OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

September 3, 2015

NOTE

This document contains recommendations and reports to the State Regents regarding items on the September 3, 2015 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to **www.okhighered.org** State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on September 3, 2015.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Parkway, Oklahoma City

A G E N D A

Thursday, September 3, 2015 – 9 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman Toney Stricklin, Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**

2. **Call to Order.** Roll call and announcement of quorum.

3. **Minutes of Previous Meetings.** Approval of minutes.

4. **Report of the Chairman.** (No Action, No Discussion).

5. **Report of Chancellor.** (No Action, No Discussion). Page 1.

STUDENTS

6. **GEAR UP.** Report on Oklahoma students' participation at First Lady Michelle Obama's Beating the Odds Summit. Page 5.

ACADEMIC

7. **New Programs.**

    a. University of Oklahoma. Approval to offer the Master of Education in 21st Century Teaching, the Bachelor of Science in Biomedical Engineering, the Graduate Certificate in Professional Applications of Interior Design, the Graduate Certificate in Human Resource Management, and the Graduate Certificate in Project Management. Page 7.

    b. Oklahoma State University. Approval to offer the Master of Fine Arts in Graphic Design, the Master of Science in Business Analytics, and the Master of Science in Petroleum Engineering. Page 25.

    c. Northeastern State University. Approval to offer the Bachelor of Science in Homeland Security and the Master of Business Administration in Professional Business Administration. Page 41.

22.   **Executive Session.** Page 209.

        a.   Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning a pending investigation, claim, or action if the board's attorney determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

        b.   Enter into executive session.

        c.   Open session resumes.

        d.   Vote to exit executive session.

                                CONSENT DOCKET

23.   **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.

        a.   Programs. Program Modifications. Approval of institutional requests. Page 211.

        b.   Reconciliation. Approval of institutional request for program reconciliation. Page 221.

        c.   Electronic Delivery. Approval of the University of Oklahoma's request to offer the existing Master of Education in Special Education through online delivery. Page 223.

        d.   Academic Nomenclature. Ratification of institutional requests. Page 225.

        e.   Agency Operations. Ratification of purchases over $25,000. Page 227.

        f.   Resolution. Approval of a resolution honoring retiring staff for service. Page 231.

24.   **Reports.** Acceptance of reports listed.

        a.   Programs.

                (1)   Status report on program requests. Page 233. (Supplement)

                (2)   Annual Report of Program Requests. Page 235. (Supplement)

        b.   Annual Reports.

                (1)   Tuition and Fees Rate Book, FY2016. Page 237. (Supplement)

                (2)   Student Cost Survey, FY2016. Page 239. (Supplement)

(3)   Cash Reserve Report for FY2016. Page 241. (Supplement)

(4)   Faculty Salary Report FY2015. Page 243. (Supplement)

(5)   Policy Exception Quarterly Report. Page 245.

25.   **Report of the Committees.** (No Action, No Discussion).

     a.   Academic Affairs and Social Justice and Student Services Committees.

     b.   Budget and Audit Committee.

     c.   Strategic Planning and Personnel Committee and Technology Committee.

     d.   Investment Committee.

26.   **New Business.** Consideration of "any matter not known about or which could not have
been reasonably foreseen prior to the time of posting the agenda."

27.   **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held
on Wednesday, October 21, 2015 at 10:30 a.m. and Thursday, October 22, 2015 at 9 a.m. at the
State Regents Office in Oklahoma City.

28.   **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2015

AGENDA ITEM #5:

Report of the Chancellor.

RECOMMENDATION:

This is an information item only.

ANALYSIS:

The following are the activities that Chancellor Glen D. Johnson has participated in on behalf of the State Regents for the period of June 13, 2015 through August 20, 2015:

June 2015
- Attended and provided remarks at retirement luncheon in honor of Oklahoma City Community College (OCCC) Vice President Marion Paden in Oklahoma City;
- Participated in conference call with Oklahoma Academy President Julie Knutson to discuss higher education issues;
- Participated in conference call with Oklahoma Educational Television Authority (OETA) board member Suzanne Lair to discuss OETA;
- Participated in conference call with Oklahoma EPSCoR State Director Jerry Malayer and University of Oklahoma Vice President for Research Kelvin Droegemeier to discuss EPSCoR;
- Met with University of Oklahoma Vice President for Research Dr. Kelvin Droegemeier in Oklahoma City to discuss higher education issues;
- Met with former Tulsa Community College (TCC) President Tom McKeon in Oklahoma City to discuss higher education issues;
- Met with Northwestern Oklahoma State University (NWOSU) President Janet Cunningham in Oklahoma City to discuss higher education issues;
- Attended State Chamber Annual Meeting at the National Cowboy and Western Heritage Museum in Oklahoma City;
- Attended Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City;
- Attended and chaired Southern Regional Education Board (SREB) Commission on College Affordability meeting in Naples, Florida;
- Attended Southern Regional Education Board (SREB) Legislative Work Conference meeting in Naples, Florida;

July 2015
- Attended Standards Setting Steering Committee meeting in Oklahoma City;
- Attended State Higher Executive Officers Association (SHEEO) Annual Meeting in Santa Fe, New Mexico;
- Participated in joint presentation entitled "Building Effective Relationships with Stakeholders" with Indiana Commissioner for Higher Education Dr. Teresa Lubbers at State Higher Executive Officers Association (SHEEO) Annual Meeting in Santa Fe, New Mexico;

- Served as moderator for *Affordability and Aid* panel featuring Tulsa Community College (TCC) President Leigh Goodson, MDRC Senior Vice President of Development and External Affairs Robert Ivry, and Bill & Melinda Gates Foundation Senior Program Officer Travis Reindl at State Higher Executive Officers Association (SHEEO) Annual Meeting in Santa Fe, New Mexico;
- Attended American Association of State Colleges and Universities (AASCU) Summer Council of Presidents meeting in Denver, Colorado;
- Attended American Association of State Colleges and Universities (AASCU) Board of Directors meeting in Denver, Colorado;
- Attended American Association of State Colleges and Universities (AASCU) Council of State Representatives meeting in Denver, Colorado;
- Provided welcoming remarks at the Oklahoma State Regents for Higher Education's state authorization reciprocity agreement (SARA) meeting featuring National Council for SARA Executive Director Marshall Hill and Southern Regional Education Board (SREB) S-SARA Director Mary Larson in Oklahoma City;
- Met with Lieutenant Governor Todd Lamb in Oklahoma City to discuss higher education issues;
- Met with Regional University System of Oklahoma (RUSO) Regent Mark Stansberry in Oklahoma City to discuss higher education issues;
- Met with Glenn Coffee in Oklahoma City to discuss higher education issues;
- Taped segment for Oklahoma Educational Television Authority's (OETA) *Oklahoma Forum* with Dick Pryor in Oklahoma City;
- Hosted "Coffee with the Chancellor" series for State Regent's Staff;
- Participated in conference call with Board of Regents for the Oklahoma Agricultural & Mechanical Colleges Deputy General Counsel Scott Fern to discuss higher education issues;
- Met with Northern Oklahoma College (NOC) President Cheryl Evans to discuss higher education issues;
- Taped welcoming remarks for the Oklahoma State Regents for Higher Education's Reverse Transfer Summit;
- Met with Oklahoma Center for the Advancement of Science and Technology (OCAST) Executive Director Michael Carolina in Oklahoma City to discuss higher education issues;
- Met with former Northern Oklahoma College (NOC) Regent Jesse Perez Mendez in Oklahoma City to discuss higher education issues;
- Met with representatives from Vietnam National University – Ho Chi Minh City in Oklahoma City to discuss higher education issues and renew an articulation agreement;
- Attended STEM Summit Planning Committee meeting in Oklahoma City;
- Met with Commissioners of the Land Office Secretary Harry Birdwell in Oklahoma City to discuss higher education issues;

August 2015
- Attended opening session of CareerTech Summer Conference at the Tulsa Cox Convention Center in Tulsa;
- Participated in conference call with University of Oklahoma Vice President for Student Affairs Clarke Stroud to discuss higher education issues;
- Participated in conference call with Kentucky Council on Postsecondary Education Vice Presidents for Planning and Operations Lee Nimocks to discuss higher education issues;
- Met with Assistant Attorney General Jan Preslar to discuss higher education issues;
- Attended employee event hosted by University of Central Oklahoma (UCO) President Don Betz at the UCO Jazz Lab in Edmond;
- Met with Northeastern Oklahoma A&M College (NEO) President Jeff Hale in Oklahoma City to discuss higher education issues;

- Attended and provided remarks at ribbon cutting ceremony for the University of Central Oklahoma's (UCO) new Transformative Learning Quadrangle in Edmond;
- Met with Congressman Tom Cole in Oklahoma City to discuss higher education issues;
- Made presentation to Durant Economic Development Council in Durant;
- Made presentation to Carl Albert State College (CASC) faculty and staff in Poteau;
- Participated in conference call with Governor's Office to discuss higher education issues and Oklahoma Works;
- Met with Carl Albert State College (CASC) President Garry Ivey in Poteau to discuss higher education issues;
- Participated in conference call with Oklahoma State University (OSU) President Burns Hargis to discuss higher education issues;
- Participated in conference call with former Tulsa Community College (TCC) President Tom McKeon to discuss higher education issues;
- Met with former Tulsa Community College (TCC) President Tom McKeon and *Tulsa World* Editorial Pages Editor Wayne Greene in Tulsa to discuss higher education issues;
- Participated in conference call with University of Oklahoma Vice President for Student Affairs Clarke Stroud and Oklahoma Educational Television Authority (OETA) Executive Director Dan Schiedel to discuss OETA issues;
- Met with Representative Mike Christian in Oklahoma City to discuss higher education issues;
- Met with Secretary of Education and Workforce Development Natalie Shirley, Secretary of Commerce and Tourism Deby Snodgrass, State Superintendent Joy Hofmeister, and CareerTech State Director Marcie Mack in Oklahoma City to discuss K-12, CareerTech and higher education issues;
- Participated in conference call with University of Oklahoma (OU) President David Boren to discuss higher education issues;
- Participated in conference call with Dr. Thomas C. Meredith, former Mississippi Commissioner of Higher Education and Chancellor of the University System of Georgia and the University of Alabama System, to discuss higher education issues;
- Attended STEM Summit Planning Committee meeting in Oklahoma City;
- Met with CareerTech State Director Marcie Mack to discuss higher education and CareerTech issues;
- Provided remarks at State Department of Education press conference with State Superintendent Joy Hofmeister in Oklahoma City;
- Attended Greater Oklahoma City Chamber State of the Schools luncheon in Oklahoma City;
- Met with Judy Trice, ACT, in Oklahoma City to discuss higher education issues;
- Participated in conference call with Tulsa Community College (TCC) President Leigh Goodson to discuss higher education issues.

AGENDA ITEM #6:

GEAR UP.

SUBJECT: Report on Oklahoma students' participation at First Lady Michelle Obama's Beating the Odds Summit.

RECOMMENDATION:

It is recommended that the State Regents recognize Averie Hinchey of Guymon and Viktoria Smith of Ardmore for being accepted to participate in first lady Michelle's Obama's Beating the Odds Summit.

BACKGROUND:

On Thursday, July 23, first lady Michelle Obama's Reach Higher initiative hosted the Beating the Odds Summit, bringing together college-bound, high school graduates from the class of 2015 from all over the country to the White House for a celebratory event with the First Lady. Oklahoma representatives Averie Hinchey of Guymon and Viktoria Smith of Ardmore were among the 140 students selected to the summit.

The daylong event included a panel, moderated by E! News host Terrence Jenkins, featuring Obama, U.S. Secretary of Education Arne Duncan, musical artist Wale, and Manuel Contreras, a rising senior at Brown University and co-founder of 1vyG.

Additionally, Hinchey and Smith participated in workshops and panels led by the U.S. Department of Education, Google's Jaime Casap and other leaders in K-12 and postsecondary education.

Hinchey was honored as Guymon High School's 2015 valedictorian and is a freshman at Oklahoma State University majoring in communication sciences disorders. With 24 dialects in use throughout her high school, she worked tirelessly to overcome language barriers by planning events that engaged all students. She also coordinated a freshman transition camp for incoming freshmen and their parents. She serves on the state Oklahoma GEAR UP Advisory Committee and was selected to speak at GEAR UP's state conference.

Smith is a first-generation college student. She held down several full-time jobs and cared for her ailing grandmother while achieving academic success at Ardmore High School. As an Oklahoma's Promise recipient, Smith has taken challenging classes and earned good grades to qualify for the scholarship program. She attends Murray State College and is pursuing a nursing degree, a career inspired by caring for her grandmother.

Terri Grissom, Oklahoma GEAR UP's program evaluator, chaperoned Hinchey and Smith on the trip. She took the opportunity to introduce the students to national education leaders who were present at the summit as well as show them the nation's Capital. Grissom previously served as the director of federal programs and special projects for Tulsa Public Schools. Prior to joining TPS, she served as the senior coordinator for administration and sustainability for the Oklahoma State Regents for Higher Education's

GEAR UP program. Grissom was a classroom teacher for 11 years and currently holds an Oklahoma teaching certificate in special education and administration.

POLICY ISSUES:
Oklahoma GEAR UP supports the first lady's Reach Higher Initiative as it demonstrates a strong commitment toward making post-secondary completion mission a reality.

ANALYSIS:
Young people at the summit represented a wide range of communities -- urban, rural, foster, homeless, immigrant, special needs, and more. All of them had overcome great odds to go to college, and most were first in their family to pursue further education after high school. The summit celebrated these students' accomplishments, while also providing them with tips and resources to better prepare them for when they step on campus this fall.

The Reach Higher initiative is the First Lady's effort to inspire every student in America to take charge of their future by completing their education past high school, whether at a professional training program, a community college, or a four-year college or university.

The mission statement for Reach Higher, "Inspire every student in America to take charge of their future by completing their education past high school," suggests that in today's economy a high school diploma just isn't enough. Students have to reach higher, which is why the First Lady is working to rally the country around the President's "North Star" goal — that by 2020, America will once again have the highest proportion of college graduates in the world.

Expanding Opportunity
The Reach Higher initiatives helps make sure all students understand what they need to complete their education, including:
- Exposing students to college and career opportunities
- Understanding financial aid eligibility that can make college affordability a reality
- Encouraging academic planning and summer learning opportunities
- Supporting high school counselors who can help more kids get into college

AGENDA ITEM #7-a:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Master of Education in 21st Century Teaching and Learning, the Bachelor of Science in Biomedical Engineering, the Graduate Certificate in Professional Applications of Interior Design, the Graduate Certificate in Human Resource Management, and the Graduate Certificate in Project Management.

RECOMMENDATION:

It is recommended that the State Regents approve University of Oklahoma's requests to offer the Master of Education in 21st Century Teaching and Learning via online delivery, the Bachelor of Science in Biomedical Engineering, the Graduate Certificate in Professional Applications of Interior Design, the Graduate Certificate in Human Resource Management, and the Graduate Certificate in Project Management, with the stipulation that continuation of the programs and certificates will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Education in 21st Century Teaching and Learning.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 15 students in Fall 2020; and
  Graduates: a minimum of 12 students in 2020-2021.

- **Bachelor of Science in Biomedical Engineering.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 75 students in Fall 2018; and
  Graduates: a minimum of 10 students in 2018-2019.

- **Graduate Certificate in Professional Applications of Interior Design.** This graduate certificate is embedded within the Master of Science in Interior Design (383) and will be included in the regular 5-year program review due in 2017.

- **Graduate Certificate in Human Resource Management.** This graduate certificate is embedded within the Master of Science in Organizational Dynamics (346) and will be included in the regular 5-year program review due in 2016.

- **Graduate Certificate in Project Management.** This graduate certificate is embedded within the Master of Science in Organizational Dynamics (346) and will be included in the regular 5-year program review due in 2016.

BACKGROUND:

Academic Plan

University of Oklahoma's (OU) 2013-2014 Academic Plan lists the following institutional priorities and new funding initiatives:

- Continue aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We are in our first year of implementing the Common Application for undergraduates and in the first year of implementing the College-Net software for processing applications for graduate students.
- Continue an intense focus on undergraduate retention and graduate rates by 1) utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2) increase the coordination of undergraduate academic advising across campus, and 3) enhance course offerings during summer session. Additionally, we will continue to work to get undergraduate students taking 30 or more hours per year via the flat rate tuition policy to get them on a 4/5 year timeline to degree completion.
- Continue to manage undergraduate course offerings to adequately meet student needs for courses by requiring course sections to be close to fully enrolled and by adding sections (or increasing course size) as needed to meet student demand by utilizing qualified instructors, lecturers, and other adjunct instructors.

APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, OU has taken the following program actions in response to APRA:

86	Degree and/or certificate programs deleted
82	Degree and/or certificate programs added

Program Review

OU offers 274 degree and/or certificate programs as follows:

18	Certificates
0	Associate of Arts or Science Degrees
0	Associate of Applied Science Degrees
115	Baccalaureate Degrees
87	Master's Degrees
54	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OU's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process

OU's faculty developed the proposals, which were reviewed and approved by institutional officials. OU's governing board approved delivery of the Master of Education in 21st Century Teaching and Learning, the Bachelor of Science in Biomedical Engineering, the Graduate Certificate in Professional Applications of Interior Design, the Graduate Certificate in Human Resource Management, and the Graduate Certificate in Project Management at the May 7, 2015 meeting. OU requests authorization to offer these degree programs and graduate certificates as outlined below.

OU is currently approved to offer the following degree programs through online delivery:

- Bachelor of Arts in Administrative Leadership (375);
- Bachelor of Arts in Information Studies (343);
- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394)
- Bachelor of Arts in World Cultural Studies (390);
- Bachelor of Science in Criminal Justice (365);
- Certificate in Human Resource Diversity and Development (340);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Arts in Administrative Leadership (373);
- Master of Arts in Global Affairs (404);
- Master of Arts in Liberal Studies (232);
- Master of Education in Education Administration (050);
- Master of Environmental Science (076);
- Master of Legal Studies in Legal Studies (149);
- Master of Library and Information Studies (151);
- Master of Prevention Science (374);
- Master of Science in Criminal Justice (391);
- Master of Science in Civil Engineering (038);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Knowledge Management (347); and
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344).

POLICY ISSUES:

These actions are consistent with the Academic Program Approval and Distant Education and Traditional Off-Campus Courses and Programs policies.

ANALYSIS:

Master of Education in 21st Century Teaching and Learning

Program purpose. The proposed program will provide students with a foundation to explore the ideas of 21st century learning, including: collaboration, problem-based learning, and integrating technology in meaningful ways.

Program rationale and background. "For the People, A Vision for Oklahoma Public Education" is a consortium of educational leaders throughout the State of Oklahoma. In their statement of recommendations they provide support for training teachers to integrate technology in the classroom that will enhance teaching and student learning. In 2014, an OU faculty member, Dr. Theresa Cullen, led a

statewide Twitter chat asking teachers to design their ideal master's program and used these ideas to develop the curriculum. The proposed program will offer students a convenient option to improve their practice and pedagogy and become more effective teachers. The curriculum includes fundamental ideas of classroom management and educational psychology and will incorporate ideas of 21st century learning. Students will also learn about applying educational research into practice and assessment strategies for digital age learning, while engaging in an exploration of digital literacies and their role in promoting science, technology, engineering, and mathematics (STEM). Additionally, the program will be offered in an online format, which will allow teachers from less-served areas to take advantage of opportunities to help them advance their professional practice.

Employment opportunities. Students interested in the proposed master's program will already be employed in the teaching profession and the proposed program is not designed to prepare students for immediate employment. Rather, the proposed program will provide teachers with advanced pedagogical skills and knowledge to integrate 21st century teaching and learning methods into the classroom to develop and foster student interest in STEM related careers. The long-term result is the preparation of students in K-12 to pursue high demand and high paying jobs in the areas of science, technology, engineering, and mathematics.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	15	Fall 2020
Minimum Graduates from the program	12	2020-2021

Duplication and impact on existing programs. There are no Master of Education in 21st Century Teaching and Learning programs offered in Oklahoma. A system wide letter of intent was communicated via email on April 23, 2015. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 32 total credit hours as shown in the following table. Thirteen new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	32
Total	**32**

Faculty and staff. Existing faculty will teach the proposed program.

Delivery method and support services. OU will utilize the Desire2Learn and JANUX learning management system. OU will meet academic standards outlined in policy to ensure the quality of the degree program, which include faculty training, student services, and other support services including library, facilities, and computing equipment containing a variety of software suites. The library, facilities, and equipment are adequate for this program.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Master of Education in 21st Century Teaching and Learning are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$44,901	$0	$0	$0	$0
Narrative/Explanation: The amount above reflects funds allocated from college and central administration resources.					
Student Tuition	$56,121	$155,451	$189,964	$189,964	$189,964
Narrative/Explanation: Student tuition includes per credit hour tuition charges, mandatory per credit hour fees, academic excellence fees, college-level technology and program fees, and mandatory per semester fees. Credit hour production by year is as follows: Year 1 – 130, Year 2 – 359, years 3-5 – 441. The cohort starts in spring so spring and summer will enroll two cohorts after the first year. Fall will only represent one cohort.					
TOTAL	**$101,022**	**$155,451**	**$189,964**	**$189,964**	**$189,964**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$3,335	$6,670	$6,670	$6,670	$6,670
Narrative/Explanation: The amounts above include a percentage of existing administrative support staff salary for work performed related to the proposed program.					
Faculty	$70,223	$81,346	$56,800	$56,800	$56,800
Narrative/Explanation: Years 1 and 2 include costs for faculty stipends for course development. Amounts shown also include costs related to faculty salary for course instruction.					
Graduate Assistants	$21,964	$21,964	$7,321	$7,321	$7,321
Narrative/Explanation: Years 1 and 2 include costs for .75 FTE graduate teaching assistants; one at .5 FTE and one at .25 FTE. Years 3 and beyond includes one graduate teaching assistant at .25 FTE.					
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$500	$500	$500	$500	$500
Narrative/Explanation: The amounts shown are budgeted for regular operational costs incurred to manage the proposed program.					
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$5,000	$5,000	$2,500	$2,500	$2,500
Narrative/Explanation: The amounts above reflect costs for promoting the program.					
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$101,022**	**$115,480**	**$73,791**	**$73,791**	**$73,791**

Bachelor of Science in Biomedical Engineering

Program purpose. The proposed program will provide students with a strong foundation for developing effective technology-based solutions to the wide spectrum of societal needs in human development and disease diagnosis, treatment, and prevention.

