineering

FY2026 13

			Year 0	FY2026	FY2027	Operating Years FY2028	FY2029	FY2030
Enrollments				Fall25	Fall26	Fall27	Fall28	Fall29
Cohort 1				20	18			
Cohort 2					30	27		
Cohort 3						40	36	
Cohort 4							50	45
Cohort 5								50
Cohort 6								
Total				20	48	67	86	95
Expenses								
Faculty (9 month)	Salary	% effort	Year 0	FY2026	FY2027	FY2028	FY2029	FY2030
Lecturer 1 (UH at Katy Instructional Funding)	80,000	50%		40,000	40,800	41,616	42,448	43,297
Lecturer 2 (UH at Katy Instructional Funding)	80,000	50%		40,000	40,800	41,616	42,448	43,297
Existing Assoc Professor 1	125,000	20%		25,000	25,500	26,010	26,530	27,061
Existing Assoc Professor 2	125,000	20%		25,000	25,500	26,010	26,530	27,061
Existing Assoc Professor 3	125,000	20%		25,000	25,500	26,010	26,530	27,061
Existing Assoc Professor 4	125,000	20%		25,000	25,500	26,010	26,530	27,061
Adjuncts	40,000	100%	-	40,000	40,800	41,616	42,448	43,297
Subtotal	700,000	280%	-	220,000	224,400	228,888	233,466	238,135
Faculty FTE				2.80	2.80	2.80	2.80	2.80
Staff (12 month)								
Academic Advisor	50,000	50%		25,000	25,500	26,010	26,530	27,061
				-	-	-	-	-
				-	-	-	-	-
				-	-	-	-	-
				-	-	-	-	-
				-	-	-	-	-
			-	-	-	-	-	-
Subtotal	50,000	50%	-	25,000	25,500	26,010	26,530	27,061
Staff FTE				0.50	0.50	0.50	0.50	0.50
Total Salaries			-	245,000	249,900	254,898	259,996	265,196
Benefits @ 20.5%			-	50,225	51,230	52,254	53,299	54,365
Total Personnel			-	295,225	301,130	307,152	313,295	319,561
Non-Personnel								
Marketing/Recruiting			20,000	10,000	10,000	10,000	10,000	10,000
Scholarships & Tuition Assistantships					-	-	-	-
Annual maintenance & operations					-	-	-	-
Library and Information Technology					-	-	-	-
Accreditation					-	-	-	-
Facilities					-	-	-	-
Laboratory and other equipment					-	-	-	-
Other					-	-	-	-
Total Non-Personnel			20,000	10,000	10,000	10,000	10,000	10,000
Allocated to university operations	10%			15,569	37,366	69,967	84,758	108,483
Total Annual Expense			$ 20,000	$ 320,794	$ 348,495	$ 387,119	$ 408,053	$ 438,044
Revenue								
Formula Funding Generated				-	-	209,908	209,908	406,945
Statutory Tuition Applied to Formula				-	-	(31,800)	(31,800)	(61,650)
Subtotal: State General Revenue				-	-	178,108	178,108	345,295
UH Tuition and Fees				173,748	416,995	582,056	747,116	825,303
Allocated to set aside per student				(18,057)	(43,337)	(60,491)	(77,645)	(85,771)
Total Revenue from Enrollment				155,691	373,658	699,673	847,580	1,084,827
Philanthropy and other External Revenue				-	-	-	-	-
Net Revenue				155,691	373,658	699,673	847,580	1,084,827
Net Annual Gain/(Loss)			**(20,000)**	**$ (165,103)**	**$ 25,163**	**$ 312,554**	**$ 439,526**	**$ 646,783**
Cumulative Gain/(Loss)			(20,000)	**$ (185,103)**	**$ (159,940)**	**$ 152,614**	**$ 592,140**	**$ 1,238,923**

College Business Administrator Signature: _____ Date: _____

Daniel Chang, Program Director, Office of the Provost Signature: _____ Date: _____

Vivianne Do, Executive Director, Office of the Provost Signature: _____ Date: _____

PRO FORMA FOR MEng Engineering

Revenue by Source

Assumptions

Resident Tuition used as basis for projections. College and Career Path (select from the drop down box in cell C7)	Engineering: Prof Masters	
Label from Instruction and Operation Formula Tab (*select the drop down box in cell C8*)	Engineering: Masters	
Instructional and Operations Formula weighting		5.44
Formula rate per weighted SCH for 2026-27 biennium	$	60.67
SCH fall Semester		6
SCH spring semester		6
SCH summer semester		3
Hours per course		3
Allocated to set aside per SCH		60.19

Proposed Consolidated Tuition & Fees	Rate	Fall	Spring	Summer	Annual Total
Prof Masters	579.16	3,474.96	3,474.96	1,737.48	8,687.40
Certificate & Executive Fee		-	-	-	-
Tuition & Fees for Academic Semester		$ 3,474.96	$ 3,474.96	$ 1,737.48	$ 8,687.40

Instructional and Operations Formula Revenue

Formula (weight X rate) 330.04

Year	Semester listing	Biennum Period	Fall	Spring	Summer	Total SCH	SCH for Biennum
FY2026	Fall25, Spr26, Sum26	2028-29 Biennum	120	120	60	300	60
FY2027	Fall26, Spr27, Sum27	2028-29 Biennum	288	288	144	720	576
FY2028	Fall27, Spr28, Sum28	2030-31 Biennum	402	402	201	1,005	201
FY2029	Fall28, Spr29, Sum29	2030-31 Biennum	516	516	258	1,290	1,032
FY2030	Fall29, Spr30, Sum30	2032-33 Biennum	570	570	285	1,425	285

FY2026	2026-27 Biennum	-
FY2028	2028-29 Biennum	636
FY2030	2030-31 Biennum	1,233
FY2032	2032-33 Biennum	285
FY2034	2034-35 Biennum	-
FY2036	2036-37 Biennum	-
FY2038	2038-39 Biennum	-
FY2040	2040-41 Biennum	-
FY2041	2040-41 Biennum	-