Program rationale and background. An undergraduate degree in biomedical engineering (BME) supports the need for advancement in the health of the nation by increasing biological knowledge utilizing engineering principles and techniques. Nationally, the number of students pursuing degrees in BME has dramatically increased. OU has an established history in BME and offers a Master of Science in Biomedical Engineering (353) and a Doctor of Philosophy in Biomedical Engineering (354). Although OU offers BME as an option within the Bachelor of Science in Chemical Engineering (030) it is not a true BME degree. In 2014, the Dean of the College of Engineering was presented a Congressional Resolution from the OU Undergraduate Student Congress requesting an undergraduate degree in BME. Additionally, OU reports that a number of prospective students, particularly National Merit Scholars, have indicated interest in pursuing BME. Therefore, in response to the increasing demand, OU developed the proposed program.

Employment opportunities. The growing global population and aging developed world population along with a growing focus on health issues drives the demand for more and better health technologies. Biomedical engineers work in a variety of settings such as hospitals, manufacturing, and research labs. Rapid advancements in technology will continue to change what biomedical engineers do and continue to create new areas in which they will work. In addition, the aging and retirement of a substantial percentage of biomedical engineers will create job openings between now and 2022. The U.S. Bureau of Labor Statistics projects an increase in BME jobs by 27 percent through 2022. Similarly, the Oklahoma Employment Security Commission forecasts careers in BME to increase 20 percent through 2022. OU is confident that graduates of the proposed program will find employment or be successful in graduate school.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	75	Fall 2018
Minimum Graduates from the program	10	2018-2019

Duplication and impact on existing programs. The proposed program would duplicate the following program:

Institution	Existing Program
University of Central Oklahoma	Bachelor of Science in Biomedical Engineering (186)

A system wide letter of intent was communicated via email on April 23, 2015. The University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent via email on May 14, 2015. Neither UCO nor any other State System institution notified the State Regents' staff of a protest to the proposed program. Due to the increasing industry demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 132 total credit hours as shown in the following table. Twenty new course will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
General Education	41
Program Requirements	41
Major Core Requirements	38
Guided Electives	12
Total	**132**

Faculty and staff. Existing faculty will teach the proposed program. Additional faculty will be hired as needed as the program increases in enrollment.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Bachelor of Science in Biomedical Engineering are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$382,950	$482,850	$649,350	$715,950	$732,600
Narrative/Explanation: The above amounts reflect funds being received from the National Institute of Health, the National Science Foundation and the Department of Defense.					
Total Resources Available from Other Non-State Sources	$3,895,305	$2,656,825	$2,305,100	$828,390	$0
Narrative/Explanation: The amounts above are funds being received from private donor families for start-up costs.					
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$748,652	$735,249	$839,969	$0	$0
Narrative/Explanation: The amount above reflects funds allocated through central administration for start-up costs.					
Student Tuition	$232,529	$581,322	$871,982	$1,453,304	$2,034,625
Narrative/Explanation: Tuition was calculated based on current College of Engineering enrollment of 66.7 percent resident and 33.3 percent non-resident. OU anticipates an enrollment of 20, 50, 75, 125, and 175 students in years 1 through 5.					
TOTAL	**$5,259,436**	**$4,456,246**	**$4,666,401**	**$2,997,644**	**$2,767,225**

Year of Program

B. Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$205,436	$205,436	$205,436	$205,436	$205,436

Narrative/Explanation: The amounts above include salary for 4 FTE staff.

Faculty	$1,354,000	$1,660,810	$1,845,965	$1,812,665	$1,796,015

Narrative/Explanation: The amounts above reflect salary and benefit expenses for faculty. OU currently has faculty to teach the proposed program; however, additional faculty will be added as the program increases in enrollment.

Graduate Assistants	$40,000	$60,000	$80,000	$80,000	$80,000

Narrative/Explanation: The amounts above will be used for graduate assistant stipends.

Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$1,610,000	$1,485,000	$1,515,000	$715,000	$0

Narrative/Explanation: The amounts shown include costs for specialized instructional and research equipment that will need to be purchased before the fifth year. These costs are associated with startup packages designed to be used within the first 2 to 3 years for additional faculty hires, staggered over this time period. After this startup period, the faculty members will generate new external funds to sustain their research programs.

Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$40,000	$25,000	$0	$0	$0

Narrative/Explanation: The amounts above reflect costs for faculty search expenses to hire additional faculty as the program increases in enrollment.

Commodities	$0	$10,000	$10,000	$10,000	$10,000

Narrative/Explanation   The amounts above are budgeted for specialized biomedical experimental supplies and consumables.

Printing	$0	$3,000	$3,000	$3,000	$3,000

Narrative/Explanation   The amounts above are budgeted for department copier/scanner lease.

Telecommunications	$0	$7,000	$7,000	$7,000	$7,000

Narrative/Explanation: The amounts above are budgeted for phones and data port charges.

Travel	$0	$0	$0	$0	$0
Awards and Grants	$2,000,000	$1,000,000	$1,000,000	$0	$0

Narrative/Explanation: The amounts above reflect funds being placed into the University Foundation to endow faculty positions.

TOTAL	**$5,249,436**	**$4,456,246**	**$4,666,401**	**$2,833,101**	**$2,101,451**

Graduate Certificate in Professional Applications of Interior Design

Program purpose. The proposed certificate is embedded within the Master of Science in Interior Design (383) and will help to advance the students' marketability in the interior design industry.

Program rationale and employment opportunities. The Oklahoma Employment Security Commission anticipates that career opportunities in interior design are expected to increase 10 percent through 2022. Although graduate course work or a master's degree is not required for employment in the field, design firms and product manufacturers are realizing the value of graduate school for its ability to promote critical thinking and research as it applies to evidence based design. The proposed certificate is not designed to lead to direct employment upon completion; however, OU states that the certificate will serve

as a stepping stone into the Master of Science in Interior Design (383) and that local employer surveys and recent market analyses indicate that an additional credential will increase individuals' employment opportunities.

Student demand. The proposed certificate program is expected to fulfill student demand within the Master of Science in Interior Design (383) program.

Duplication and impact on existing programs. There are no Graduate Certificate in Professional Applications of Interior Design programs offered in Oklahoma. A system wide letter of intent was communicated via email on April 23, 2015. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 12 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Required Courses	12
Total	**12**

Faculty and staff. Existing faculty will teach the proposed program.

Financing and program resource requirements. The proposed certificate program is an embedded certificate within the Master of Science in Interior Design (383) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Graduate Certificate in Human Resource Management

Program purpose. The proposed certificate is embedded within the Master of Science in Organizational Dynamics (346) and will provide students with skills and knowledge needed to be successful in the field of Human Resource Management (HRM).

Program rationale and employment opportunities. According to the Oklahoma Employment Security Commission, careers in human resource management are expected to increase more than 10 percent through 2022. Although many of the students interested in the proposed certificate will already be employed, they are interested in adding to their skill set for career advancement in human resource management. The proposed certificate will provide students with a recognizable credential that documents their knowledge and skills in HRM. OU indicates that several graduate programs, such as the Master of Human Relations in Human Relations (329) and the Master of Public Administration in Public Administration (197) include elective hours in which students can complete course work outside their department. Additionally, students completing the Master of Science in Organizational Dynamics (346) have expressed interest in continuing their education and completing additional course work. HRM faculty also report that the proposed certificate would be beneficial to students preparing for professional credentials such as the Professional in Human Resources or Six Sigma. OU is confident students completing the certificate will allow students to be more marketable in their job search or when seeking promotions.

Student demand. The proposed certificate program is expected to fulfill student demand within the Master of Science in Organizational Dynamics (346) program.

Duplication and impact on existing programs. There are no Graduate Certificate in Project Management programs offered in Oklahoma. A system wide letter of intent was communicated via email on April 23, 2015. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 12 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment D).

Content Area	Credit Hours
Elective Courses	12
Total	**12**

Faculty and staff. Existing faculty will teach the proposed program.

Financing and program resource requirements. The proposed certificate program is an embedded certificate within the Master of Science in Organizational Dynamics (346) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Graduate Certificate in Project Management

Program purpose. The proposed certificate is embedded within the Master of Science in Organizational Dynamics (346) and will provide students with the knowledge and skills to manage organizational projects in an efficient and effective manner to meet business goals.

Program rationale and employment opportunities. Students interested in the proposed certificate will likely be employed in their chosen career field but need additional knowledge and skills in effective project management. Because project managers can work in a variety of fields and hold various job titles, such as marketing, engineering, technology, aerospace, and construction, it is difficult to quantify job growth in the discipline. However, completion of the proposed certificate could be beneficial to students preparing for professional credentials such as the Project Management Professional Certificate. OU indicates that several graduate programs, such as the Master of Human Relations in Human Relations (329) and the Master of Public Administration in Public Administration (197) include elective hours in which students can complete course work outside their department. Additionally, students completing the Master of Science in Organizational Dynamics (346) have expressed interest in continuing their education and completing additional course work. OU is confident students completing the certificate will allow students to be more marketable in their job search or seeking promotions or increase their work place effectiveness.

Student demand. The proposed certificate program is expected to fulfill student demand within the Master of Science in Organizational Dynamics (346) program.

Duplication and impact on existing programs. There are no Graduate Certificate in Project Management programs offered in Oklahoma. A system wide letter of intent was communicated via email

on April 23, 2015. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate. Approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 12 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment E).

Content Area	Credit Hours
Elective Courses	12
Total	**12**

Faculty and staff. Existing faculty will teach the proposed program.

Financing and program resource requirements. The proposed certificate program is an embedded certificate within the Master of Science in Organizational Dynamics (346) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

UNIVERSITY OF OKLAHOMA
MASTER OF EDUCATION IN 21ST CENTURY TEACHING AND LEARNING

Degree Requirements		Credit Hours
Required Courses		**32**
*EIPT 5613	Classroom Management for the 21st Century	3
*EIPT 5601	Orientation and Introduction to 21st Century Learning	1
*EIPT 5623	Research into Practice	3
*EIPT 5631	Open Educational Resources for Teaching	1
*EIPT 5643	Motivated Change	3
*EIPT 5653	Technology and Social Media in Education	3
*EIPT 5663	Assessment in the 21st Century	3
*EIPT 5103	New Literacies in 21st Century Learning	3
*EIPT 5671	Reflection for the 21st Century	1
*EIPT 5683	Technology-enhanced Problem-based Learning	3
*EIPT 5693	Critical Literacy	3
*EIPT 5712	School and Community Relations	2
*EIPT 5703	Building Capacity for Science, Technology, Engineering, and Math	3
Total		**32**

*Denotes new courses

UNIVERSITY OF OKLAHOMA
BACHELOR OF SCIENCE IN BIOMENDICAL ENGINEERING

Degree Requirements		Credit Hours
General Education		**41**
ENGL 1113	Principles of English Composition	3
ENGL 1213 or EXPO 1213	Principles of English Composition Expository Writing	3
HIST 1483 or HIST 1493	United States, 1492-1865 United States, 1865 to Present	3
PSC 1113	American Federal Government	3
	General Education Social Science	3
	Understanding Artistic Forms	3
	Western Civilization and Culture Elective	3
	Non-Western Culture Elective	3
COMM 2613	Public Speaking	3
CHEM 1315	General Chemistry I	5
BIOL 1114	Introductory Zoology	4
BIOL 1121	Introductory Zoology Lab	1
MATH 1914	Differential and Integral Calculus I	4
Program Requirements		**41**
CHEM 1415	General Chemistry II	5
CHEM 3053	Organic Chemistry I	3
CHEM 3152	Organic Chemistry Lab	2
CHEM 3653	Introduction to Biochemistry	3
PHYS 2514	General Physics for Engineering & Science Majors I	4
PHYS 2524	General Physics for Engineering & Science Majors II	4
MATH 2924	Differential and Integral Calculus II	4
MATH 2934	Differential and Integral Calculus II	4
MATH 3113	Introduction to Ordinary Differential Equations	3
ENGR 1411	Freshman Engineering Experience	1
ENGR 2002	Engineering Professional Development	2
CS 1313	Programming for Non-Majors	3
ISE 3293	Applied Statistical Methods	3
Major Core Requirements		**38**

Select 4 of the following courses:

*BME 3113	Bioimaging	3
*BME 3123	Biotransport	3
*BME 3133	Bioelectricity	3
*BME 3143	Biomechanics	3
*BME 3153	Molecular, Cellular and Tissue Engineering	3
*BME 3163	Biomedical Micro-/Nano-Technology	3
	Select 3 corresponding lab courses from the following:	
*BME 3111	Bioimaging Lab	1
*BME 3121	Biotransport Lab	1
*BME 3131	Bioelectricity Lab	1
*BME 3141	Biomechanics Lab	1
*BME 3151	Molecular, Cellular and Tissue Engineering Lab	1
*BME 3161	Biomedical Micro-/Nano-Technology Lab	1
	Complete the following 8 courses:	
*BME 2333	Biomedical Engineering Fundamentals	3
*BME 3433	Circuits and Systems for Biomedical Engineering	3
*BME 3233	Biomaterials	3
*BME 3533	Biomedical Instrumentation	3
*BME 3722	Numerical Methods in Biomedical Engineering	2
*BME 3823	Quantitative Physiology	3
*BME 4713	Biomedical Engineering Design I	3
*BME 4823	Biomedical Engineering Design II (Capstone)	3
Guided Electives		**12**
	Select 6 credit hours of BME/ECE courses and 6 credit hours of Science, Math, or Engineering courses	
BME 5213	Biomechanics I	3
BME 5223	Biomechanics II	3
BME 5233	Biomaterials	3
BME 5243	Biochemical Engineering	3
BME 5253	Implantable Devices	3
BME 5293	Transport-Biological Systems	3
BME 5373	Tissue Engineering	3
BME 3893	Intro-CAD Tissue Engineering	3
BME 5693	Cellular Aspects of Tissue Regeneration	3
BME 5970	Topics in Bioengineering	3
ECE 4843/5843	Medical Imaging Systems	3

ECE 4863/5863	Bioinstrumentation	3
	Science, Math, or Engineering Electives	6
Total		**132**

*Denotes new courses

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN PROFESSIONAL APPLICATIONS OF INTERIOR DESIGN

Certificate Requirements		Credit Hours
Required Courses		**12**
ID 5123	Environment and Human Behavior	3
ID 5143	Design Theory Analysis and Evaluation	3
ID 5223	Advanced Materials and Methods	3
ID 5153	Interior Design and Professional Leadership	3
Total		**12**

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN HUMAN RESOURCE MANAGEMENT

Certificate Requirements		Credit Hours
Elective Courses		**12**
	Select 12 credit hours (4 courses) from the following:	
ODYN 5113	Job Analysis Methods and Applications	3
ODYN 5223	Performance Management	3
ODYN 5233	Training and Career Development	3
ODYN 5243	Staffing, Selection, and Compensation	3
ODYN 5253	Organizational Behavior, Change, and Development	3
ODYN 5263	Human Resource Management Systems and Techniques	3
ODYN 5273	Emerging Topics in Human Resource Management	3
ODYN 5283	Employee Health, Safety and Wellness	3
Total		**12**

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN PROJECT MANAGEMENT

Certificate Requirements		Credit Hours
Elective Courses		**12**
Select 12 credit hours (4 courses) from the following:		
ODYN 5313	Planning Processes and Strategy Development	3
ODYN 5323	The Psychology and Practice of Project Management	3
ODYN 5333	Customer Service and Market Analysis	3
ODYN 5343	Organizational Communication	3
ODYN 5353	Global Business Practices and Ethics	3
ODYN 5373	Technology Management and Industrial Engineering	3
ODYN 5383	Emerging Topics in Project Management	3
Total		**12**

AGENDA ITEM #7-b:

> **New Programs.**

SUBJECT: Oklahoma State University. Approval to offer the Master of Fine Arts in Graphic Design, the Master of Science in Business Analytics, and the Master of Science in Petroleum Engineering.

RECOMMENDATION:

> **It is recommended that the State Regents approve the Oklahoma State University's requests to offer the Master of Fine Arts in Graphic Design, the Master of Science in Business Analytics via traditional and online delivery, and the Master of Science in Petroleum Engineering, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Master of Fine Arts in Graphic Design.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 6 students in Fall 2019; and
>   Graduates: a minimum of 3 students in 2019-2020.
>
> - **Master of Science in Business Analytics.** Continuation beyond Fall 2018 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 16 students in Fall 2017; and
>   Graduates: a minimum of 6 students in 2017-2018.
>
> - **Master of Science in Petroleum Engineering.** Continuation beyond Fall 2018 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 6 students in Fall 2017; and
>   Graduates: a minimum of 3 students in 2017-2018.

BACKGROUND:

Academic Plan

Oklahoma State University's (OSU) 2014-2015 Academic Plan lists the following institutional priorities and new funding initiatives:

- Online courses are being considered in several departments in order to provide greater enrollment flexibility.
- A degree option, the Masters in International Agriculture, which has attracted significant numbers of students, will be adjusted to a separate degree with no additional resource investment.
- Online instruction culminating in both degrees and certificates, particularly in graduate programs, will continue to be emphasized.

- An online Master of Agriculture in Agricultural Sciences and Natural Resources will be developed to serve new audiences who are primarily practicing professionals desiring to achieve career advancement and professional development. There are sufficient online courses offered by various departments in DASNR and other OSU colleges for students to be able to complete this proposed degree. Further academic efficiencies and initiatives will be identified and implemented with new administrative leadership in the college.
- An increase in the number of interdisciplinary graduate certificates to meet an unaddressed need for short-term, specialized graduate training is under consideration. The Graduate College is specifically well positioned to offer such programs.

APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, OSU has taken the following program actions in response to APRA:

30	Degree and/or certificate programs deleted
85	Degree and/or certificate programs added

Program Review

OSU offers 226 degree and/or certificate programs as follows:

24	Certificates
0	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
86	Baccalaureate Degrees
71	Master's Degrees
45	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OSU's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process

OSU's faculty developed the proposals, which were reviewed and approved by institutional officials. OSU's governing board approved delivery of the Master of Fine Arts in Graphic Design and the Master of Science in Business Analytics at the March 6, 2015 meeting and the Master of Science in Petroleum Engineering at the December 5, 2014 meeting. OSU requests authorization to offer the programs as outlined below.

OSU is currently approved to offer the following degree programs through online delivery:

- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Business Data Mining (464);

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- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Family Financial Planning (441);
- Graduate Certificate in Grassland Management (488);
- Graduate Certificate in Marketing Analytics (494);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Public Health (499);
- Master of Business Administration (035);
- Master of General Agriculture (302);
- Master of Public Health in Public Health (500);
- Master of Science in Agriculture Education (008);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Chemical Engineering (042);
- Master of Science in Computer Science (053);
- Master of Science in Electrical Engineering (072);
- Master of Science in Engineering and Technology Management (411);
- Master of Science in Entrepreneurship (474);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Human Environmental Science (427);
- Master of Science in Industrial Engineering and Management (135);
- Master of Science in Management Information Systems (412);
- Master of Science in Mechanical and Aerospace Engineering (145); and
- Master of Science in Telecommunications Management (403).

POLICY ISSUES:

These actions are consistent with the Academic Program Approval and Distance Education and Traditional Off-Campus Courses and Programs policies.

ANALYSIS:

Master of Fine Arts in Graphic Design

Program purpose. The proposed program will provide students with advanced level knowledge in Interaction Design and Motion Design, which are the most rapidly expanding areas in the field of graphic design.

Program rationale and background. In 2008 the OSU Department of Art, Graphic Design, and Art History underwent an extensive external review that strongly supported the establishment of various graduate programs, including a Master of Fine Arts (MFA) in Graphic Design. Since this review the department has created and implemented the Master of Arts in Art History (485) and indicated that the MFA in Graphic Design is the next logical program. The specific focus of the curriculum will ensure that OSU remains nationally competitive in the discipline as it will be the only MFA in Graphic Design that offers a combination of Interaction Design and Motion Design. The proposed program will allow graduates to respond to both the creative demands of the graphic design profession and the research and teaching needs of academe.

Employment opportunities. With the rapid increase in the role of design with human-computer interaction and interface design/development for electronic devices, Motion Design and Interaction Design are the most rapidly expanding areas in the field, and designers with these strengths are widely acknowledged to be in high demand. According to the American Institute of Graphic Arts (AIGA), current creative employment opportunities for Oklahoma and the regional area indicate that over 60

percent of design job titles include interaction or motion. Companies such as Microsoft and Hewlett Packard increasingly post job listings for Interaction Designers. Additionally, as a recognized terminal degree in the field, the proposed MFA in Graphic Design will also address a nationwide need in academia for qualified applicants with skills in new media. A recent search of higher education websites, such as College Art Association, The Chronicle of Higher Education, and Jobs in Higher Education, revealed over 100 Graphic Design positions. OSU is confident that graduates of the proposed program will find employment within the field.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2019
Minimum Graduates from the program	3	2019-2020

Duplication and impact on existing programs. There are no Master of Fine Arts in Graphic Design programs offered in Oklahoma. A system wide letter of intent was communicated by email March 17, 2015. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 60 total credit hours as shown in the following table. Seven new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Core Studio Requirements	27
Other Required Courses	33
Total	**60**

Faculty and staff. Existing faculty will teach the proposed program.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Master of Fine Arts in Graphic Design are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$25,173	$37,758	$37,758	$37,758	$37,758
Narrative/Explanation: The amounts reflect current salary allocation for four tenure track faculty at 10 percent FTE in year 1 and 4 tenure track faculty at 15 percent for years 2-5.					
State Resources Available	$82,000	$104,000	$126,000	$126,000	$126,000

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
through Internal Allocation and Reallocation					
Narrative/Explanation: The amounts above reflect current reallocation of funds for 6 graduate teaching assistants.					
Student Tuition	$10,314	$14,952	$22,428	$22,428	$22,428
Narrative/Explanation: Tuition was calculated based on enrollment of 3 students in year 1, 4 students in year 2, and 6 students in years 3 through 5.					
TOTAL	**$117,487**	**$156,710**	**$186,186**	**$186,186**	**$186,186**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$85,173	$97,758	$97,758	$97,758	$97,758
Narrative/Explanation: The amounts above reflect a percentage of the salary of one FTE to teach the courses.					
Graduate Assistants	$22,000	$44,000	$66,000	$66,000	$66,000
Narrative/Explanation: The amounts above reflect a stipend of $11,000 per graduate assistant. OSU anticipates hiring 2 assistants in year 1 and adding 2 assistants in years 2 and 3 for a total of 6 graduate assistants.					
Student Employees	$5,000	$5,000	$10,000	$10,000	$10,000
Narrative/Explanation: The amounts above reflect salary for student workers in the Visual Resource Library.					
Equipment and Instructional Materials	$500	$500	$500	$500	$500
Narrative/Explanation: The amounts above reflect costs for software upgrades and instructional material.					
Library	$500	$500	$500	$500	$500
Narrative/Explanation: The amounts above reflect costs for graphic design periodicals and books.					
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$1,000	$1,000	$1,000	$1,000	$1,000
Narrative/Explanation: The amounts above reflect costs for promotional materials.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$114,173**	**$148,758**	**$175,758**	**$175,758**	**$175,758**

Master of Science in Business Analytics

Program purpose. The proposed program will provide students with the skills and knowledge to examine, evaluate, design, build, implement, and deploy analytic tools to analyze data to resolve complex analytic problems in various scientific domains and industrial sectors.

Program rationale and background. The last decade has experienced rapid advancements in computing power and the availability of all kinds of data, which has increased the demand for employees trained in how to analyze these different types of data and apply results to solving complex business problems. In the past 2 years over 50 graduate programs in data analytics have been established across the United States. OSU currently offers a Graduate Certificate in Business Data Mining (464), which has graduated an average of 25 students over the past 5 years. However, with the increasing need for employees with the analytical skills provided by the proposed program students need to increase their marketability by continuing their education and completing a graduate degree. The proposed program builds on the current curriculum of the Graduate Certificate in Business Data Mining (464) and will allow OSU to address the market demand and to compete against universities both regionally and nationally.

Employment opportunities. Oklahoma has many industries in various sectors, such as aerospace, energy, financial services, healthcare, and meteorology that have the need for employees equipped with the skill set of a data scientist. Organizations are employing data scientists to determine profitable lines of business, marketing strategies, characterize customers, evaluate and predict risks, improve operational efficiencies, and predict system performance. OSU indicates that individuals completing the degree can find employment in careers such as data analysts, data architects, database administrators, data scientists, research engineers, and marketing/management analysts. According to the Oklahoma Employment Security Commission, careers in these fields are expected to increase 7 to 24 percent. OSU is confident that graduates of the proposed program will find employment and meet the needs of local industry.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	16	Fall 2017
Minimum Graduates from the program	6	2017-2018

Duplication and impact on existing programs. There proposed program may share similar content with the following program:

Institution	Existing Program
University of Oklahoma	Master of Science in Data Science and Analytics (406)

A system wide letter of intent was communicated by email March 17, 2015. The University of Oklahoma (OU) requested a copy of the proposal, which was sent April 15, 2015. Neither OU nor any other State System institution notified the State Regents' staff of a protest to the proposed program. Due to distance between institutions and increasing employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 33-37 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours

Core Requirements	21-25
Guided Electives	12
Total	**33-37**

Faculty and staff. Existing faculty will teach the proposed program.

Delivery method and support services. The Master of Science in Business Analytics program will be offered in a traditional and an online format using the Desire2Learn learning management system and OSU will meet the required academic standards outlined in policy to ensure the quality of the degree program.   Academic standards include faculty training, student services, and other support services including library, facilities and computing equipment containing a variety of software suites necessary to support the program.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Master of Science in Business Analytics are shown in the following tables.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$97,344	$224,432	$323,128	$448,864	$524,576
Narrative/Explanation: Tuition was calculated based on enrollment of 8, 10, 16, 20, and 22 students in years 1 through 5. OSU anticipates 50 percent in-state student enrollment and 50 percent out-of-state student enrollment. Additionally, OSU projects a majority of the students enrolling in the program will select the electronic delivery option.					
TOTAL	**$97,344**	**$224,432**	**$323,128**	**$448,864**	**$524,576**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$8,000	$25,000	$26,000	$27,000	$28,000
Narrative/Explanation: The amounts above reflect a percentage of the salary of administrative staff.					
Faculty	$24,000	$80,000	$110,000	$112,500	$115,000
Narrative/Explanation: The amounts above reflect costs for course development and overload pay, as well as .75 FTE clinical faculty member salary for year 2 and 1.0 FTE for year 3.					
Graduate Assistants	$8,000	$12,000	$12,000	$16,000	$16,000

Narrative/Explanation: The amounts above reflect costs of stipends for graduate assistants.					
Student Employees	$1,000	$1,200	$1,200	$1,200	$1,200
Narrative/Explanation: The amounts above reflect salary for student workers.					
Equipment and Instructional Materials	$4,800	$5,500	$6,000	$6,000	$6,000
Narrative/Explanation: The amounts above reflect costs for video and SAS software.					
Library	$0	$0	$0	$0	$0
Contractual Services	$48,118	$97,353	$159,724	$221,876	$259,300
Narrative/Explanation: The amounts above are costs per credit hour for university fees.					
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$1,274	$2,000	$2,500	$2,500	$2,500
Narrative/Explanation: The amounts above reflect costs for marketing brochures printed every 2 years and instructional materials.					
Telecommunications	$200	$250	$300	$350	$400
Narrative/Explanation: The amounts above reflect funds needed for telecommunications.					
Travel	$1,952	$5,000	$5,000	$10,000	$10,000
Narrative/Explanation: The amounts above reflect costs for travel to professional conferences.					
Awards and Grants	$0	$0	$0	$50,000	$70,000
Narrative/Explanation: The amounts above reflect costs for scholarships for qualified students.					
TOTAL	**$97,344**	**$228,303**	**$322,724**	**$447,426**	**$508,400**

Master of Science in Petroleum Engineering

Program purpose. The purpose of the proposed program is to address an urgent need for engineers to work in the energy industry and will provide students with the technical knowledge and engineering skills to be successful in the oil and gas industry.

Program rationale and background. The energy industry has been dramatically transformed by horizontal drilling technology, source rock discoveries, well revitalization technologies and water reuse. This new technology provides the ability to recover oil and gas from more areas and is a global game-changer with immense impacts on geo-politics, international economic development and the potential for national energy independence. The demand for petroleum engineering expertise in the United States and the State of Oklahoma far exceeds the available supply. OSU currently offers a petroleum engineering minor at the undergraduate level and reports that within the last year they have received approximately 30 inquiries regarding the availability of a master's program. In response to the growing market and student demand, OSU developed the proposed program.

Employment opportunities. Some of the fastest growing companies in the oil industry are located or operating in Oklahoma and are experiencing a severe shortage of qualified engineers. However, there are only 20 institutions in the United States that offer degrees in petroleum engineering. According to the Oklahoma Employment Security Commission, careers for Mining and Geological Engineers and Petroleum Engineers are expected to increase 23 to 26 percent through 2022. Because of the amount of drilling activity in Oklahoma, the production of additional petroleum engineers from OSU increases the

potential to retain our top talent with high paying technical jobs. OSU is confident that graduates of the proposed program will find employment within the industry.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2017
Minimum Graduates from the program	3	2017-2018

Duplication and impact on existing programs. The proposed program may share similar content with the following program:

Institution	Existing Program
University of Oklahoma	Master of Science in Petroleum Engineering (183)

A system wide letter of intent was communicated by email December 22, 2014. The University of Oklahoma (OU) requested a copy of the proposal, which was sent May 8, 2015. Neither OU nor any other State System institution notified the State Regents' staff of a protest to the proposed program. Due to distance between institutions and increasing employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 30-32 total credit hours as shown in the following table. Five new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Core Requirements	12
Guided Electives	12-18
Thesis or Creative Component	2-6
Total	**30-32**

Faculty and staff. Existing faculty will teach the proposed program.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Master of Science in Petroleum Engineering are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$530,495	$530,495	$530,495	$530,495	$530,495

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Narrative/Explanation: The amounts reflect spendable earnings from Continental Resources, Samson Investments, Lew and Myra Ward, and Harold Courson Oil.					
Existing State Resources	$318,966	$318,966	$318,966	$318,966	$318,966
Narrative/Explanation: The amounts reflect current allocation for faculty salaries.					
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$10,352	$20,704	$20,704	$20,704	$20,704
Narrative/Explanation: Tuition was calculated based on enrollment of 3 students in year 1 and 6 students in years 2 through 5 and a resident tuition rate of $287.55 per credit hour. OSU anticipates students completing 12 credit hours per academic year.					
TOTAL	**$859,813**	**$870,165**	**$870,165**	**$870,165**	**$870,165**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$21,252	$21,252	$21,252	$21,252	$21,252
Narrative/Explanation: The amounts above reflect a percentage of the salary for existing administrative staff.					
Faculty	$293,714	$293,714	$293,714	$293,714	$293,714
Narrative/Explanation: The amounts above reflect salary for existing petroleum faculty.					
Graduate Assistants	$273,283	$273,283	$273,283	$273,283	$273,283
Narrative/Explanation: The amounts above reflect cost for graduate research assistants.					
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$15,000	$15,000	$15,000	$15,000	$15,000
Narrative/Explanation: The amounts above reflect costs for equipment for classroom demonstrations and supplies.					
Library	$0	$0	$0	$0	$0
Contractual Services	$4,000	$4,000	$4,000	$4,000	$4,000
Narrative/Explanation: The amounts above reflect costs for meeting and banquet space rental for the Industrial Advisory Board and other events.					
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$5,000	$5,000	$5,000	$5,000	$5,000
Narrative/Explanation: The amounts above reflect costs for promotional materials.					
Telecommunications	$4,000	$4,000	$4,000	$4,000	$4,000
Narrative/Explanation: The amounts above reflect costs for OSU telecom charges.					
Travel	$24,750	$24,750	$24,750	$24,750	$24,750
Narrative/Explanation: The amounts above reflect costs for faculty travel to meetings and professional conferences.					

Awards and Grants	$2,500	$2,500	$2,500	$2,500	$2,500

Narrative/Explanation: The amounts above reflect costs for student awards and award banquet expenses

TOTAL	**$643,499**	**$643,499**	**$643,499**	**$643,499**	**$643,499**

Attachments

OKLAHOMA STATE UNIVERSITY
MASTER OF FINE ARTS IN GRAPHIC DESIGN

Degree Requirements		Credit Hours
Studio Requirements		**27**
*ART 5420	Graphic Design Graduate Studio (taken 3 times)	9
*ART 5450	Motion Design Graduate Studio (taken 3 times)	9
*ART 5460	Interaction Design Graduate Studio (taken 3 times)	9
Other Required Courses		**33**
*ART 5643	History of Graphic Design	3
*ART 5440	Special Topics in Graphic Design	3
*ART 5413	Graduate Teaching Practicum in Graphic Design	3
*ART 5400	Thesis	6-9
	Graduate level course in Art History	3
	Graduate level electives (recommended courses include 3-6 credit hours from ART 5410, 3 credit hours from ART 5420, ART 5450, or ART 5460 or 3-6 credit hours from courses offered through the Department of Art, Graphic Design and Art History, the College of Education, Department of Design, Housing, and Merchandising, or the Department of Computer Science	9-12
Total		**60**

*Denotes new courses

OKLAHOMA STATE UNIVERSITY
MASTER OF SCIENCE IN BUSINESS ANALYTICS

Degree Requirements		Credit Hours
Core Requirements		**21-25**
MKTG 5983	Database Marketing	3
MKTG 5963	Data Mining and CRM Applications	3
MKTG 5883	Advanced Data Mining Applications	3
MKTG 6413	Advanced Marketing Research	3
STAT 5013	Statistics for Experimenters I	3
IEM 5013	Introduction to Mathematical Programming	3
MSIS 5643	Advanced Database Management	3
MBA 5400	Business Practicum (not required for electronic delivery students)	3
MBA 5100	Professional Development (not required for electronic delivery students)	1
Electives		**12**
	Students must select 12 credit hours from the following courses:	
MKTG 5243	Base SAS Programming for Database Marketing	3
MKTG 5253	Advanced SAS Programming for Marketing Analytics	3
MKTG 5313	Marketing Research Methodology	3
MKTG 5000	Current Topics in Marketing Analytics	1-6
STAT 5023	Statistics for Experimenters II	3
STAT 5053	Time Series Analysis	3
STAT 5063	Multivariate Methods	3
STAT 5073	Categorical Data Analysis	3
IEM 5003	Statistics and Research Methods	3
IEM 5723	Data Process and Object Modeling	3
IEM 5763	Supply Chain Strategy	3
MSIS 5633	Business Intelligence Tools and Techniques	3
MIS 5600	Special Projects in business Information Systems	3
ACCT 5183	MBA Financial Reporting	3
FIN 5013	Business Finance	3
Total		**33-37**

OKLAHOMA STATE UNIVERSITY
MASTER OF SCIENCE IN PETROLEUM ENGINEERING

Degree Requirements		Credit Hours
Core Requirements		**12**
ENGR 5313	Advanced Drilling Modeling and Simulation	3
ENGR 5343	Advanced Well Stimulation	3
*ENGR 5xx3	Advanced Production Engineering	3
*ENGR 5xx3	Advanced Reservoir Engineering	3
Guided Electives		**12-18**
	Students must select 12 credit hours from the following courses:	3
	Petroleum **Engineering**	
*ENGR 5xx3	Reservoir Simulation	3
*ENGR 5xx3	Flow Assurance for Petroleum Applications	3
*ENGR 5xx1	Petroleum Engineering Seminar	1
ENGR 5990	Special Topics in Petroleum Engineering	1-3
	Chemical Engineering	
CHE 5523	Colloid Processing	3
CHE 5743	Chemical Engineering Process Modeling	3
	Civil Engineering	
CIVE 5733	Rock Mechanics	3
	Geology	
GEOL 4023	Petroleum Geology	3
GEOL 5133	Structural Styles in Oil and Gas Exploration	3
GEOL 5323	Advanced Well Log Analysis	3
GEOL 5483	Integrated petroleum Water Resources Management	3
	Mathematics	
MATH 4263	Partial Differential Equations	3
MATH 4583	Introduction to Mathematical Modeling	3
MATH 4013	Calculus of Several Variables	3
	Mechanical Engineering	
MAE 5563	Finite Element Methods	3
MAE 5233	Viscous Fluid Dynamics	3
MAE 5252	Multiphase Flows	2

MAE 5583	Corrosion Engineering	3
Thesis or Creative Component		**2-6**
	Thesis	6
	Creative Component	2
Total		**30-32**

*Denotes new courses

AGENDA ITEM #7-c:

> **New Programs.**

SUBJECT: Northeastern State University. Approval to offer the Bachelor of Science in Homeland Security and the Master of Business Administration in Professional Business Administration.

RECOMMENDATION:

> **It is recommended that the State Regents approve Northeastern State University's requests to offer the Bachelor of Science in Homeland Security on the Tahlequah and Broken Arrow campuses and the Master of Business Administration in Professional Business Administration on the Broken Arrow campus, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Bachelor of Science in Homeland Security.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 63 students in Fall 2020; and
>   Graduates: a minimum of 17 students in 2020-2021.
>
> - **Master of Business Administration in Professional Business Administration.** Continuation beyond Fall 2017 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 32 students in Fall 2016; and
>   Graduates: a minimum of 16 students in 2016-2017.

BACKGROUND:

Academic Plan

Northeastern State University's (NSU) 2014-2015 Academic Plan lists the following institutional priorities and new funding initiatives:

- Under the leadership of a new Provost, NSU's academic priorities for 2014-15 are summarized by 3Rs – recruitment, retention, and relevancy for all programs. Each college has been tasked with a review of its programs using the lenses of the 2010 academic prioritization process, enrollment and degree production data, and current studies of market area and employment needs. This work in ensuring programs are relevant to current needs should draw more students and increase retention. Data analysis for this prioritization process will be supported through a new position in the unit's Assessment and Institutional Research office. Program revisions will be supported though re-allocation of existing budgets.

- In 2013-14, the College of Education successfully planned programming for Early Childhood Education courses taught at the Creek Nation complex to begin Fall 2014. The progress and

success of this cohort will be monitored during the 2014-15 year to determine efficacy of the model with tribal partners. The expansion of the Spanish and Spanish Education programs into the Broken Arrow area began in 2013-14, and those programs should continue to serve constituents in the metropolitan area. Within the health care professions department in the College of Science and Health Professions, the Occupational Therapy program admitted its first cohort in January 2014. Efforts to submit certificate programs in financial planning and supply chain management were postponed by the College of Business and Technology for further review internally.

- Program requests that are planned for the 2014-15 year include a revision of the MBA program to include areas of emphases such as American Indian Entrepreneurship, and International Business. The Organizational Leadership program (Reach Higher) plans to submit a letter of intent and request for a completely online learning experience to offer even more flexibility for working adults. The College of Education submitted a request to offer a master's of education in Special Education – Autism Spectrum Disorders in June, and that proposal is currently under review.

- Accreditation work anticipated for 2014-15 includes a self-study completed by the College of Business and Technology for its anticipated site visit in 2015. The Counseling program anticipates an initial accreditation visit in late Spring 2015 for CACREP accreditation.

APRA Implementation
In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, NSU has taken the following program actions in response to APRA:

42	Degree and/or certificate programs deleted
31	Degree and/or certificate programs added

Program Review
NSU offers 86 degree and/or certificate programs as follows:

6	Certificate
0	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
54	Baccalaureate Degrees
25	Master's Degrees
0	Doctoral Degrees
1	First Professional Degree

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with NSU's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process
NSU's faculty developed the proposals, which were reviewed and approved by institutional officials. NSU's governing board approved delivery of the Bachelor of Science in Homeland Security at the June 18, 2015 meeting and the Master of Business Administration in Professional Business Administration at the April 10, 2015 meeting. NSU requests authorization to offer these degree programs, as outlined below.

POLICY ISSUES:

These actions are consistent with the Academic Program Approval policy.

ANALYSIS:

Bachelor of Science in Homeland Security

Program purpose. The purpose of the proposed program is to prepare students for careers in homeland security and emergency management in the private or government sectors.

Program rationale and background. NSU currently offers a Bachelor of Science in Criminal Justice (020) with options in Homeland Security and Criminal Justice. The mission and goals of these two options have evolved overtime and academic and community leaders have identified a need for a stand-alone Bachelor of Science in Homeland Security degree that demonstrates a graduate has adequately satisfied curricular requirements to prepare them for employment with local, county, state and federal agencies. NSU currently has relationships with the Oklahoma Joint Terrorism Task Force and Office of Emergency Management, both of which have been supportive of offering a Bachelor of Science in Homeland Security.

Employment opportunities. Upon completion of their education students interested in careers in homeland security will be able to find employment in a variety of business, industry, and government agencies. Employment opportunities can be found with the Department of Homeland Security, Federal Air Marshal Service, Customs and Border Protection, Federal Emergency Management Agency, Immigration and Customs Enforcement, Office of the Inspector General, Secret Service, Central Intelligence Agency, Department of State's Bureau of Diplomatic Security, and Transportation and Security Administration. According to the Oklahoma Employment Security Commission careers in these areas are expected to increase 11 to 27 percent through 2022. The Tulsa Workforce Investment Area projected an 18 percent growth for Emergency Management Specialists. NSU is confident that students completing the proposed program will find employment within the industry.

Student demand. The proposed degree program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	63	Fall 2020
Minimum Graduates from the program	17	2020-2021

Duplication and impact on existing programs. Consistent with the recently developed OSRHE plan for review of academic programs delivered in the immediate Tulsa area by Oklahoma public universities and colleges, this degree program has been reviewed to ensure no unjustifiable program duplication and

to ensure that the needs of all Tulsa area students are met. This review is consistent with the Academic Program Approval policy and involves consideration of student demand for the program, employer demand for the program, demand for services or intellectual property of the program, and alternative forms of delivery and consortial or joint programs. Where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program (whether or not it is a new academic program or an extension of an existing program) is sufficiently different from the existing program(s) offered by other institutions or that access to the existing program is sufficiently limited to warrant initiation of a new program offering.

There are no Bachelor of Science in Homeland Security programs offered in Oklahoma. A system wide letter of intent was communicated via email on March 25, 2015. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to demand demonstrated by NSU and no other duplicate programs; approval of this program to be offered at the Broken Arrow campus will not constitute unnecessary duplication. This academic program and all other postsecondary programs in the state system currently delivered in the immediate Tulsa area will be inventoried and tracked for performance as part of the annual Tulsa Accountability Report designed to monitor academic program delivery and productivity statistics for institutions in the Tulsa area.

Curriculum. The proposed degree program will consist of 124 total credit hours each as shown in the following table.   One new course will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	49-51
Required Courses	33
Guided Electives	9
Free Electives	31-33
Total	**124**

Faculty and staff.   Existing faculty will teach the proposed program.

Support services. The library, facilities, and equipment are adequate for this degree program.

Financing.   The proposed degree program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the degree program.

Program resource requirements.   Program resource requirements for the Bachelor of Science in Homeland Security are shown in the following tables.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$80	$80	$80	$80	$80
Narrative/Explanation: The amounts above reflect a portion of funds from federal work study that will be allocated to the proposed program.					
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Existing State Resources	$47,089	$47,089	$47,089	$47,089	$47,089
Narrative/Explanation: The amounts above are existing E&G funds allocated to the proposed program.					
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$144,267	$157,300	$175,471	$199,217	$228,979
Narrative/Explanation: The amounts shown above are based on students continuing under the Homeland Security option available through the Bachelor of Science in Criminal Justice (020) program and new students enrolling in the proposed program. Calculations include an anticipated 3 percent annual tuition and fee increase.					
TOTAL	**$191,436**	**$204,469**	**$222,640**	**$246,386**	**$276,148**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$2,449	$2,449	$2,449	$2,449	$2,449
Narrative/Explanation: The amounts shown above reflect a portion of staff salary expenses for the proposed program.					
Faculty	$91,377	$91,377	$91,377	$91,377	$91,377
Narrative/Explanation: The amounts above are a percentage of the faculty salary and benefits for the proposed program.					
Graduate Assistants	$738	$738	$738	$738	$738
Narrative/Explanation: The amounts above are a percentage of the salary for graduate assistants for the proposed program.					
Student Employees	$80	$80	$80	$80	$80
Narrative/Explanation: The amounts above are a percentage of work student funds for the proposed program.					
Equipment and Instructional Materials	$352	$352	$352	$352	$352
Narrative/Explanation: These funds will be used for annual equipment needs.					
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$164	$164	$164	$164	$164
Narrative/Explanation: The amounts shown are budgeted for associated telecommunication expenses.					
Travel	$643	$643	$643	$643	$643
Narrative/Explanation: The amounts shown are budgeted for travel costs.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$95,803**	**$95,803**	**$95,803**	**$95,803**	**$95,803**

Master of Business Administration in Professional Business Administration

Program purpose.   The proposed program will provide students with advanced knowledge in the disciplines of accounting, finance, quantitative methods, strategy, and leadership.

Program rationale and background.   The proposed program is currently offered as an option under NSU's Master of Business Administration in Business Administration (056) program and is designed for the full-time working professional.   Students are admitted as a cohort and enrolled in a structured curriculum.   The current option maintains an average new student cohort of 15 to 20 students per year with room for growth. Moving the option into a stand-alone program will allow the faculty to more specifically tailor the program to meet the needs of the working professional.

Employment opportunities.   The City of Broken Arrow is rated as Oklahoma's third largest manufacturing base.   Additionally, according to the Tulsa Regional Chamber, the Tulsa economy is expected to grow faster than the U.S. overall and forecasts that employment in the area should grow by more than 9,500 jobs. With major industries in aerospace, healthcare, machinery and electrical equipment manufacturing, and transportation and logistics calling Tulsa home, this strong growth will lead to an increasing demand for employees with the training in management, strategy, and innovation. A review of the Tulsa metropolitan area job openings suggests a demand for senior-level strategists, managers, and production planners. Students pursuing the proposed program will already be employed in their chosen career fields and will utilize the knowledge and skills gained by the program to advance in their industry.

Student demand.   The proposed degree program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	32	Fall 2016
Minimum Graduates from the program	16	2016-2017

Duplication and impact on existing programs. The proposed program may share some similar content with the following programs:

Institution	Existing Program
University of Oklahoma	Master of Business Administration in Business Administration (025)
Oklahoma State University	Master of Business Administration in Business Administration (035)
University of Central Oklahoma	Master of Business Administration in Business Administration (008)
Southeastern Oklahoma State University	Master of Business Administration in Business Administration (075)
Southwestern Oklahoma State University	Master of Business Administration in Business Administration (086)
Cameron University	Master of Business Administration in Business Administration (630)
Rogers State University	Master of Business Administration in Business Administration (213)

Consistent with the recently developed OSRHE plan for review of academic programs delivered in the immediate Tulsa area by Oklahoma public universities and colleges, this degree program has been reviewed to ensure no unjustifiable program duplication and to ensure that the needs of all Tulsa area students are met. This review is consistent with the Academic Program Approval policy and involves consideration of student demand for the program, employer demand for the program, demand for services or intellectual property of the program, and alternative forms of delivery and consortial or joint programs. Where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program (whether or not it is a new academic program or an extension of an existing program) is sufficiently different from the existing program(s) offered by other institutions or that access to the existing program is sufficiently limited to warrant initiation of a new program offering.

A system wide letter of intent was communicated via email on January 28, 2015. Rogers State University (RSU) requested a copy of the proposal, which was sent on June 12, 2015. Neither RSU nor any other State System institution notified the State Regents' staff of a protest to the proposed program. Due to demand demonstrated by NSU, approval of this program to be offered at the Broken Arrow campus will not constitute unnecessary duplication. This academic program and all other postsecondary programs in the state system currently delivered in the immediate Tulsa area will be inventoried and tracked for performance as part of the annual Tulsa Accountability Report designed to monitor academic program delivery and productivity statistics for institutions in the Tulsa area.

Curriculum. The proposed degree program will consist of 30 total credit hours each as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Program Requirements	30
Total	**30**

Faculty and staff. Existing faculty will teach the proposed Master of Business Administration in Professional Business Administration program.

Support services. The library, facilities, and equipment are adequate for this degree program.

Financing. The proposed degree program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the degree program.

Program resource requirements. Program resource requirements for the Master of Business Administration in Professional Business Administration are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and	$0	$0	$0	$0	$0

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Reallocation					
Student Tuition	$97,268	$103,752	$129,690	$129,690	$129,690
Narrative/Explanation: The tuition amounts above were calculated based on an estimated enrollment of 30, 32, 40, 40, and 40 students enrolled in years 1 through 5. NSU anticipates charging $216.15 per credit hour and students completing 15 credit hours per academic year.					
TOTAL	**$97,268**	**$103,752**	**$129,690**	**$129,690**	**$129,690**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$39,111	$39,111	$39,111	$39,111	$39,111
Narrative/Explanation: The amounts shown above reflect a percentage of the salary that will be allocated to the proposed program for a director and university representative to perform administrative duties.					
Faculty	$50,000	$50,000	$50,000	$50,000	$50,000
Narrative/Explanation: The amounts shown above reflect a proportion of current faculty salary to teach 5 courses per academic year.					
Graduate Assistants	$1,875	$1,875	$1,875	$1,875	$1,875
Narrative/Explanation: The amounts shown above reflect funds allocated for 1 graduate assistant.					
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$500	$500	$500	$500	$500
Narrative/Explanation: The amounts shown above reflect funds allocated for course materials.					
Library	$1,000	$1,000	$1,000	$1,000	$1,000
Narrative/Explanation: The amounts shown above reflect funds allocated for journal and database subscriptions.					
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$250	$250	$250	$250	$250
Narrative/Explanation: The amounts shown above reflect funds allocated for printing promotional materials.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$92,736**	**$92,736**	**$92,736**	**$92,736**	**$92,736**

Attachments

NORTHEASTERN STATE UNIVERSITY
BACHELOR OF SCIENCE IN HOMELAND SECURITY

Degree Requirements		Credit Hours
General Education Courses		**49-51**
ENGL 1113	Freshman Composition I	3
ENGL 1213	Freshman Composition II	3
COMM 1113 or COMM 2213 or COMM 3233 or COMM 3303	Fundamentals of Oral Communication Public Speaking Business and Professional Communication Group Dynamics	3
POLS 1113	American Federal Government	3
HIST 1483 or HIST 1493	American History 1492-1876 American History Since 1876	3
GEOG 2243 or SOC 1113 or PSYC 1113 or ECON 2213 or ECON 2313	Fundamentals of Geography Introduction to Sociology Introduction to Psychology Principles of Microeconomics Principles of Macroeconomics	3
	Global Perspectives Select 1 course from 2 of the following 5 categories for a total of 6 credit hours. See current catalog for a list of approved courses within each category. Second Language American Indian Studies Geography Political Science Literature, Customs, and Society	6
HED 1113 or NUTR 1653 and	Personal Health Basic Nutrition Students must also select 3 credit hours from a list of Life Skills courses. See current catalog for a list of approved courses.	6
	Humanities Select 1 course from the following 2 categories: Culture and Ideas (See current catalog for a list of approved courses.) Fine Arts Appreciation (See current catalog for a list of approved courses.)	6
	Natural Sciences (one course must include a lab) Physical Sciences (See current catalog for a list of approved courses.) Biological Sciences (See current catalog for a list of approved courses.)	7-9
MATH 1473 or MATH 1513	Applied Mathematics College Algebra Advance course in mathematics, statistics, or computer	3

	programming	
UNIV 1002	University Strategies	2
UNIV 2091	General Education Capstone	1
Required Courses		**33**
CRJ 1013	Introduction to Criminal Justice	3
CRJ 3603	Introduction to Homeland Security	3
CRJ 3613	Emergency and Disaster Planning	3
CRJ 3633	Terrorism	3
CRJ 3733	Crisis Communication for Emergency Managers	3
CRJ 4333	Intelligence Collection and Analysis	3
CRJ 4663	Disaster Response Operations and Management	3
CRJ 4683	Legal Aspects of Terrorism and Disaster Response	3
CRJ 4693	Senior Seminar in Homeland Security	3
CRJ 4713	Hazard Analysis and Risk Assessment	3
*CRJ 4733	Critical Infrastructure and Resource Protection	3
Guided Electives		**9**
	Select 9 credit hours from the following courses:	
CRJ 3013	Introduction to Security	3
CRJ 3123	Forensics I	3
CRJ 3213	Criminal Investigation	3
CRJ 3663	Disaster Response and Recovery	3
CRJ 3673	Emergency Management Skills	3
CRJ 4090	Workshop in Criminal Justice/Legal Studies	1-3
CRJ 4503	Environmental and Wildlife Law	3
CRJ 4613	Social Dimensions of Disasters	3
CRJ 4623	Community Management of Hazardous Wastes	3
CRJ 4723	Exercise Design and Evaluation	3
CRJ 4763	Information Technology and Emergency Operations Centers	3
CRJ 4993	Internship	3
General Electives		**31-33**
	Select courses so that credit hours completed total 124.	
Total		**124**

*Asterisks denote new courses

NORTHEASTERN STATE UNIVERSITY
MASTER OF BUSINESS ADMINISTRATION IN PROFESSIONAL BUSINESS
ADMINISTRATION

Degree Requirements		Credit Hours
Program Requirements		**30**
PMBA 5143	Quantitative Methods and Decision Theory	3
PMBA 5233	Organizational Leadership and Conflict Management	3
PMBA 5353	Accounting Information for Management	3
PMBA 5363	Domestic and Global Marketing Management	3
PMBA 5373	Financial Planning and Control	3
PMBA 5913	Integrative Project or Research	3
PMBA 5433	Corporate Strategy and Simulation	3
PMBA 5443	Organizational Development and Change Management	3
PMBA 5453	Leadership Skill Development	3
PMBA 5463	Creativity and Innovation	3
Total		**30**

AGENDA ITEM #7-d:

> **New Programs.**

SUBJECT: Carl Albert State College. Approval to offer the Certificate in Physical Therapist Aide.

RECOMMENDATION:

> **It is recommended that the State Regents approve Carl Albert State College's request to offer the Certificate in Physical Therapist Aide, with the stipulation that continuation of the certificate will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Certificate in Physical Therapist Aide.** This certificate is embedded within the Associate in Applied Science in Physical Therapist Assistant (051) and will be included in the regular 5-year program review.

BACKGROUND:

Academic Plan

Carl Albert State College's (CASC) 2014-2015 Academic Plan lists the following institutional priorities and new funding initiatives:

The academic priorities for CASC include new programs/certificates in the healthcare field, business administration, and occupational health and safety. Research in employment needs and opportunities have been completed and a decision will be made in early fall 2014 regarding viability of such programs. Recommended programs will move forward for State Regents' approval.

APRA Implementation
In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, CASC has taken the following program actions in response to APRA:

23	Degree and/or certificate programs deleted
20	Degree and/or certificate programs added

Program Review
CASC offers 34 degree and/or certificate programs as follows:

5	Certificates
22	Associate of Arts or Science Degrees
7	Associate of Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with CASC's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process
CASC's faculty developed the proposal, which was reviewed and approved by institutional officials. CASC's governing board approved delivery of the Certificate in Physical Therapist Aide at the June 9, 2015 meeting. CASC requests authorization to offer this certificate as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Certificate in Physical Therapist Aide

Program purpose. The proposed certificate is embedded within the Associate in Applied Science in Physical Therapist Assistant (051) and will prepare students for employment as a physical therapist aide.

Program rationale and employment opportunities. According to the U.S. Bureau of Labor Statistics, careers for physical therapists and aides are expected to increase nationwide by 40 percent through 2022. In Oklahoma, careers in the field are projected to increase 35 to 37 percent. The proposed certificate is designed to provide students in the Associate in Applied Science (AAS) in Physical Therapist Assistant (051) program a recognizable credential should they withdraw from the AAS program after their first year. The skills learned during the first two semesters of the AAS will enable the student to seek employment as a physical therapy aide or home health aide.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Physical Therapist Assistant (051) program.

Duplication and impact on existing programs. There are no Certificate in Physical Therapist Aide programs offered in Oklahoma. A system wide letter of intent was communicated via email on June 11, 2015. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 35 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours

General Education	23
Major Courses	12
Total	**35**

Faculty and staff. Existing faculty will teach the proposed program.

Financing and program resource requirements. The proposed certificate program is an embedded certificate within the Associate in Applied Science in Physical Therapist Assistant (051) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

CARL ALBERT STATE COLLEGE
CERTIFICATE IN PHYSICAL THERAPIST AIDE

Certificate Requirements		Credit Hours
Required Courses		**23**
ENGL 1113	Freshman Composition I	3
ENGL 1213	Freshman Composition II	3
POS 1113	American Federal Government	3
HIST 1483 or HIST 1493	American History 1492-1865 American History 1865 –Present	3
ZOO 2124	Human Anatomy	4
ZOO 2114	Human Physiology	4
PSY 1113	Introduction to Psychology	3
Major Requirements		**12**
PHTA 1283	Physical Disabilities	3
PHTA 1113	Introduction to Physical Therapy	3
PHTA 1203	Anatomy and Physiology for PTAs	3
PHTA 1231	Clinical Orientation	1
PHTA 1292	Physical Therapy Procedures I	2
Total		**35**

AGENDA ITEM #7-e:

>**New Programs.**

SUBJECT: Eastern Oklahoma State College. Approval to offer Certificate in Computer Coding.

RECOMMENDATION:

>**It is recommended that the State Regents approve Eastern Oklahoma State College's request to offer the Certificate in Computer Coding, via traditional and online delivery, with the stipulation that continuation of the certificate will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

>- **Certificate in Computer Coding.** This certificate is embedded within the Associate in Science in Computer Information Systems (011) and will be included in the regular 5-year program review.

BACKGROUND:

Academic Plan

Eastern Oklahoma State College's (EOSC) 2014-2015 Academic Plan lists the following institutional priorities and new funding initiatives:

Priority 1. Student Learning Assessment
Strategic Plan, Goal # 2: Increase the percentage of students who progress toward and achieve their educational and career goals.
- Eastern is in its third year of the HLC's Academy for the Assessment of Student Learning. The project is a revision of the assessment of general education learning goals. Assessment tools have been developed for written and oral communication, information literacy, and technology literacy. Assessment measures of critical thinking will be developed in 2014-15.

Priority 2. Distance learning
Strategic Plan, Goal #1: Provide high quality educational programs and services to increase educational opportunities for individuals and organizations.
- Eastern will explore the development of new allied health programs, and certificate programs for business and industry.
- Eastern will continue to train faculty in best practices for distance learning and in the use of Quality Matters rubric for course evaluation.
- Eastern will continue to develop student services for online students.
- By May 2015, Eastern will submit to OSRHE a request for approval to offer online degrees in Business Administration (AS), Psychology/Sociology (AA), Criminal Justice (AS), Computer Information Systems (AS), and General Studies (AA).

APRA Implementation
In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, EOSC has taken the following program actions in response to APRA:

39	Degree and/or certificate programs deleted
13	Degree and/or certificate programs added

Program Review
EOSC offers 32 degree and/or certificate programs as follows:

3	Certificates
21	Associate of Arts or Science Degrees
8	Associate of Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with EOSC's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process
EOSC's faculty developed the proposal, which was reviewed and approved by institutional officials. EOSC's governing board approved delivery of the Certificate in Computer Coding at the March 13, 2015 meeting. EOSC requests authorization to offer this certificate as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval and Distance Education and Traditional Off-Campus Courses and Programs polices.

ANALYSIS:

Certificate in Computer Coding

Program purpose. The proposed certificate is embedded within the Associate in Science in Computer Information Systems (011) and will prepare students for entry level positions as a computer programmer.

Program rationale and employment opportunities. According to the Bureau of Labor Statistics, the demand for individuals who can write code to create software programs, including applications and games, is growing by 8 percent each year. The Oklahoma Employment Security Commission estimates careers in this field will increase approximately 2-20 percent through 2022. Although most jobs in the computer programming industry require a college degree, the proposed certificate will provide students

with the skills needed to seek entry level positions. Additionally, the proposed certificate will allow students in other disciplines, such as business administration, mathematics, or physical sciences, a marketable skill set and added credential.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Science in Computer Information Systems (011) program.

Duplication and impact on existing programs. There are no Certificate in Computer Coding programs offered in Oklahoma. A system wide letter of intent was communicated via email on March 10, 2015. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 12 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	12
Total	**12**

Faculty and staff. Existing faculty will teach the proposed program.

Delivery method. The proposed program is embedded within the Associate in Science in Computer Information Systems (011) which was approved for electronic delivery at the June 25, 2015 State Regents' meeting and will also be offered via electronic media.

Financing and program resource requirements. The proposed certificate program is an embedded certificate within the Associate in Science in Computer Information Systems (011) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

EASTERN OKLAHOMA STATE COLLEGE
CERTIFICATE IN COMPUTER CODING

Certificate Requirements		Credit Hours
Required Courses		**12**
CIS 1223	Computer Logic and Algorithms	3
CIS 2223	Programming in C++	3
CIS 2233	Advanced Programming in C++	3
CIS 2323	Programming in JAVA	3
Total		**12**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2015

AGENDA ITEM #7-f:

New Programs.

SUBJECT: Oklahoma State University Institute of Technology. Approval to offer the Associate in Applied Science in Energy Technologies/Natural Gas Compression, the Associate in Applied Science in Construction Technologies/High Voltage Lineman, the Associate in Applied Science in Diesel and Heavy Equipment/Aggreko SelecTech, the Associate in Applied Science in Diesel and Heavy Equipment/CAT Dealer Prep, the Associate in Applied Science in Diesel and Heavy Equipment/Komatsu ACT, the Associate in Applied Science in Diesel and Heavy Equipment/WEDA Technician, the Associate in Applied Science in Diesel and Heavy Equipment/Truck Technician, the Associate in Applied Science in Automotive Service Technologies/Ford ASSET, the Associate in Applied Science in Automotive Service Technologies/General Motors ASEP, the Associate in Applied Science in Automotive Service Technologies/Chrysler MOPAR CAP, and the Associate in Applied Science in Automotive Service Technologies/Toyota T-TEN.

RECOMMENDATION:

> **It is recommended that the State Regents approve the Oklahoma State University Institute of Technology's requests to offer the Associate in Applied Science in Energy Technologies/Natural Gas Compression, the Associate in Applied Science in Construction Technologies/High Voltage Lineman, the Associate in Applied Science in Diesel and Heavy Equipment/Aggreko SelecTech, the Associate in Applied Science in Diesel and Heavy Equipment/CAT Dealer Prep, the Associate in Applied Science in Diesel and Heavy Equipment/Komatsu ACT, the Associate in Applied Science in Diesel and Heavy Equipment/WEDA Technician, the Associate in Applied Science in Diesel and Heavy Equipment/Truck Technician, the Associate in Applied Science in Automotive Service Technologies/Ford ASSET, the Associate in Applied Science in Automotive Service Technologies/General Motors ASEP, the Associate in Applied Science in Automotive Service Technologies/Chrysler MOPAR CAP, and the Associate in Applied Science in Automotive Service Technologies/Toyota T-TEN with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Associate in Applied Science in Energy Technologies/Natural Gas Compression.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 70 students in Fall 2018; and
  Graduates: a minimum of 23 students in 2018-2019.

- **Associate in Applied Science in Construction Technologies/High Voltage Lineman.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:

Majors enrolled: a minimum of 100 students in Fall 2018; and
Graduates: a minimum of 40 students in 2018-2019.

- **Associate in Applied Science in Diesel and Heavy Equipment/Aggreko SelecTech.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 32 students in Fall 2018; and
    Graduates: a minimum of 13 students in 2018-2019.

- **Associate in Applied Science in Diesel and Heavy Equipment/CAT Dealer Prep.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 31 students in Fall 2018; and
    Graduates: a minimum of 12 students in 2018-2019.

- **Associate in Applied Science in Diesel and Heavy Equipment/Komatsu ACT.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 19 students in Fall 2018; and
    Graduates: a minimum of 8 students in 2018-2019.

- **Associate in Applied Science in Diesel and Heavy Equipment/WEDA Technician.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 28 students in Fall 2018; and
    Graduates: a minimum of 11 students in 2018-2019.

- **Associate in Applied Science in Diesel and Heavy Equipment/Truck Technician.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 19 students in Fall 2018; and
    Graduates: a minimum of 8 students in 2018-2019.

- **Associate in Applied Science in Automotive Service Technologies/Ford ASSET.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 26 students in Fall 2018; and
    Graduates: a minimum of 14 students in 2018-2019.

- **Associate in Applied Science in Automotive Service Technologies/General Motors ASEP.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 24 students in Fall 2018; and
    Graduates: a minimum of 12 students in 2018-2019.

- **Associate in Applied Science in Automotive Service Technologies/Chrysler MOPAR CAP.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 24 students in Fall 2018; and
    Graduates: a minimum of 16 students in 2018-2019.

- **Associate in Applied Science in Automotive Service Technologies/Toyota T-TEN.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:

Majors enrolled: a minimum of 22 students in Fall 2018; and
Graduates: a minimum of 11 students in 2018-2019.

BACKGROUND:

Academic Plan

Oklahoma State University Institute of Technology's (OSUIT) 2014-2015 Academic Plan lists the following institutional priorities and new funding initiatives:

- An OSUIT institutional priority for FY15 will be to continue the planning stages to develop articulated pathways from OSUIT's Associate in Science in Pre-Education into select baccalaureate programs within OSU-Stillwater's College of Education.
- With the completion of the Chesapeake Center for Natural Gas Compression in August 2013, OSUIT intends to reach its goal of doubling enrollment in this area of the Diesel & Heavy Equipment Technology program. In FY13, Natural Gas Compression admitted 40 students per year. By spring 2015, plans are to admit 80 students per year, doubling enrollment and significantly increasing the number of graduates to support this industry. Additionally in this area, working with business and industry, and community stakeholders, plans are to include Compressed Natural Gas and Compressed Natural Gas Filling Station Technician Training.
- In OSUIT's history, the academic units of the institution were known as "Schools." Returning to that nomenclature, an informational item is before the Board during the September, 2014 meeting, notifying the Regents of this change from "Divisions" to "Schools." For example, the current Engineering Technologies Division will now be known as the School of Engineering Technologies.
- As Oklahoma is an energy rich state, and due to the overwhelming demand for skilled technicians in the energy sector, OSUIT plans to create an 11th academic unit dedicated to Energy Technology. With the request in front of the Board during the September 2014 meeting, the "School of Energy Technology" plans to be initiated in July 2015. Within the school would be the following existing programs: Natural Gas Compression, Pipeline Integrity Technology, and Power Plant Technology. New programs in consideration of development are: Petroleum Engineering Technology, Petroleum Processing Plant Technology, and Liquid and Gas Measurement.
- The addition of this new academic unit will require the realignment of current programs within other existing academic units. The Pipeline Integrity Technology and Power Plant Technology programs would move to the new School of Energy Technology, and Watchmaking would move from a standalone program to the School of Engineering Technologies.
- Additionally, OSUIT is currently in the process of reviewing its academic programs for potential reorganization into internal concentrations, degree options and/or standalone programs.
- OSUIT is currently studying the viability of offering a Bachelor of Technology degree in Technology Management or similarly titled program—which the institution is uniquely equipped and situated to offer.
- Currently at the OSUIT Mid-America Industrial Park location, classes are offered to support the AAS in Engineering Technology - Manufacturing Technology Option. During the year equipment will be added at this facility so that the technical portion of the entire degree can be obtained in Pryor, Oklahoma. Local and business and industry funds are planned to be used for this expansion.
- To help promote and grow our existing and planned Bachelor of Technology Degrees, OSUIT plans to hire an Associate Vice President for Academic Relations. The primary role for this position is to create formal articulation agreements with community colleges in the surrounding

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area, the United States and internationally, who offer AAS degrees in program areas that would smoothly articulate into our BT degrees.

APRA Implementation
In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, OSUIT has taken the following program actions in response to APRA:

41	Degree and/or certificate programs deleted
20	Degree and/or certificate programs added

Program Review
OSUIT offers 26 degree and/or certificate programs as follows:

0	Certificates
5	Associate of Arts or Sciences Degrees
18	Associate of Applied Science Degrees
3	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OSUIT's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process
OSUIT's faculty developed the proposals, which were reviewed and approved by institutional officials. OSUIT's governing board approved delivery of the Associate in Applied Science in Energy Technologies/Natural Gas Compression, the Associate in Applied Science in Construction Technologies/High Voltage Lineman, the Associate in Applied Science in Diesel and Heavy Equipment/Aggreko SelecTech, the Associate in Applied Science in Diesel and Heavy Equipment/CAT Dealer Prep, the Associate in Applied Science in Diesel and Heavy Equipment/Komatsu ACT, the Associate in Applied Science in Diesel and Heavy Equipment/WEDA Technician, the Associate in Applied Science in Diesel and Heavy Equipment/Truck Technician, the Associate in Applied Science in Automotive Service Technologies/Ford ASSET, the Associate in Applied Science in Automotive Service Technologies/General Motors ASEP, the Associate in Applied Science in Automotive Service Technologies/Chrysler MOPAR CAP, and the Associate in Applied Science in Automotive Service Technologies/Toyota T-TEN at the April 24, 2015 meeting. OSUIT requests authorization to offer these certificates as outlined below.

POLICY ISSUES:

These actions are consistent with the Academic Program Approval policy.

ANALYSIS:

Associate in Applied Science in Energy Technologies/Natural Gas Compression

Program purpose. The proposed program will prepare students for various careers in the natural gas industry.

Program rationale and background. OSUIT has been offering the curriculum for the proposed program as an emphasis area through the Associate in Applied Science in Diesel and Heavy Equipment Technology (018) program since 1998. Additionally, enrollment in the emphasis area has remained strong with approximately 60 to 70 students each academic year. However, over the years the curriculum has evolved and become significantly more specialized and would better serve students and employers as a stand-alone program.

Employment opportunities. OSUIT reports that for the last 3 years the placement rate for students completing the Associate in Applied Science in Diesel and Heavy Equipment Technology (018) program with an emphasis in Natural Gas Compression is near 100 percent.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	70	Fall 2018
Minimum Graduates from the program	23	2018-2019

Duplication and impact on existing programs. There are no Associate in Applied Science in Energy Technologies/Natural Gas Compression programs offered in Oklahoma. A system wide letter of intent was communicated by email May 11, 2015. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 89 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	24
Program Requirements	65
Total	**89**

Faculty and staff. Existing faculty will teach the proposed program.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Associate in Applied Science in Energy Technologies/Natural Gas Compression are shown in the following tables.

| | **Year of Program** | | | | |
A. Funding Sources	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$53,500	$54,355	$63,300	$61,451	$73,500
Narrative/Explanation: The amounts above are based on current allocations of state resources to the Associate in Applied Science in Diesel and Heavy Equipment Technology (018) that will be reallocated to support the proposed program.					
Student Tuition	$443,999	$457,660	$457,660	$478,153	$478,153
Narrative/Explanation: Tuition was calculated based on a tuition rate of $153.50 per credit hour and an enrollment of 65, 67, 67, 70, and 70 students in years 1 through 5. OSUIT anticipates students completing an average of 44 to 45 credit hours per academic year.					
TOTAL	**$497,499**	**$512,015**	**$520,960**	**$539,604**	**$551,653**

| | **Year of Program** | | | | |
B. Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$102,816	$105,901	$109,078	$112,350	$115,721
Narrative/Explanation: The amounts above reflect administrative personnel salaries and benefits and include an annual increase of 3 percent.					
Faculty	$354,898	$365,545	$376,512	$387,807	$399,441
Narrative/Explanation: The amounts above are based on the faculty currently associated with the proposed program and include an annual increase of 3 percent.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$7,876	$7,876	$7,876	$7,876	$7,876
Narrative/Explanation: These figures are based on a percentage of basic equipment and materials costs annually expended by the Natural Gas Compression program's faculty and students through instruction.					
Library	$0	$0	$0	$0	$0
Contractual Services	$3,859	$3,859	$3,859	$3,859	$3,859
Narrative/Explanation: The amounts above are based on the percentage of contractual service costs annually realized by the Natural Gas Compression program's faculty, staff, and students.					
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$650	$650	$650	$650	$650
Narrative/Explanation: The figures above are based on a percentage of printing costs annually expended by the Natural Gas Compression program's faculty, staff, and students.					
Telecommunications	$100	$100	$100	$100	$100
Narrative/Explanation: The amounts above will be used for telephone and telecommunication expenses.					
Travel	$22,430	$22,430	$22,430	$22,430	$22,430

Narrative/Explanation: The amounts above will be used for travel expenses for recruitment, internship visits, and professional development.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$492,629**	**$506,361**	**$520,505**	**$535,072**	**$550,077**

Associate in Applied Science in Construction Technologies/High Voltage Lineman

Program purpose. The purpose of the proposed is to prepare students for careers in the power distribution industry, including lineman, foremen, job superintendents, labor leaders, power line estimators, and contractors.

Program rationale and background. The curriculum for the proposed program has been offered as an emphasis area through the Associate in Applied Science in Construction Technologies (011) program since 1997 and OSUIT reports that enrollment in the emphasis area has remained strong. However, over the years the curriculum has evolved and become significantly more specialized and would better serve students and employers as a stand-alone program.

Employment opportunities. OSUIT reports that the five-year average job placement for students completing the current emphasis area offered under the Associate in Applied Science in Construction Technologies (011) is approximately 79 percent. With each new housing development or office park, new electric power lines are installed and will require maintenance. Additionally, the interstate power grid will continue to grow in complexity to ensure reliability. According to the Oklahoma Employment Security Commission careers in electrical power-line installers and repairers are expected to increase more than 20 percent through 2022. OSUIT is confident that graduates of the proposed program will meet the needs of the state and secure employment within the industry.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	100	Fall 2018
Minimum Graduates from the program	40	2018-2019

Duplication and impact on existing programs. The proposed program may share some similar content with the following programs:

Institution	Existing Program
Oklahoma State University-Oklahoma City	Associate in Applied Science in Electrical Power Technology (108)
Tulsa Community College	Associate in Applied Science in Electronics Technology (031)

A system wide letter of intent was communicated by email May 11, 2015. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions and partnership with local industry, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 90 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
General Education	24
Program Requirements	66
Total	**90**

Faculty and staff. Existing faculty will teach the proposed program.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Associate in Applied Science in Construction Technologies/High Voltage Lineman are shown in the following tables.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$621,675	$656,212	$690,750	$690,750	$690,750
Narrative/Explanation: Tuition was calculated based on a tuition rate of $153.50 per credit hour and an enrollment of 90, 95, 100, 100, and 100 students in years 1 through 5. OSUIT anticipates students completing an average of 45 credit hours per academic year.					
TOTAL	**$621,675**	**$656,212**	**$690,750**	**$690,750**	**$690,750**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$72,078	$74,241	$76,468	$78,762	$81,125
Narrative/Explanation: The amounts above reflect administrative personnel salaries and benefits and include an annual increase of 3 percent.					
Faculty	$446,447	$459,840	$473,636	$487,845	$502,480
Narrative/Explanation: The amounts above are based on the faculty currently associated with the proposed program and include an annual increase of 3 percent.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$3,000	$3,000	$3,000	$3,000	$3,000
Narrative/Explanation: These figures are based on a percentage of basic equipment and materials costs annually expended by the High Voltage Lineman program's faculty and students through instruction.					

Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$350	$350	$350	$350	$350

Narrative/Explanation: The figures above are based on a percentage of printing costs annually expended by the High Voltage Lineman program's faculty, staff, and students.

Telecommunications	$100	$100	$100	$100	$100

Narrative/Explanation: The amounts above will be used for telephone and telecommunication expenses.

Travel	$3,500	$3,500	$3,500	$3,500	$3,500

Narrative/Explanation: The amounts above will be used for travel expenses for recruitment, internship visits, and professional development.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$525,475**	**$541,031**	**$557,054**	**$573,557**	**$590,555**

Associate in Applied Science in Diesel and Heavy Equipment/Aggreko SelecTech

Program purpose. The proposed program will prepare students for careers in the portable power generation, temperature control, and compressed air rental industry.

Program rationale and background. The curriculum for the proposed program has been offered as an emphasis area through the Associate in Applied Science in Diesel and Heavy Equipment Technology (018) program since 2008 and OSUIT reports that enrollment in the emphasis is steady. However, over the years the curriculum has evolved and become significantly more specialized and OSUIT has worked collaboratively with Aggreko to develop the curriculum into a stand-alone program.

Employment opportunities. Aggreko is the global leader in the provision of temporary power and temperature control. From 2010 to 2014 the average number of employees nearly doubled. OSUIT also reports that the five-year average job placement for students completing the current emphasis area offered under the Associate in Applied Science in Diesel and Heavy Equipment Technology (018) is approximately 100 percent. According to the Oklahoma Employment Security Commission careers as Diesel Service Technicians, Heating, Air Conditioning, and Refrigeration Mechanics, and Electricians are expected to grow approximately 14 to 15 percent through 2022. OSUIT is confident that graduates of the proposed program will meet the needs of the state and secure employment within the industry.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	32	Fall 2018
Minimum Graduates from the program	13	2018-2019

Duplication and impact on existing programs. The proposed program may share some similar content with the following programs:

Institution	Existing Program

Oklahoma City Community College	Associate in Applied Science in Diesel Technology (157)
Eastern Oklahoma State College	Associate in Applied Science in Technical Studies (055) with an option in Diesel Technology
Northeastern Oklahoma A&M College	Associate in Applied Science in Integrated Technology (119) with an option in Diesel Service Management

A system wide letter of intent was communicated by email May 11, 2015. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions and partnership with local industry approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 88 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
General Education	24
Program Requirements	64
Total	**88**

Faculty and staff. Existing faculty will teach the proposed program.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Associate in Applied Science in Diesel and Heavy Equipment/Aggreko SelecTech are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$193,640	$200,318	$206,995	$213,672	$213,672
Narrative/Explanation: Tuition was calculated based on a tuition rate of $153.50 per credit hour and an enrollment of 29,30, 31, 32, and 32 students in years 1 through 5. OSUIT anticipates students completing an average of 43 to 44 credit hours per academic year.					
TOTAL	**$193,640**	**$200,318**	**$206,995**	**$213,672**	**$213,672**

Year of Program

B. Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$40,766	$41,989	$43,249	$44,456	$45,882

Narrative/Explanation: The amounts above reflect administrative personnel salaries and benefits and include an annual increase of 3 percent.

Faculty	$142,513	$146,788	$151,192	$155,728	$160,399

Narrative/Explanation: The amounts above are based on the faculty currently associated with the proposed program and include an annual increase of 3 percent.

Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$3,122	$3,122	$3,122	$3,122	$3,122

Narrative/Explanation: These figures are based on a percentage of basic equipment and materials costs annually expended by the Aggreko SelecTech program's faculty and students through instruction.

Library	$0	$0	$0	$0	$0
Contractual Services	$1,540	$1,540	$1,540	$1,540	$1,540

Narrative/Explanation: The figures above are based on a percentage of the contractual service costs annually expended by the Aggreko SelecTech program's faculty, staff, and students.

Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$350	$350	$350	$350	$350

Narrative/Explanation: The figures above are based on a percentage of printing costs annually expended by the Aggreko SelecTech program's faculty, staff, and students.

Telecommunications	$100	$100	$100	$100	$100

Narrative/Explanation: The amounts above will be used for telephone and telecommunication expenses.

Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$188,391**	**$193,889**	**$199,553**	**$205,296**	**$211,393**

Associate in Applied Science in Diesel and Heavy Equipment/CAT Dealer Prep

Program purpose. The purpose of the proposed program is to prepare students for a variety of careers with Caterpillar dealers in Oklahoma, Kansas, Louisiana, Missouri, and Texas.

Program rationale and background. The curriculum for the proposed program has been offered as an emphasis area through the Associate in Applied Science in Diesel and Heavy Equipment Technology (018) program since 1997 and was one of the first programs in the world to prepare technicians for Caterpillar dealers in the region. However, over the years the curriculum has evolved and become significantly more specialized. OSUIT reports that enrollment in the emphasis is strong believes developing the curriculum into a stand-alone program will better serve both the industry and students.

Employment opportunities. All students entering the program are selected by Caterpillar dealers before being able to enroll in the program. The class size is limited by the company with a maximum class size of 20-22 students. OSUIT also reports that for the past three years job placement for students admitted into and completing the current emphasis area offered under the Associate in Applied Science in Diesel and Heavy Equipment Technology (018) has been near 100 percent. Additionally, according to the

Oklahoma Employment Security Commission, careers for Mobile Heavy Equipment Mechanics are expected to increase approximately 10 percent through 2022. Between an almost guaranteed job placement with Caterpillar and the expected job growth within the industry, OSUIT is confident students completing the program will find employment.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	31	Fall 2018
Minimum Graduates from the program	12	2018-2019

Duplication and impact on existing programs. The proposed program may share some similar content with the following program:

Institution	Existing Program
Oklahoma City Community College	Associate in Applied Science in Diesel Technology (157)
Eastern Oklahoma State College	Associate in Applied Science in Technical Studies (055) with an option in Diesel Technology
Northeastern Oklahoma A&M College	Associate in Applied Science in Integrated Technology (119) with an option in Diesel Service Management

A system wide letter of intent was communicated by email May 11, 2015. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions and partnership with local industry, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 87 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment D).

Content Area	Credit Hours
General Education	24
Program Requirements	63
Total	**87**

Faculty and staff. Existing faculty will teach the proposed program.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Associate in Applied Science in Diesel and Heavy Equipment/CAT Dealer Prep are shown in the following tables.

Year of Program

A. Funding Sources	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$193,640	$200,318	$206,995	$213,672	$213,672

Narrative/Explanation: Tuition was calculated based on a tuition rate of $153.50 per credit hour and an enrollment of 29, 30, 31, 32, and 32 students in years 1 through 5. OSUIT anticipates students completing an average of 43 to 44 credit hours per academic year.

TOTAL	$193,640	$200,318	$206,995	$213,672	$213,672

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$37,084	$38,196	$39,342	$40,523	$41,738

Narrative/Explanation: The amounts above reflect administrative personnel salaries and benefits and include an annual increase of 3 percent.

Faculty	$142,283	$146,551	$150,948	$155,476	$160,141

Narrative/Explanation: The amounts above are based on the faculty currently associated with the proposed program and include an annual increase of 3 percent.

Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$2,840	$2,840	$2,840	$2,840	$2,840

Narrative/Explanation: These figures are based on a percentage of basic equipment and materials costs annually expended by the CAT Dealer Prep program's faculty and students through instruction.

Library	$0	$0	$0	$0	$0
Contractual Services	$1,392	$1,392	$1,392	$1,392	$1,392

Narrative/Explanation: The figures above are based on a percentage of contractual service costs annually expended by the CAT Dealer Prep program's faculty, staff, and students.

Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$350	$350	$350	$350	$350

Narrative/Explanation: The figures above are based on a percentage of printing costs annually expended by the CAT Dealer Prep program's faculty, staff, and students.

Telecommunications	$100	$100	$100	$100	$100

Narrative/Explanation: The amounts above will be used for telephone and telecommunication expenses.

Travel	$8,157	$8,157	$8,157	$8,157	$8,157

Narrative/Explanation: The amounts above will be used for travel expenses for recruitment, internship visits, and professional development.

Awards and Grants	$0	$0	$0	$0	$0

TOTAL	$192,206	$197,586	$203,129	$208,838	$214,718

Associate in Applied Science in Diesel and Heavy Equipment/Komatsu ACT

Program purpose. The purpose of the proposed program is to prepare students for a variety of careers with the Komatsu Distributors in the United States.

Program rationale and background. The curriculum for the proposed program has been offered as an emphasis area through the Associate in Applied Science in Diesel and Heavy Equipment Technology (018) program since 1999 and is one of two such programs in the United States. However, over the years the curriculum has evolved and become significantly more specialized. OSUIT reports that enrollment in the emphasis is strong believes developing the curriculum into a stand-alone program will better serve both the industry and students.

Employment opportunities. All students entering the program are selected by Komatsu Distributors before being able to enroll in the program and class size is limited to approximately 16 students. OSUIT also reports that for the past three years job placement for students admitted into and completing the current emphasis area offered under the Associate in Applied Science in Diesel and Heavy Equipment Technology (018) has been near 100 percent. Additionally, according to the Oklahoma Employment Security Commission, careers for Mobile Heavy Equipment Mechanics are expected to increase approximately 10 percent through 2022. Between an almost guaranteed job placement with Komatsu and the expected job growth within the industry, OSUIT is confident students completing the program will find employment.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	19	Fall 2018
Minimum Graduates from the program	8	2018-2019

Duplication and impact on existing programs. The proposed program may share some similar content with the following program:

Institution	Existing Program
Oklahoma City Community College	Associate in Applied Science in Diesel Technology (157)
Eastern Oklahoma State College	Associate in Applied Science in Technical Studies (055) with an option in Diesel Technology
Northeastern Oklahoma A&M College	Associate in Applied Science in Integrated Technology (119) with an option in Diesel Service Management

A system wide letter of intent was communicated by email May 11, 2015. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions and partnership with local industry, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 87 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment E).

Content Area	Credit Hours
General Education	24
Program Requirements	63
Total	**87**

Faculty and staff. Existing faculty will teach the proposed program.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Associate in Applied Science in Diesel and Heavy Equipment/Komatsu ACT are shown in the following tables.

	Year of Program				
A. Funding Sources	**1ˢᵗ Year**	**2ⁿᵈ Year**	**3ʳᵈ Year**	**4ᵗʰ Year**	**5ᵗʰ Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$113,513	$120,191	$126,868	$126,868	$140,222
Narrative/Explanation: Tuition was calculated based on a tuition rate of $153.50 per credit hour and an enrollment of 17, 18, 19, 19, and 21students in years 1 through 5. OSUIT anticipates students completing an average of 43 to 44 credit hours per academic year.					
TOTAL	**$113,513**	**$120,191**	**$126,868**	**$126,868**	**$140,222**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1ˢᵗ Year**	**2ⁿᵈ Year**	**3ʳᵈ Year**	**4ᵗʰ Year**	**5ᵗʰ Year**
Administrative/Other Professional Staff	$21,232	$21,869	$22,525	$23,201	$23,897
Narrative/Explanation: The amounts above reflect administrative personnel salaries and benefits and include an annual increase of 3 percent.					
Faculty	$82,959	$85,447	$88,011	$90,651	$93,371
Narrative/Explanation: The amounts above are based on the faculty currently associated with the proposed program and include an annual increase of 3 percent.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional	$1,626	$1,626	$1,626	$1,626	$1,626

Materials					

Narrative/Explanation: These figures are based on a percentage of basic equipment and materials costs annually expended by the Komatsu ACT program's faculty and students through instruction.

Library	$0	$0	$0	$0	$0
Contractual Services	$797	$797	$797	$797	$797

Narrative/Explanation: The figures above are based on a percentage of contractual service costs annually expended by the Komatsu ACT program's faculty, staff, and students.

Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$350	$350	$350	$350	$350

Narrative/Explanation: The figures above are based on a percentage of printing costs annually expended by the Komatsu ACT program's faculty, staff, and students.

Telecommunications	$100	$100	$100	$100	$100

Narrative/Explanation: The amounts above will be used for telephone and telecommunication expenses.

Travel	$4,580	$4,580	$4,580	$4,580	$4,580

Narrative/Explanation: The amounts above will be used for travel expenses for recruitment, internship visits, and professional development.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$111,644**	**$114,769**	**$117,989**	**$121,305**	**$124,721**

Associate in Applied Science in Diesel and Heavy Equipment/WEDA Technician

Program purpose. The purpose of the proposed program is to prepare students for a variety of careers with the Western Equipment Dealers Association (WEDA) in Oklahoma, Kansas, Missouri, Arkansas, Texas, and New Mexico.

Program rationale and background. The curriculum for the proposed program has been offered as an emphasis area through the Associate in Applied Science in Diesel and Heavy Equipment Technology (018) program since 2005 and is the only college level WEDA technician program in the United States. However, over the years the curriculum has evolved and become significantly more specialized. OSUIT reports that enrollment in the emphasis is strong and believes developing the curriculum into a stand-alone program will better serve both the industry and students.

Employment opportunities. All students entering the program are selected by WEDA member companies before being able to enroll in the program and class size is limited to approximately 20-22 students. OSUIT also reports that for the past three years job placement for students admitted into and completing the current emphasis area offered under the Associate in Applied Science in Diesel and Heavy Equipment Technology (018) has been near 100 percent. Additionally, according to the Oklahoma Employment Security Commission, careers for Mobile Heavy Equipment Mechanics are expected to increase approximately 10 percent through 2022. Between an almost guaranteed job placement with WEDA member companies and the expected job growth within the industry, OSUIT is confident students completing the program will find employment.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	28	Fall 2018
Minimum Graduates from the program	11	2018-2019

Duplication and impact on existing programs. The proposed program may share some similar content with the following programs:

Institution	Existing Program
Oklahoma City Community College	Associate in Applied Science in Diesel Technology (157)
Eastern Oklahoma State College	Associate in Applied Science in Technical Studies (055) with an option in Diesel Technology
Northeastern Oklahoma A&M College	Associate in Applied Science in Integrated Technology (119) with an option in Diesel Service Management

A system wide letter of intent was communicated by email May 11, 2015. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions and partnership with local industry, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 88 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment F).

Content Area	Credit Hours
General Education	27
Program Requirements	61
Total	**88**

Faculty and staff. Existing faculty will teach the proposed program.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Associate in Applied Science in Diesel and Heavy Equipment/WEDA Technician are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available	$15,300	$13,450	$12,000	$9,500	$9,000

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
through Internal Allocation and Reallocation					
Narrative/Explanation: These amounts are based on current allocations of state resources to the WEDA Technician program.					
Student Tuition	$166,931	$173,609	$180,286	$186,963	$193,640
Narrative/Explanation: Tuition was calculated based on a tuition rate of $153.50 per credit hour and an enrollment of 25, 26, 27, 28, 29 students in years 1 through 5. OSUIT anticipates students completing an average of 43 to 44 credit hours per academic year.					
TOTAL	**$182,231**	**$187,059**	**$192,286**	**$196,463**	**$202,640**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$27,630	$28,459	$29,313	$30,192	$31,098
Narrative/Explanation: The amounts above reflect administrative personnel salaries and benefits and include an annual increase of 3 percent.					
Faculty	$143,104	$147,397	$151,819	$156,374	$161,064
Narrative/Explanation: The amounts above are based on the faculty currently associated with the proposed program and include an annual increase of 3 percent.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$2,116	$2,116	$2,116	$2,116	$2,116
Narrative/Explanation: These figures are based on a percentage of basic equipment and materials costs annually expended by the WEDA Technician program's faculty and students through instruction.					
Library	$0	$0	$0	$0	$0
Contractual Services	$1,037	$1,037	$1,037	$1,037	$1,037
Narrative/Explanation: The figures above are based on a percentage of contractual service costs annually expended by the WEDA Technician program's faculty, staff, and students.					
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$350	$350	$350	$350	$350
Narrative/Explanation: The figures above are based on a percentage of printing costs annually expended by the WEDA Technician program's faculty, staff, and students.					
Telecommunications	$100	$100	$100	$100	$100
Narrative/Explanation: The amounts above will be used for telephone and telecommunication expenses.					
Travel	$5,823	$5,823	$5,823	$5,823	$5,823
Narrative/Explanation: The amounts above will be used for travel expenses for recruitment, internship visits, and professional development.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$180,160**	**$185,282**	**$190,558**	**$195,992**	**$201,588**

Associate in Applied Science in Diesel and Heavy Equipment/Truck Technician

Program purpose. The purpose of the proposed program is to prepare students for careers as entry-level technicians, journeyman technicians, field technicians, and master technicians within the industry.

Program rationale and background. The curriculum for the proposed program has been offered as an emphasis area through the Associate in Applied Science in Diesel and Heavy Equipment Technology (018) program since 1998 and was originally focused on training students for employment with ATC Freightliner dealerships in Tulsa, Oklahoma City, Dallas, and Fort Worth. However, with only 4 stores from which to recruit students, ATC Freightliner eventually withdrew its partnership due to a lack of students needed to maintain a viable program. In 2006 OSUIT partnered with MHC Kenworth to reorganize the curriculum to train students for employment within their company. As the curriculum has evolved over the years and become significantly more specialized OSUIT believes developing the curriculum into a stand-alone program will better serve both the industry and students. Additionally, OSUIT indicates that MHC Kenworth has committed to continue sending students from a five-state region to enroll in the program.

Employment opportunities. All students entering the program are selected by participating companies before being able to enroll in the program and class size is limited to approximately 20-22 students. OSUIT also reports that for the past three years job placement for students admitted into and completing the current emphasis area offered under the Associate in Applied Science in Diesel and Heavy Equipment Technology (018) has been near 100 percent. Additionally, according to the Oklahoma Employment Security Commission, careers for Mobile Heavy Equipment Mechanics are expected to increase approximately 10 percent through 2022. Between an almost guaranteed job placement with MHC Kenworth and the expected job growth within the industry, OSUIT is confident students completing the program will find employment.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	19	Fall 2018
Minimum Graduates from the program	8	2018-2019

Duplication and impact on existing programs. The proposed program may share some similar content with the following programs:

Institution	Existing Program
Oklahoma City Community College	Associate in Applied Science in Diesel Technology (157)
Eastern Oklahoma State College	Associate in Applied Science in Technical Studies (055) with an option in Diesel Technology
Northeastern Oklahoma A&M College	Associate in Applied Science in Integrated Technology (119) with an option in Diesel Service Management

A system wide letter of intent was communicated by email May 11, 2015. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions and partnership with local industry approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 73 total credit hours as shown in the following table. Five new courses will be added and the curriculum is detailed in the attachment (Attachment G).

Content Area	Credit Hours
General Education	27
Program Requirements	46
Total	**73**

Faculty and staff. Existing faculty will teach the proposed program.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Associate in Applied Science in Diesel and Heavy Equipment/Truck Technician are shown in the following tables.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$15,494	$12,201	$10,665	$12,493	$11,405
Narrative/Explanation: These amounts are based on current allocations of state resources to the Truck Technician program.					
Student Tuition	$95,247	$100,850	$106,452	$106,452	$112,055
Narrative/Explanation: Tuition was calculated based on a tuition rate of $153.50 per credit hour and an enrollment of 17, 18, 19, 19, and 20 students in years 1 through 5. OSUIT anticipates students completing an average of 36 to 37 credit hours per academic year.					
TOTAL	**$110,741**	**$113,051**	**$117,117**	**$118,945**	**$123,460**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$31,626	$32,575	$33,552	$34,558	$35,595
Narrative/Explanation: The amounts above reflect administrative personnel salaries and benefits and include an annual increase of 3 percent.					
Faculty	$65,697	$67,668	$69,698	$71,789	$73,942
Narrative/Explanation: The amounts above are based on the faculty currently associated with the proposed program and include an annual increase of 3 percent.					
Graduate Assistants	$0	$0	$0	$0	$0

Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$2,422	2,422	$2,422	$2,422	$2,422

Narrative/Explanation: These figures are based on a percentage of basic equipment and materials costs annually expended by the Truck Technician program's faculty and students through instruction.

Library	$0	$0	$0	$0	$0
Contractual Services	$1,187	$1,187	$1,187	$1,187	$1,187

Narrative/Explanation: The figures above are based on a percentage of contractual service costs annually expended by the Truck Technician program's faculty, staff, and students.

Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$350	$350	$350	$350	$350

Narrative/Explanation: The figures above are based on a percentage of printing costs annually expended by the Truck Technician program's faculty, staff, and students.

Telecommunications	$100	$100	$100	$100	$100

Narrative/Explanation: The amounts above will be used for telephone and telecommunication expenses.

Travel	$7,010	$7,010	$7,010	$7,010	$7,010

Narrative/Explanation: The amounts above will be used for travel expenses for recruitment, internship visits, and professional development.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$108,392**	**$111,312**	**$114,319**	**$117,416**	**$120,606**

Associate in Applied Science in Automotive Service Technologies/Ford ASSET

Program purpose. The proposed program will prepare students for a variety of careers in the Ford ASSET automotive industry.

Program rationale and background. The curriculum for the proposed program has been offered as an emphasis area through the Associate in Applied Science in Automotive Service Technologies/Pro-Tech (004) program since 1990. However, with the changes in the industry that have taken place over the years and the curriculum becoming significantly more specialized, OSUIT believes developing the curriculum into a stand-alone program will better serve both the industry and students.

Employment opportunities. OSUIT reports that for the past three years job placement for students admitted into and completing the current emphasis area offered under the Associate in Applied Science in Automotive Service Technologies/Pro-Tech (004) has been near 100 percent. According to the Oklahoma Employment Security Commission, careers for Automotive Service Technicians and Mechanics are expected to increase nearly 8 percent through 2022. Nationally, the need for skilled workers in the industry is projected to increase by almost 10 percent. Additionally, according to OSUIT, a 2013 report released by one of the big three domestic automakers indicated that if changes were not made in attracting and training new service technicians, by 2020 the industry would not have enough employees to service the vehicles they produce. OSUIT is confident students completing the proposed program will find employment.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	26	Fall 2018
Minimum Graduates from the program	14	2018-2019

Duplication and impact on existing programs. The proposed program may share some similar content with the following programs:

Institution	Existing Program
Oklahoma City Community College	Associate in Applied Science in Automotive Technology (048)
Eastern Oklahoma State College	Associate in Applied Science in Technical Studies (055) with an option in Automotive Service Technology
Murray State College	Associate in Applied Science in Technical Studies (060) with an option in Automotive Service Technology

A system wide letter of intent was communicated by email May 11, 2015. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions and industry need, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 89 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment H).

Content Area	Credit Hours
General Education	24
Program Requirements	65
Total	**89**

Faculty and staff. Existing faculty will teach the proposed program.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Associate in Applied Science in Automotive Service Technologies/Ford ASSET are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available	$28,826	$26,993	$33,296	$30,934	$37,324

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
through Internal Allocation and Reallocation					
Narrative/Explanation: These amounts are based on current allocations of state resources to the Ford ASSET program.					
Student Tuition	$165,780	$172,688	$173,688	$179,595	$179,595
Narrative/Explanation: Tuition was calculated based on a tuition rate of $153.50 per credit hour and an enrollment of 24, 25, 25, 26, and 26 students in years 1 through 5. OSUIT anticipates students completing an average of 45 credit hours per academic year.					
TOTAL	**$194,606**	**$199,681**	**$206,984**	**$210,529**	**$216,919**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$49,448	$50,932	$52,460	$54,033	$55,654
Narrative/Explanation: The amounts above reflect administrative personnel salaries and benefits and include an annual increase of 3 percent.					
Faculty	$126,696	$130,497	$134,412	$138,444	$142,598
Narrative/Explanation: The amounts above are based on the faculty currently associated with the proposed program and include an annual increase of 3 percent.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$12,393	$12,393	$12,393	$12,393	$12,393
Narrative/Explanation: These figures are based on a percentage of basic equipment and materials costs annually expended by the Ford ASSET program's faculty and students through instruction.					
Library	$0	$0	$0	$0	$0
Contractual Services	$3,032	$3,032	$3,032	$3,032	$3,032
Narrative/Explanation: The figures above are based on a percentage of contractual service costs annually expended by the Ford ASSET program's faculty, staff, and students.					
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$125	$125	$125	$125	$125
Narrative/Explanation: The amounts above will be used for telephone and telecommunication expenses.					
Travel	$761	$761	$761	$761	$761
Narrative/Explanation: The amounts above will be used for travel expenses for recruitment, internship visits, and professional development.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$192,455**	**$197,740**	**$203,183**	**$208,788**	**$214,563**

Associate in Applied Science in Automotive Service Technologies/General Motors ASEP

Program purpose. The proposed program will prepare students for a variety of careers in the General Motors ASEP automotive industry.

Program rationale and background. The curriculum for the proposed program has been offered as an emphasis area through the Associate in Applied Science in Automotive Service Technologies/Pro-Tech (004) program since 1997. However, with the changes in the industry that have taken place over the years and the curriculum becoming significantly more specialized, OSUIT believes developing the curriculum into a stand-alone program will better serve both the industry and students.

Employment opportunities. OSUIT reports that for the past three years job placement for students admitted into and completing the current emphasis area offered under the Associate in Applied Science in Automotive Service Technologies/Pro-Tech (004) has been near 100 percent. According to the Oklahoma Employment Security Commission, careers for Automotive Service Technicians and Mechanics are expected to increase nearly 8 percent through 2022. Nationally, the need for skilled workers in the industry is projected to increase by almost 10 percent. Additionally, according to OSUIT, a 2013 report released by one of the big three domestic automakers indicated that if changes were not made in attracting and training new service technicians, by 2020 the industry would not have enough employees to service the vehicles they produce. OSUIT is confident students completing the proposed program will find employment.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	24	Fall 2018
Minimum Graduates from the program	12	2018-2019

Duplication and impact on existing programs. The proposed program may share some similar content with the following programs:

Institution	Existing Program
Oklahoma City Community College	Associate in Applied Science in Automotive Technology (048)
Eastern Oklahoma State College	Associate in Applied Science in Technical Studies (055) with an option in Automotive Service Technology
Murray State College	Associate in Applied Science in Technical Studies (060) with an option in Automotive Service Technology

A system wide letter of intent was communicated by email May 11, 2015. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions and industry need, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 89 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment I).

Content Area	Credit Hours
General Education	24
Program Requirements	65
Total	**89**

Faculty and staff. Existing faculty will teach the proposed program.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Associate in Applied Science in Automotive Service Technologies/General Motors ASEP are shown in the following tables.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$74,907	$66,701	$73,554	$64,842	$71,825
Narrative/Explanation: These amounts are based on current allocations of state resources to the General Motors ASEP program.					
Student Tuition	$138,150	$151,965	$151,965	$165,780	$165,780
Narrative/Explanation: Tuition was calculated based on a tuition rate of $153.50 per credit hour and an enrollment of 20, 22, 22, 24, and 24 students in years 1 through 5. OSUIT anticipates students completing an average of 45 credit hours per academic year.					
TOTAL	**$213,057**	**$218,666**	**$225,519**	**$230,622**	**$237,605**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$49,448	$50,932	$52,460	$54,033	$55,654
Narrative/Explanation: The amounts above reflect administrative personnel salaries and benefits and include an annual increase of 3 percent.					
Faculty	$144,504	$148,839	$153,304	$157,904	$162,650
Narrative/Explanation: The amounts above are based on the faculty currently associated with the proposed program and include an annual increase of 3 percent.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$10,464	$10,464	$10,464	$10,464	$10,464

Narrative/Explanation: These figures are based on a percentage of basic equipment and materials costs annually expended by the General Motors ASEP program's faculty and students through instruction.					
Library	$0	$0	$0	$0	$0
Contractual Services	$2,560	$2,560	$2,560	$2,560	$2,560
Narrative/Explanation: The figures above are based on a percentage of contractual service costs annually expended by the General Motors ASEP program's faculty, staff, and students.					
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$125	$125	$125	$125	$125
Narrative/Explanation: The amounts above will be used for telephone and telecommunication expenses.					
Travel	$3,806	$3,806	$3,806	$3,806	$3,806
Narrative/Explanation: The amounts above will be used for travel expenses for recruitment, internship visits, and professional development.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$210,907**	**$216,726**	**$222,719**	**$228,892**	**$235,259**

Associate in Applied Science in Automotive Service Technologies/Chrysler MOPAR CAP

Program purpose. The proposed program will prepare students for a variety of careers in the Chrysler MOPAR CAP automotive industry.

Program rationale and background. The curriculum for the proposed program has been offered as an emphasis area through the Associate in Applied Science in Automotive Service Technologies/Pro-Tech (004) program since 1996. However, with the changes in the industry that have taken place over the years and the curriculum becoming significantly more specialized, OSUIT believes developing the curriculum into a stand-alone program will better serve both the industry and students.

Employment opportunities. OSUIT reports that for the past three years job placement for students admitted into and completing the current emphasis area offered under the Associate in Applied Science in Automotive Service Technologies/Pro-Tech (004) has been near 100 percent. According to the Oklahoma Employment Security Commission, careers for Automotive Service Technicians and Mechanics are expected to increase nearly 8 percent through 2022. Nationally, the need for skilled workers in the industry is projected to increase by almost 10 percent. Additionally, according to OSUIT, a 2013 report released by one of the big three domestic automakers indicated that if changes were not made in attracting and training new service technicians, by 2020 the industry would not have enough employees to service the vehicles they produce. OSUIT is confident students completing the proposed program will find employment.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	24	Fall 2018
Minimum Graduates from the program	16	2018-2019

Duplication and impact on existing programs. The proposed program may share some similar content with the following programs:

Institution	Existing Program
Oklahoma City Community College	Associate in Applied Science in Automotive Technology (048)
Eastern Oklahoma State College	Associate in Applied Science in Technical Studies (055) with an option in Automotive Service Technology
Murray State College	Associate in Applied Science in Technical Studies (060) with an option in Automotive Service Technology

A system wide letter of intent was communicated by email May 11, 2015. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions and industry need, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 89 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment J).

Content Area	Credit Hours
General Education	24
Program Requirements	65
Total	**89**

Faculty and staff. Existing faculty will teach the proposed program.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Associate in Applied Science in Automotive Service Technologies/Chrysler MOPAR CAP are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$57,835	$62,883	$62,834	$60,689	$68,197

Narrative/Explanation: These amounts are based on current allocations of state resources to the Chrysler MOPAR CAP program.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Student Tuition	$151,965	$151,965	$158,873	$165,780	$165,780
Narrative/Explanation: Tuition was calculated based on a tuition rate of $153.50 per credit hour and an enrollment of 22, 22, 23, 24, and 24 students in years 1 through 5. OSUIT anticipates students completing an average of 45 credit hours per academic year.					
TOTAL	**$209,800**	**$214, 848**	**$221,707**	**$226,469**	**$233,977**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$49,448	$50,932	$52,460	$54,033	$55,654
Narrative/Explanation: The amounts above reflect administrative personnel salaries and benefits and include an annual increase of 3 percent.					
Faculty	$139,158	$143,333	$147,633	$152,062	$156,624
Narrative/Explanation: The amounts above are based on the faculty currently associated with the proposed program and include an annual increase of 3 percent.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$11,981	$11,981	$11,981	$11,981	$11,981
Narrative/Explanation: These figures are based on a percentage of basic equipment and materials costs annually expended by the Chrysler MOPAR CAP program's faculty and students through instruction.					
Library	$0	$0	$0	$0	$0
Contractual Services	$2,931	$2,931	$2,931	$2,931	$2,931
Narrative/Explanation: The figures above are based on a percentage of contractual service costs annually expended by the Chrysler MOPAR CAP program's faculty, staff, and students.					
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$125	$125	$125	$125	$125
Narrative/Explanation: The amounts above will be used for telephone and telecommunication expenses.					
Travel	$3,806	$3,806	$3,806	$3,806	$3,806
Narrative/Explanation: The amounts above will be used for travel expenses for recruitment, internship visits, and professional development.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$207,449**	**$213,108**	**$218,936**	**$224,938**	**$231,122**

Associate in Applied Science in Automotive Service Technologies/Toyota T-TEN

Program purpose. The proposed program will prepare students for a variety of careers in the Toyota T-TEN automotive industry.

Program rationale and background. The curriculum for the proposed program has been offered as an emphasis area through the Associate in Applied Science in Automotive Service Technologies/Pro-Tech (004) program since 1988. However, with the changes in the industry that have taken place over the years and the curriculum becoming significantly more specialized, OSUIT believes developing the curriculum into a stand-alone program will better serve both the industry and students.

Employment opportunities. OSUIT reports that for the past three years job placement for students admitted into and completing the current emphasis area offered under the Associate in Applied Science in Automotive Service Technologies/Pro-Tech (004) has been near 100 percent. According to the Oklahoma Employment Security Commission, careers for Automotive Service Technicians and Mechanics are expected to increase nearly 8 percent through 2022. Nationally, the need for skilled workers in the industry is projected to increase by almost 10 percent. Additionally, according to OSUIT, a 2013 report released by one of the big three domestic automakers indicated that if changes were not made in attracting and training new service technicians, by 2020 the industry would not have enough employees to service the vehicles they produce. OSUIT is confident students completing the proposed program will find employment.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	22	Fall 2018
Minimum Graduates from the program	11	2018-2019

Duplication and impact on existing programs. The proposed program may share some similar content with the following programs:

Institution	Existing Program
Oklahoma City Community College	Associate in Applied Science in Automotive Technology (048)
Eastern Oklahoma State College	Associate in Applied Science in Technical Studies (055) with an option in Automotive Service Technology
Murray State College	Associate in Applied Science in Technical Studies (060) with an option in Automotive Service Technology

A system wide letter of intent was communicated by email May 11, 2015. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions and industry need, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 84 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment K).

Content Area	Credit Hours
General Education	21
Program Requirements	63
Total	**84**

Faculty and staff. Existing faculty will teach the proposed program.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Associate in Applied Science in Automotive Service Technologies/Toyota T-TEN are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$75,162	$66,913	$72,265	$64,543	$70,907
Narrative/Explanation: These amounts are based on current allocations of state resources to the Toyota T-TEN program.					
Student Tuition	$124,335	$138,150	$138,150	$151,965	$151,965
Narrative/Explanation: Tuition was calculated based on a tuition rate of $153.50 per credit hour and an enrollment of 18, 20, 20, 22, and 22 students in years 1 through 5. OSUIT anticipates students completing an average of 45 credit hours per academic year.					
TOTAL	**$199,497**	**$205,063**	**$210,415**	**$217,508**	**$222,872**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$49,448	$50,932	$52,460	$54,033	$55,654
Narrative/Explanation: The amounts above reflect administrative personnel salaries and benefits and include an annual increase of 3 percent.					
Faculty	$136,174	$140,259	$144,467	$148,801	$153,265
Narrative/Explanation: The amounts above are based on the faculty currently associated with the proposed program and include an annual increase of 3 percent.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$7,436	$7,436	$7,436	$7,436	$7,436
Narrative/Explanation: These figures are based on a percentage of basic equipment and materials costs annually expended by the Toyota T-TEN program's faculty and students through instruction.					
Library	$0	$0	$0	$0	$0
Contractual Services	$1,819	$1,819	$1,819	$1,819	$1,819
Narrative/Explanation: The figures above are based on a percentage of contractual service costs annually expended by the Toyota T-TEN program's faculty, staff, and students.					

Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$125	$125	$125	$125	$125

Narrative/Explanation: The amounts above will be used for telephone and telecommunication expenses.

Travel	$3,206	$3,206	$3,206	$3,206	$3,206

Narrative/Explanation: The amounts above will be used for travel expenses for recruitment, internship visits, and professional development.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$198,208**	**$203,**777	**$209,513**	**$215,420**	**$221,505**

Attachments

OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY
ASSOCIATE IN APPLIED SCIENCE IN ENERGY TECHNOLOGIES/NATURAL GAS
COMPRESSION

Program Requirements		Credit Hours
General Education		**24**
ENGL 1003 and ENGL 2033 or ENGL 1113 and ENGL 1213	Technical Writing I Technical Writing II Freshman Composition I Freshman Composition II	6
BADM 1113	Introduction to Business	3
HIST 1483 or HIST 1493	U.S. History to 1865 U.S. History since 1865	3
MATH 1513 or MATH 2003	College Algebra Business Mathematics	3
PHIL 1213	Ethics	3
POLS 1113	U.S. Government	3
SPCH 1113 or SPCH 2313	Introduction to Speech Communications Small Group Communications	3
Program Requirements		**65**
SEGC 1214	Gas Compressors	4
SEGC 1113	Fundamentals of Maintenance	3
SEGC 1223	Gas Compression Capstone I	3
SEGC 1123	Engine Principles	3
SEGC 1133	Advanced Engine Technology	3
SEGC 1312 or SEGC 1363 and SEGC 1373 and SEGC 1306	Internship I CNG Codes and Regulations CNG Refueling Systems Operation, Maintenance, & Inspection Internship	12
SEGC 1213	Engine Air, Fuel and Starting Systems	3
SEGC 2413	DC/AC Circuit Analysis	3
SEGC 2523	Engine Electrical	3
SEGC 2433	Electrical Motors, Generators and Alternators	3
SEGC 2423	Electrical Devices and Controls	3
SEGC 2513	Programmable Logic Controllers	3
SEGC 2609 or DHE 2033 and DHE 2043 and DHE 2053	Internship II Diesel Skills I Diesel Skills II Diesel Skills III	9
SEGC 1233	Instrumentation and Controls	3

SEGC 2533	Gas Compression Capstone II	3
GTGE 1111	College Cornerstone	1
CS 1013	Computer Literacy and Applications	3
Total		**89**

OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY
ASSOCIATE IN APPLIED SCIENCE IN CONSTRUCTION TECHNOLOGIES/HIGH VOLTAGE LINEMAN

Program Requirements		Credit Hours
General Education		**24**
ENGL 1003 and ENGL 2033 or ENGL 1113 and ENGL 1213	Technical Writing I Technical Writing II Freshman Composition I Freshman Composition II	6
HIST 1483 or HIST 1493	U.S. History to 1865 U.S. History since 1865	3
PSYCH 1113 or PSYC 2313 or SOC 1113	Introductory Psychology Psychology of Personal Adjustment Introductory Sociology	3
HUM 1013 or HUM 1033 or PHIL 1213 or PHIL 1313	Humanities I Humanities II Ethics Introduction to Logic	3
MATH 1513 or MATH 2003	College Algebra Business Math	3
SPCH 1113 or SPCH 2313	Introduction to Speech Communication Small Group Communication	3
POLS 1113	U.S. Government	3
Program Requirements		**66**
HVLP 1121	Introduction to High Voltage Lineman Program	1
HVLP 1132	Introduction to High Voltage Electricity and Safety	2
HVLP 1216	Internship I	6
HVLP 1243	High Voltage Pole Climbing Techniques	3
HVLP 1316	Internship II	6
HVLP 1353	DC/AC High Voltage Circuit Analysis	3
HVLP 2416	Internship III	6
HVLP 2483	Principles of Operations of High Voltage Distribution Systems	3
HVLP 2516	Internship IV	6
HVLP 2553	Underground Distribution Systems	3
HVLP 2563	Overhead Distribution Systems	3
HVLP 2616	Electrical Capstone Experience	6
HVLP 2643	Advanced Distribution Electricity	3
HVLP 2663	Heavy Construction Equipment and Operation	3

HVLP 2673	Transition Principles	3
HVLP 2716	Internship V	6
CS 1013	Computer Literacy and Applications	3
Total		**90**

OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY
ASSOCIATE IN APPLIED SCIENCE IN DIESEL AND HEAVY EQUIPMENT/AGGREKO
SELECTECH

Program Requirements		Credit Hours
General Education		**24**
ENGL 1003 and	Technical Writing I	
ENGL 2033	Technical Writing II	
or		
ENGL 1113 and	Freshman Composition I	6
ENGL 1213	Freshman Composition II	
or		
ENGL 1113 and	Freshman Composition I	
ENGL 2033	Technical Writing II	
HIST 1483 or	U.S. History to 1865	3
HIST 1493	U.S. History since 1865	
BADM 1113 or	Introduction to Business	
MGMT 2243 or	Small Business Management	3
MGMT 2913 or	Leadership and Organizational Behavior	
MGMT 2413	Supervisory Management	
PSYC 1113 or	Introductory Psychology	
PSYC 2313 or	Psychology of Personal Adjustment	3
SOC 1113	Introductory Sociology	
MATH 1513 or	College Algebra	3
MATH 2003	Business Math	
SPCH 1113 or	Introduction to Speech Communication	3
SPCH 2313	Small Group Communication	
POLS 1113	U.S. Government	3
Program Requirements		**64**
DHEA 1113	Maintenance Fundamentals	3
DHEA 1123	Diesel Engine 1 – Diesel Fundamentals and Maintenance	3
DHEA 1133	Internship I	3
DHEA 1213	DC/AC Electrical Fundamentals	3
DHEA 1233	Internship II	3
DHEA 1313	Generator Systems I – Theory and Operation	3
DHEA 1323	Aggreko Basic Refrigeration	3
DHEA 1343	SEA Units and New Generation II Air Conditioners	3
DHEA 2412	Internship III	12
DHEA 2413	Aggreko Motor Starting and Motor Controls	3
DHEA 2423	Electrical Distribution	3
DHEA 2433	Internship IV	3

DHEA 2523	Diesel Engine II – Troubleshooting and Repair/Replacement	3
DHEA 2533	Internship V	3
DHEA 2543	Oil Free Air Compressors – Theory and Operation	3
DHEA 2613	Generator Systems II – Advanced Generator Controls	3
DHEA 2623	Aggreko Capstone	3
CS 1113	Computer Literacy and Applications	3
GTGE 1111	College Cornerstone	1
Total		**88**

OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY
ASSOCIATE IN APPLIED SCIENCE IN DIESEL AND HEAVY EQUIPMENT/CAT DEALER PREP

Program Requirements		Credit Hours
General Education		**24**
ENGL 1003 and	Technical Writing I	
ENGL 2033	Technical Writing II	
or		6
ENGL 1113 and	Freshman Composition I	
ENGL 1213	Freshman Composition II	
HIST 1483 or	U.S. History to 1865	3
HIST 1493	U.S. History since 1865	
PHIL 1213	Ethics	3
PSYC 1113 or	Introductory Psychology	
PSYC 2313 or	Psychology of Personal Adjustment	3
SOC 1113	Introductory Sociology	
MATH 1513 or	College Algebra	3
MATH 2003	Business Math	
SPCH 1113 or	Introduction to Speech Communication	3
SPCH 2313	Small Group Communication	
POLS 1113	U.S. Government	3
Program Requirements		**63**
DHEC 1113	Internship I	3
DHEC 1124	Introduction to Caterpillar	4
DHEC 1134	CAT Electrical Fundamentals	4
DHEC 1213	CAT Hydraulic Fundamentals	3
DHEC 1223	CAT Fuel Systems	3
DHEC 1233	Internship II	3
DHEC 1313	Internship III	3
DHEC 1323	CAT Engine Fundamentals	3
DHEC 1333	CAT Machine Hydraulic Systems	3
DHEC 2413	CAT Engine Diagnostics and Repair	3
DHEC 2423	CAT Machine Electronic Systems	3
DHEC 2433	Internship IV	3
DHEC 2513	Internship V	3
DHEC 2524	CAT Power Train I	4
DHEC 2532	CAT Mobile Air Conditioning	2
DHEC 2603	CAT Power Train II	3

DHEC 2636	CAT Capstone	6
GTCT 1183	Welding	3
CS 1013	Computer Literacy and Application	3
GTGE 1111	College Cornerstone	1
Total		**87**

OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY
ASSOCIATE IN APPLIED SCIENCE IN DIESEL AND HEAVY EQUIPMENT/KOMATSU ACT

Program Requirements		Credit Hours
General Education		**24**
ENGL 1003 and ENGL 2033 or ENGL 1113 and ENGL 1213	Technical Writing I Technical Writing II Freshman Composition I Freshman Composition II	6
HIST 1483 or HIST 1493	U.S. History to 1865 U.S. History since 1865	3
PHIL 1213	Ethics	3
PSYC 1113 or PSYC 2313 or SOC 1113	Introductory Psychology Psychology of Personal Adjustment Introductory Sociology	3
MATH 1513 or MATH 2003	College Algebra Business Math	3
SPCH 1113 or SPCH 2313	Introduction to Speech Communication Small Group Communication	3
POLS 1113	U.S. Government	3
Program Requirements		**63**
DHEK 1104	Komatsu General Basics	4
DHEK 1124	Komatsu Parts and Service Publications	4
DHEK 1143	Internship I	3
DHEK 1216	Komatsu Engines and Fuel Systems	6
DHEK 1243	Komatsu Internship II	3
DHEK 1323	Komatsu Basic Hydraulics	3
DHEK 1333	Komatsu Basic Electrical Systems	3
DHEK 1343	Komatsu Internship III	3
DHEK 2416	Komatsu Wheel Loaders	6
DHEK 2443	Komatsu Internship IV	3
DHEK 2516	Komatsu Hydraulic Excavators	6
DHEK 2543	Komatsu Internship V	3
DHEK 2626	Komatsu Capstone	6
DHEK 2653	Vehicle Air Conditioning Systems	3
GTCT 1183	Welding	3
CS 1013	Computer Literacy and Application	3
GTGE 1111	College Cornerstone	1
Total		**87**

**OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY
ASSOCIATE IN APPLIED SCIENCE IN DIESEL AND HEAVY EQUIPMENT/WEDA
TECHNICIAN**

Program Requirements		Credit Hours
General Education		**27**
ENGL 1003 and	Technical Writing I	
ENGL 2033	Technical Writing II	
or		6
ENGL 1113 and	Freshman Composition I	
ENGL 1213	Freshman Composition II	
HIST 1483 or	U.S. History to 1865	
HIST 1493	U.S. History since 1865	3
PHIL 1213	Ethics	3
PSYC 1113 or	Introductory Psychology	
PSYC 2313 or	Psychology of Personal Adjustment	3
SOC 1113	Introductory Sociology	
MATH 1513 or	College Algebra	
MATH 2003	Business Math	3
SPCH 1113 or	Introduction to Speech Communication	
SPCH 2313	Small Group Communication	3
POLS 1113	U.S. Government	3
BADM 1113	Introduction to Business	3
Program Requirements		**61**
DHES 1113	Internship I	3
DHES 1123	Fundamentals of Maintenance	3
DHES 1133	Pre Delivery and Preventative Maintenance	3
DHES 1143	Principles of GPS Applications	3
DHES 1213	Internship II	3
DHES 1223	Wiring Circuits, Charging and Starting Systems	3
DHES 1233	Hydraulic Principles	3
DHES 1313	Internship III	3
DHES 1323	Electronic Systems	3
DHES 1333	Hydraulic Systems	3
DHES 2413	Internship IV	3
DHES 2416	Engines and Fuel Systems	6
DHES 2512	Mobile Air Conditioning	2
DHES 2513	Internship V	3
DHES 2514	Power Train	4

DCNH 2603	Yield Monitoring, Variable Rate, and Auto Steer Diagnostics	3
DHES 2633	Capstone	3
GTCT 1183	Welding	3
CS 1013	Computer Literacy and Application	3
GTGE 1111	College Cornerstone	1
Total		**88**

OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY
ASSOCIATE IN APPLIED SCIENCE IN DIESEL AND HEAVY EQUIPMENT/TRUCK
TECHNICIAN

Program Requirements		Credit Hours
General Education		**27**
ENGL 1003 and ENGL 2033 or ENGL 1113 and ENGL 1213	Technical Writing I Technical Writing II Freshman Composition I Freshman Composition II	6
HIST 1483 or HIST 1493	U.S. History to 1865 U.S. History since 1865	3
BADM 1113 or MGMT 2243 or MGMT 2913 or MGMT 2413	Introduction to Business Small Business Management Leadership and Organizational Behavior Supervisory Management	3
PHIL 1213	Ethics	3
PSYC 1113 or PSYC 2313 or SOC 1113	Introductory Psychology Psychology of Personal Adjustment Introductory Sociology	3
MATH 1513 or MATH 2003	College Algebra Business Math	3
SPCH 1113 or SPCH 2313	Introduction to Speech Communication Small Group Communication	3
POLS 1113	U.S. Government	3
Program Requirements		**46**
*DHEM 1153	Maintenance Fundamentals	3
*DHEM 1143	Maintenance and Inspections	3
DHEM 1133	Internship I	3
*DHEM 1213	Introduction to Fluid Power	3
DHEM 1253	Electrical Circuits, Charging and Starting System Diagnostics and Repair	3
DHEM 1233	Internship II	3
*DHEM 1313	Drive Train Systems	3
DHEM 1343	Brake Systems	3
DHEM 1333	Internship III	3
DHEM 2523	Diesel Engine and Fuel Systems	3
DHEM 2533	Diesel Engine Overhaul Techniques	3
DHEM 2433	Internship IV	3
DHEM 2452	Air Conditioning Systems	2

*DHEM 2524	Capstone – Electronic Systems Interfaces	4
CS 1013	Computer Literacy and Application	3
GTGE 1111	College Cornerstone	1
Total		**73**

*Denotes new course

OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY
ASSOCIATE IN APPLIED SCIENCE IN AUTOMOTIVE SERVICE TECHNOLOGIES/FORD ASSET

Program Requirements		Credit Hours
General Education		**24**
ENGL 1003 and	Technical Writing I	
ENGL 2033 or	Technical Writing II	
SPCH 1113	Introduction to Speech Communications	6
or		
ENGL 1113 and	Freshman Composition I	
ENGL 1213	Freshman Composition II	
HIST 1483 or	U.S. History to 1865	3
HIST 1493	U.S. History since 1865	
BADM 1113 or	Introduction to Business	
MGMT 2243 or	Small Business Management	3
MGMT 2913 or	Leadership and Organizational Behavior	
MGMT 2413	Supervisory Management	
PHIL 1213	Ethics	3
PSYC 1113 or	Introductory Psychology	
PSYC 2313 or	Psychology of Personal Adjustment	3
SOC 1113	Introductory Sociology	
MATH 1513 or	College Algebra	3
MATH 2003	Business Math	
POLS 1113	U.S. Government	3
Program Requirements		**65**
AUMF 1011	Career Cornerstone: Introduction to Automotive Service	1
AUMF 1034	Ford Basic Electrical	4
AUMF 1104	Internship I	4
AUMF 1113	Ford Engine Repair	3
AUMF 1204	Internship II	4
AUMF 1233	Ford Base and Electrical Suspension and Steering	3
AUMF 1243	Ford Electronic Systems Diagnosis	3
AUMF 1304	Internship III	4
AUMF 1353	Ford Engine Performance Theory and Operation	3
AUMF 1363	Ford Manual Trans/Transaxle and Driveline Repair	3
AUMF 2104	Internship IV	4
AUMF 2204	Internship V	4
AUMF 2453	Ford Engine Performance Diagnosis and Testing	3
AUMF 2473	Ford Brake Systems and Advanced Brake Diagnosis	3

AUMF 2533	Ford Diesel Engine Performance Diagnosis	3
AUMF 2573	Ford Transfer Case/4WD Diagnosis and System Repair	3
AUMF 2613	Ford Automatic Transmission Repair and Electrical	3
AUMF 2683	Ford Capstone	3
AUMF 2693	Ford Climate Control	3
CS 1013	Computer Literacy and Application	3
GTGE 1111	College Cornerstone	1
Total		**89**

OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY
ASSOCIATE IN APPLIED SCIENCE IN AUTOMOTIVE SERVICE
TECHNOLOGIES/GENERAL MOTORS ASEP

Program Requirements		Credit Hours
General Education		**24**
ENGL 1003 or	Technical Writing I	3
ENGL 1113	Freshman Composition I	
HIST 1483 or	U.S. History to 1865	3
HIST 1493	U.S. History since 1865	
BADM 1113 or	Introduction to Business	
MGMT 2243 or	Small Business Management	3
MGMT 2913 or	Leadership and Organizational Behavior	
MGMT 2413	Supervisory Management	
PHIL 1213	Ethics	3
PSYC 1113 or	Introductory Psychology	
PSYC 2313 or	Psychology of Personal Adjustment	3
SOC 1113	Introductory Sociology	
MATH 1513 or	College Algebra	3
MATH 2003	Business Math	
SPCH 1113 or	Introduction to Speech Communications	3
ENGL 2033	Technical Writing II	
POLS 1113	U.S. Government	3
Program Requirements		**65**
AUMG 1062	College and Career Cornerstone: Introduction to GM Automotive Service	2
AUMG 1122	GM Automotive Engines I	2
AUMG 1132	GM Automotive Engines II	2
AUMG 1142	GM Automotive Brake Systems I	2
AUMG 1152	GM Automotive Brake Systems II	2
AUMG 1162	GM Specialized Electronics Training I	2
AUMG 1172	GM Specialized Electronics Training II	2
AUMG1214	Internship I	4
AUMG 1272	GM Manual Drivetrain I	2
AUMG 1292	GM Steering and Suspension I	2
AUMG 1302	GM Automotive Electrical Systems I	2
AUMG 1312	GM Manual Drivetrain II	2
AUMG 1314	Internship II	4
AUMG 1322	GM Steering and Suspension II	2
AUMG 1342	GM Automotive Electrical Systems II	2

AUMG 2522	GM Automatic Transmissions and Transaxles I	2
AUMG 2532	GM Automotive Heating and Air Conditioning I	2
AUMG 2544	Internship IV	4
AUMG 2582	GM Automotive Engine Performance	2
AUMG 2632	GM Automatic Transmissions and Transaxles II	2
AUMG 2672	GM Automotive Heating and Air Conditioning II	2
AUMG 2682	GM Capstone	2
AUMG 2812	Internship III	12
CS 1013	Computer Literacy and Application	3
Total		**89**

OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY
ASSOCIATE IN APPLIED SCIENCE IN AUTOMOTIVE SERVICE
TECHNOLOGIES/CHRYSLER MOPAR CAP

Program Requirements		Credit Hours
General Education		**24**
ENGL 1113	Freshman Composition I	3
HIST 1483 or HIST 1493	U.S. History to 1865 U.S. History since 1865	3
BADM 1113 or MGMT 2243 or MGMT 2913 or MGMT 2413	Introduction to Business Small Business Management Leadership and Organizational Behavior Supervisory Management	3
PHIL 1213	Ethics	3
PSYC 1113 or PSYC 2313 or SOC 1113	Introductory Psychology Psychology of Personal Adjustment Introductory Sociology	3
MATH 1513 or MATH 2003	College Algebra Business Math	3
SPCH 1113	Introduction to Speech Communications	3
POLS 1113	U.S. Government	3
Program Requirements		**65**
AUMC 1101	Technology Fundamentals	1
AUMC 1102	Steering and Suspension II	2
AUMC 1141	Introduction to Electrical Systems	1
AUMC 1151	Body Mechanical Diagnosis and Adjustments	1
AUMC 1161	Steering and Suspension I	1
AUMC 1201	Brake System I	1
AUMC 1215	Internship I	5
AUMC 1221	Brake Systems II	1
AUMC 1241	Electronic Control Systems	1
AUMC 1251	Vehicle Communications	1
AUMC 1261	Body Electrical Systems	1
AUMC 1271	Body System Diagnosis and Adjustments	1
AUMC 1301	Manual Transmissions I	1
AUMC 1305	Internship II	5
AUMC 1321	Automatic Transmissions I	1
AUMC 1402	Manual Transmissions II	2

AUMC 1412	Manual Transmissions II	2
AUMC 2401	Heating and Air Conditioning I	1
AUMC 2403	Advanced Drivelines	3
AUMC 2405	Internship III	5
AUMC 2412	Heating and Air Conditioning II	2
AUMC 2501	Engine Performance	1
AUMC 2505	Internship IV	5
AUMC 2521	Engine Fuel Systems	1
AUMC 2542	Engines I	2
AUMC 2602	Diesel Mechanical and Fuel Injection Systems	2
AUMC 2605	Internship V	5
AUMC 2614	Capstone	4
AUMC 2662	Engines II	2
GTGE 1111	College Cornerstone	1
CS 1013	Computer Literacy and Application	3
Total		**89**

OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY
ASSOCIATE IN APPLIED SCIENCE IN AUTOMOTIVE SERVICE
TECHNOLOGIES/TOYOTA T-TEN

Program Requirements		Credit Hours
General Education		**21**
ENGL 1003 and	Technical Writing I	
ENGL 2033 or	Technical Writing II	
SPCH 1113	Introduction to Speech Communications	
or		6
ENGL 1113 and	Freshman Composition I	
ENGL 1213	Freshman Composition II	
HIST 1483 or	U.S. History to 1865	3
HIST 1493	U.S. History since 1865	
BADM 2063 or	Business Law	3
PHIL 1213	Ethics	
PSYC 1113 or	Introductory Psychology	
PSYC 2313 or	Psychology of Personal Adjustment	3
SOC 1113	Introductory Sociology	
MATH 1513 or	College Algebra	3
MATH 2003	Business Math	
POLS 1113	U.S. Government	3
Program Requirements		**63**
TTEN 1631	Brake Fundamentals	1
TTEN 1641	Suspension Fundamentals	1
TTEN 1651	Electrical Fundamentals	1
TTEN 1661	Measurement Fundamentals	1
TTEN 1671	Engine Fundamentals	1
TTEN 1702	Dealer Service Information/Professional Technician Portfolio	2
TTEN 1704	Toyota Electrical Systems	4
TTEN 1723	Toyota Minor Service	3
TTEN 1812	Toyota Body Electrical	2
TTEN 1823	Toyota Brake Systems	3
TTEN 1824	Internship	4
TTEN 1913	Toyota Engine Repair	3
TTEN 1923	Toyota Climate Control System	3
TTEN 1943	Internship	3
TTEN 2114	Toyota EFI and Computer Control Systems	4
TTEN 2133	Toyota Engine Control Diagnosis	3
TTEN 2134	Internship	4

TTEN 2233	Toyota Manual Drivetrains	3
TTEN 2234	Toyota Automatic Transmission	4
TTEN 2253	Internship	3
TTEN 2343	Toyota Suspensions/NVH	3
TTEN 2353	Toyota Capstone	3
GTGE 1111	College Cornerstone	1
CS 1013	Computer Literacy and Application	3
Total		**84**

AGENDA ITEM #7-g:

> **New Programs.**

SUBJECT: Rose State College. Approval to offer the Certificate in Music Engineering and Industry.

RECOMMENDATION:

> **It is recommended that the State Regents approve Rose State College's request to offer the Certificate in Music Engineering and Industry, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Certificate in Music Engineering and Industry.** The certificate is embedded within the Associate in Arts in Fine Arts (142) and will be included in the regular 5-year program review.

BACKGROUND:

Academic Plan

Rose State College's (RSC) 2014-2015 Academic Plan lists the following institutional priorities and new funding initiatives:

- The division and college curriculum committees continue to review the academic programs, courses, and scheduling to help ensure the offerings are well aligned with the needs of the business sector, community, and various entities with which the college interacts. Numerous revisions have been made to the college schedule and degree plans to achieve this objective.

- The Humanities Division is placing emphasis on three areas: reading, English, and performing arts. English Composition I and II were redesigned during the year to strengthen rhetoric and grammar preparation. A reading course prerequisite was added to literature and philosophy courses to ensure that students are prepared to handle the required material successfully. A new option in Philosophy was added to the English Associate in Arts degree program to strengthen articulation with program at the University of Oklahoma.

- In collaboration with the Memorial Institute for the Prevention of Terrorism, the Social Sciences Division integrated an option into the Criminal Justice Associate in Science degree program. In addition, the Business and Information Technology Division integrated a hotel and event management option into the Business Administration Associate in Applied Science degree which will also fit into the Professional Business Studies Option of the transfer Business degree.

- The Faculty Development Initiative launched in September 2011 continues to offer workshops that include New Faculty Orientation and other topics involving instructional strategies, engaging

students, D2L, instructional technologies, learning assessment, etc. During the 2013-2014 academic year, 216 participants in workshops consisted of 86 individual faculty.

- Rose State College began analyzing its partnership with career technology center partners beginning with the CyberSecurity and Family Services and Child Care Associate in Applied Science degree programs. Steps are being taken to transition from the current cooperative alliance program.

- During 2013-2014, the Business and Information Technology Division embedded certificate programs in the Business Administration Associate in Applied Science degree program. Students interested in the certificate only will be able to earn that credential. However, realizing that most people are life-long learners, faculty have embedded the certificate in the courses required for the associate in applied science degree program. Embedded certificates were also approved for the Computer Information Technology and Multimedia Communication associate in applied science degree programs.

APRA Implementation
In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, RSC has taken the following program actions in response to APRA:

63	Degree and/or certificate programs deleted
36	Degree and/or certificate programs added

Program Review
RSC offers 67 degree and/or certificate programs as follows:

23	Certificates
27	Associate of Arts or Science Degrees
17	Associate of Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with RSC's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process
RSC's faculty developed the proposal, which was reviewed and approved by institutional officials. RSC's governing board approved delivery of the Certificate in Music Engineering and Industry at the April 16, 2015 meeting. RSC requests authorization to offer this certificate as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Certificate in Music Engineering and Industry

Program purpose. The proposed program will provide students with preparation for entry into a wide range of careers within the music industry.

Program rationale and employment opportunities. According to the Oklahoma Employment Security Commission, careers in the music industry are expected to increase approximately 12 percent through 2022. Although the proposed certificate is not designed to lead to immediate employment upon completion, the certificate will allow potential employers to identify students' competency level and preparedness for entry level positions in a wide range of fields within the music industry. RSC anticipates students finishing the proposed certificate will continue taking coursework leading to the Associate in Arts in Fine Arts (142) and eventually transfer to a four-year institution to complete a bachelor's degree in a related discipline.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Arts in Fine Arts (142) program.

Duplication and impact on existing programs. There are no undergraduate Certificate in Music Engineering and Industry programs offered in Oklahoma. A system wide letter of intent was communicated by email March 10, 2015. None of the State System institutions notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 15 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	15
Total	**15**

Faculty and staff. Existing faculty will teach the proposed program.

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Arts in Fine Arts (142) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

ROSE STATE COLLEGE
CERTIFICATE IN MUSIC ENGINEERING AND INDUSTRY

Certificate Requirements		Credit Hours
Required Courses		**15**
MUS 2232	American Music Industry	2
MUS 2312	Computers and Music I	2
MUS 2342	Computers and Music II	2
MUS 2372	Computers and Music III	2
MUS 2323	Audio Engineering I	3
MUS 2352	Audio Engineering II	2
MUS 2902	Internship	2
Total		**15**

AGENDA ITEM #7-h:

New Programs.

SUBJECT: Connors State College. Approval to offer the Associate in Applied Science in Occupational Therapy Assistant through a contractual arrangement.

RECOMMENDATION:

It is recommended that the State Regents approve Connors State College's request to offer the Associate in Applied Science in Occupational Therapy Assistant through a contractual arrangement with Indian Capital Technology Center, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Applied Science in Occupational Therapy Assistant.** Continuation beyond Fall 2018 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 17 students in Fall 2017; and
  Graduates: a minimum of 5 students in 2017-2018.

BACKGROUND:

Academic Plan

Connors State College's (CSC) 2013-2014 Academic Plan lists the following institutional priorities and new funding initiatives:

- Increase retention and success in developmental courses to national averages. This will be a major focus area for 2013-2014.
  - Continue to review developmental program, making curricular and instructional modifications as dictated by the data:
    - Student retention rates
    - Student success rates (70 percent success in meeting class objectives)
    - Student evaluations of course/instructor
    - Instructor feedback
  - Establish, equip and staff College Success Centers (CSC) on each campus location. CSC will offer free tutoring, career advisement, academic skill development workshops, etc.
  - Develop a freshman orientation program that will be required of all first-time college students and those transfer students who are admitted on academic probation.
- Increase the number and quality of online courses.
  - Develop a comprehensive Distance Education policy that will guide how courses are: developed, reviewed for appropriate content and rigor, evaluated, and counted in faculty load as well as addressing faculty compensation.
  - Initiate a quality review of existing online courses.

- o Increase the number of general education courses by two per year. To be taught online.
  - o Evaluate retention and success of students in online courses and compare to traditional face-to-face and ITV courses.
- Annually review existing Assessment of Student Learning and Assessment Plan.
  - o Review and revise (if needed) all program level objectives and measurements for objectives.
  - o Review and revise (if needed) the Assessment Plan.
  - o Further standardize the methods for collection and analysis of data from assessment of student learning in the General Education area.
- Submit two allied health Cooperative Alliance Program request to OSRHE for approval.
  - o State and national data indicate an increasing demand for health care professionals in the coming years. Connors State College will partner with Indian Capital Technology Center (ICTC) to develop programs in Occupational Therapy Assistant and Physical Therapist Assistant. Our research indicates strong student and employer demand will exist for these programs.

APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, CSC has taken the following program actions in response to APRA:

48	Degree and/or certificate programs deleted
10	Degree and/or certificate programs added

Program Review

CSC offers 25 degree and/or certificate programs as follows:

5	Certificates
16	Associate in Arts or Sciences Degrees
4	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with CSC's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process

CSC's faculty developed the proposal, which was reviewed and approved by institutional officials. CSC's governing board approved delivery of the Associate in Applied Science in Occupational Therapy Assistant and approved the contractual arrangement with ICTC on June 19, 2015. CSC requests authorization to offer this degree program as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval and the Contractual Arrangements Between Higher Education Institutions and Other Entities policies.

ANALYSIS:

Associate in Applied Science in Occupational Therapy Assistant

Program purpose. The proposed degree program will prepare students for licensure as an Occupational Therapy Assistant. The program will seek accreditation recognition through the Accreditation Council for Occupational Therapy Education in cooperation with ICTC.

Program rationale and employment opportunities. CSC reports an average of 95 applicants per semester for their Associate in Applied Science (AAS) in Nursing (068) program, with approximately 51 percent of those applicants being qualified to be admitted into the program. Many of the students that are not admitted into the nursing program still want to pursue employment in an allied health care field such as occupational therapy. In addition to providing this avenue to the many students not admitted to nursing, directing these students to occupational therapy will reduce the shortage of workers in this field. Both the Bureau of Labor Statistics and the Oklahoma Employment Security Commission document this as a growth employment field through 2022. These individuals will then be able to find employment within the occupational therapy field. CSC is confident students will find employment upon completion of the curriculum.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	17	Fall 2017
Minimum Graduates from the program	5	2017-2018

Duplication and impact on existing programs. The proposed degree program may share some similar content with the following programs:

Institution	Existing Program
Murray State College	Associate in Applied Science in Occupational Therapy Assistant (065)
Oklahoma City Community College	Associate in Applied Science in Occupational Therapy (030)
Southwestern Oklahoma State University	Associate in Applied Science in Occupational Therapy Assistant (135)
Tulsa Community College	Associate in Applied Science in Occupational Therapy Assistant (164)

A system wide letter of intent was communicated via email on February 10, 2012. None of the State System institutions notified State Regents' staff of a protest to the proposed degree program. Due to the distance between institutions and industry demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 62 total credit hours as shown in the following table. Fourteen new courses will be added to the CSC inventory through the contractual arrangement with ITCT; the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	36
Technical Contractual Courses	26
Total	**62**

Faculty and staff. Existing CSC faculty and contractual arrangement faculty from ITCT will teach the proposed program.

Financing and program resource requirements. The proposed program is a collaboration with ITCT through a contractual arrangement. Student will pay tuition for the ITCT contractual courses to ITCT directly. Minimal transcription fees will be assessed by CSC. Other program resource requirements for general education and discipline oversight are supported through CSC's regular allocation and will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents.

Attachment

CONNORS STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT
Through a Contractual Arrangement with Indian Capital Technology Center

Degree Requirements		Credit Hours
General Education		**36**
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
POLS 1113	American Federal Government	3
HIST 1483 or HIST 1493	US History	3
BIOL 1114	General Biology	4
BIOL 2104	Human Anatomy	4
BIOL 2114	Human Physiology	4
PSYC 1113	General Psychology	3
PSYC 2313	Developmental Psychology	3
MATH 1513	College Algebra	3
NURS 1003	Medical Terminology	3
Technical Contractual Courses offered at ICTC		**26**
OTAT 1012	Introduction to Occupational Therapy with Lab	2
OTAT 2211	Disease Pathology	1
OTAT 2021	Fieldwork I-A	1
OTAT 1022	Kinesiology for OTA with Lab	2
OTAT 2112	Physical Dysfunction and Treatment Techniques with Lab	2
OTAT 2101	Therapeutic Activities with Lab	1
OTAT 2001	Health Care Systems & Occupational Therapy Management	1
OTAT 2121	Fieldwork I-B	1
OTAT 2132	Pediatric Care in Occupational Therapy with Lab	2
OTAT 1101	Therapeutic Media	1
OTAT 2152	Psychosocial Dysfunction and Treatment Techniques	2
OTAT 2142	Eldercare in Occupational Therapy	2
OTAT 2202	Fieldwork II-A	2
OTAT 2216	Fieldwork II-B	6
Total		**62**

AGENDA ITEM #8:

> **Program Deletions.**

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

> **It is recommended that the State Regents approve the following requests for program deletions as described below.**

BACKGROUND:

Eastern Oklahoma State College (EOSC) requests authorization to delete the program listed below:
- Associate in Applied Science in Medical Laboratory Technology (077)

Carl Albert State College (CASC) requests authorization to delete the programs listed below:
- Associate in Arts in Hotel, Restaurant, and Tourism Management (042)
- Associate in Arts in Telecommunications (054)
- Associate in Science in Mathematics (022)
- Associate in Science in Physical Sciences (028)
- Associate in Science in Biological Science (004)

Langston University (LU) requests authorization to delete the program listed below:
- Post Professional Doctor of Physical Therapy (069)

POLICY ISSUES:

These actions are consistent with the State Regents' Academic Program Review policy.

ANALYSIS:

EOSC requests authorization to delete the Associate in Applied Science in Medical Laboratory Technology (077). This program was approved at the June 25, 2005 State Regents' meeting. Reasons for requesting the deletion include:
- EOSC reports low enrollment and graduation rates in the program.
- There are currently 3 students enrolled with an expected graduation date of Summer 2016.
- Eleven courses will be deleted.
- Funds will be reallocated to the general fund for adjunct and overload pay.

CASC requests authorization to delete the Associate in Arts in Hotel, Restaurant, and Tourism Management (042). This program was approved prior to 1990. Reasons for requesting the deletion include:
- CASC reports the program has been inactive for several years and has determined the program is no longer needed.

- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation as there were no direct costs needed to fund the program.

CASC requests authorization to delete the Associate in Arts in Telecommunications (054). This program was approved at the August 28, 1990 State Regents' meeting. Reasons for requesting the deletion include:
- CASC reports the program has been inactive for several years and has determined the program is no longer needed.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation as there were no direct costs needed to fund the program.

CASC requests authorization to delete the Associate in Science in Mathematics (022). This program was approved prior to 1990. Reasons for requesting the deletion include:
- CASC reports the program has low enrollment and will add the curriculum as an option under the Associate in Science in Pre-Engineering (029) (see modification request in this agenda).
- There are currently 5 students enrolled with an expected graduation date of Spring 2017.
- No courses will be deleted as they will continue to be used.
- No funds are available for reallocation.

CASC requests authorization to delete the Associate in Science in Physical Sciences (028). This program was approved prior to 1990. Reasons for requesting the deletion include:
- CASC reports the program has low enrollment and will add the curriculum as an option under the Associate in Science in Pre-Engineering (029) (see modification request in this agenda).
- There are currently 5 students enrolled with an expected graduation date of Spring 2017.
- No courses will be deleted as they will continue to be used.
- No funds are available for reallocation.

CASC requests authorization to delete the Associate in Science in Biological Science (004). This program was approved prior to 1990. Reasons for requesting the deletion include:
- CASC reports the program has low enrollment and will add the curriculum as an option under the Associate in Science in Pre-Medicine, Pharmacy and Veterinary Medicine (031) (see modification request in this agenda).
- There are currently 40 students enrolled with an expected graduation date of Spring 2017.
- No courses will be deleted as they will continue to be used.
- No funds are available for reallocation.

LU requests authorization to delete the Post Professional Doctor of Physical Therapy (069). This program was approved at the December 2, 2010 State Regents' meeting. Reasons for requesting the deletion include:
- LU reports that the program was designed for a specific period of time to enable graduates of LU's Bachelor of Science in Physical Therapy (047) program to advance their education to meet current entry-level requirements.
- LU indicates the needs of the students have been met and the program is no longer needed.
- There are currently no students enrolled in the program.
- Sixteen courses will be deleted.
- No funds are available for reallocation.as they will remain within the department.

AGENDA ITEM #9-a:

> **Policy.**

SUBJECT: Oklahoma's Promise – Oklahoma Higher Learning Access Program Proposed Permanent
Rule Revisions.

RECOMMENDATION:

> **It is recommended that the State Regents post proposed permanent rule revisions
> for the Oklahoma's Promise – Oklahoma Higher Learning Access Program
> (Oklahoma's Promise) and initiate the process for adoption of permanent rule
> revisions as described below.**

BACKGROUND:

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th, or 10th
grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.5 GPA
in the core curriculum and a 2.5 GPA overall, attend school regularly, and refrain from drug abuse or
delinquent acts. Students completing the requirements qualify for a scholarship equal to public college
tuition. Participation is limited to students from families with an income of $50,000 or less at the time of
application to the program. The student's family income must also not exceed $100,000 at the time the
student begins college. In 2013-14, about 18,900 students received the scholarship at a cost of $61.2
million.

POLICY ISSUES:

Oklahoma's Promise plays an important role in the efforts of Oklahoma State Regents for Higher
Education to increase the number of college graduates in Oklahoma. The program is designed as an
incentive to encourage more students to aspire for college, prepare themselves for academic success in
college, and to provide them with financial assistance for college expenses.

ANALYSIS:

The proposed revision implements an amendment to the Oklahoma's Promise statutes as passed in SB
137 of the 2015 Oklahoma Legislative. The amendment relates to the determination of financial
eligibility of students applying for the program in the 8th, 9th or 10th grade. The new statutory language
requires the State Regents to review the financial eligibility of the student if the income of the student's
parent(s) includes income from either non-taxable military benefits or Social Security benefits due to the
death or disability of a parent (Social Security *retirement* benefits are not included in the review). If the
review determines that the total income of the parent(s), excluding non-taxable military benefits and
Social Security death or disability benefits, does not exceed $50,000, then the student will be eligible to
enroll in the program. The change is estimated to have a small fiscal impact on the program, resulting in
approximately 25 additional scholarship recipients annually at a cost of about $110,000.

SUBCHAPTER 23. OKLAHOMA HIGHER LEARNING ACCESS PROGRAM

610:25-23-1. Purpose   (no changes)

610:25-23-2. Eligibility of participants

Eligibility to participate in the program must be established by both the student and his/her parent(s), custodial parent(s), or guardian(s). Students enrolled in the eighth, ninth or tenth grade at a public or private school and whose parents' income meets the financial need criteria are eligible to apply to become a program participant. Students educated by other means who are between the ages of thirteen (13) and fifteen (15) are eligible to apply to become a program participant. Eligibility requirements to participate in the program include the following:

(1)   The student must be a resident of the state of Oklahoma or be enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes; and

(2)   The student's parent(s), custodial parent(s), or guardian(s) must establish financial need.

(A)   To meet the program's financial need criteria, the income of the student's parent(s) from taxable and nontaxable sources shall not exceed $50,000 per year at the time the student applies for participation in the program. A student who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall not be subject to the determination of financial qualification at the time the student applies for participation in the program.

(B)   Parents of students making application to the program must use one of the following options to establish financial need eligibility:

(i)   Documentation of their most recent calendar (tax) year income. Parents of tenth-grade applicants may use the calendar (tax) year income that coincides with the spring semester of the tenth-grade if the application is submitted by the required deadline; or

(ii)   Documentation of current yearly income from an officially approved application for free or reduced price school meals or other state or federal means-tested programs as determined by the State Regents. The State Regents may limit use of this option to pilot projects as determined by the State Regents. If requested by the State Regents, parents may be required to provide additional documentation of income.

(iii)   The Oklahoma State Regents for Higher Education shall review the determination of financial need eligibility of the student if the income from taxable and nontaxable sources of the student's parent(s) includes income received from nontaxable military benefits or income received from the federal Social Security Administration due to the death or disability of the student's parent(s). If the income from taxable and nontaxable sources of the student's

parent(s), excluding income received from nontaxable military benefits or income received from the federal Social Security Administration due to the death or disability of the student's parent(s), does not exceed Fifty Thousand Dollars ($50,000.00) per year, the student shall be determined to have met the financial need eligibility [70 O.S. § 2605(D)(3)].

(C) For students that are subject to court-ordered joint custody arrangements, the OSRHE shall use guidelines consistent with regulations for federal Title IV student financial aid programs to determine which parent(s) shall meet the financial need criteria.

610:25-23-3. Applications   (no changes)

610:25-23-4. Program requirements   (no changes)

610:25-23-5. Securing Program benefits   (no changes)

610:25-23-6. Retaining eligibility in postsecondary education   (no changes)

610:25-23-7. Payment of awards; policies and limitations   (no changes)

610:25-23-8. Administrative responsibilities   (no changes)

610:25-23-9. "Heroes Promise"   (no changes)

AGENDA ITEM #9-b:

       Policy.

SUBJECT: Oklahoma Tuition Equalization Grant Program (OTEG) Proposed Permanent Rule Revisions.

RECOMMENDATION:

> **It is recommended that the State Regents post proposed permanent rule revisions for the Oklahoma Tuition Equalization Grant Program and initiate the process for adoption of permanent rule revisions as described below.**

BACKGROUND:

The Oklahoma Tuition Equalization Grant (OTEG), initially enacted by the Oklahoma Legislature in 2003, provides grants to Oklahoma residents attending not-for-profit, independent institutions in Oklahoma that are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools or a national accrediting body recognized by the U.S. Department of Education. Recipients must have family incomes of not more than $50,000. Grants of $2,000 per academic year ($1,000 per semester) can be awarded to students for up to five consecutive years of full-time undergraduate study. In 2014-15, $3.6 million was awarded to 2,129 students.

POLICY ISSUES:

The statutes creating the OTEG program state that the purpose of the program is "to maximize use of existing educational resources and facilities within this state, both public and private."

ANALYSIS:

One of the proposed rule revisions is due to an amendment to the OTEG statutes in Senate Bill 414 of the 2015 Oklahoma legislative session. The amendment was necessary to comply with U.S. Department of Education (USDE) "state authorization" regulations that went into effect on July 1, 2015. For a postsecondary institution to be eligible to participate in federal student financial aid programs, the federal regulations require the institution to have certain types of state oversight and approvals. One requirement is that each state must have a process to review and act appropriately upon complaints concerning the institution. To comply with this provision, the rule revision reflects the new statutory language in SB 414 directing OTEG-eligible institutions to adhere to the complaint process administered by the Oklahoma State Regents for Higher Education.

The second policy revision corrects wording related to the $50,000 family income limit to be consistent with the existing statutory language.

TITLE 610. STATE REGENTS FOR HIGHER EDUCATION
CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS
SUBCHAPTER 31. OKLAHOMA TUITION EQUALIZATION GRANT PROGRAM

610:25-31-1. Program purpose [no changes]

610:25-31-2. Definitions [no changes]

610:25-31-3. Eligibility Requirements
To be eligible for the Oklahoma Tuition Equalization Grant, an applicant shall:
    (1)   Be an Oklahoma resident.
    (2)   Have enrolled full-time as an undergraduate at an eligible private or independent institution. For regular fall and spring semesters, full-time enrollment shall be considered a minimum of 12 semester credit hours or its equivalent.
    (3)   Meet the family income eligibility level of ~~less~~ not more than $50,000 from both taxable and non-taxable sources for the most recently completed calendar/tax year.
    (4)   Pay more tuition than is required at a comparable public institution of higher education.
    (5)   Maintain the minimum standard of academic performance as required by the enrolling private or independent institution.

610:25-31-4. Fiscal Policies [no changes]

610:25-31-5. Refunds, ~~and~~ institutional liability and complaint process
(a)   Institutions will report to the Oklahoma State Regents for Higher Education any awards that the institution is aware are based on inaccurate application data. If funds have been disbursed to a student, and the student reported incorrect data unknown to the institution at the time of eligibility certification, the student is responsible for the return of any funds for which he/she is not eligible to receive. All refunds will be coordinated by the institution for return to the Oklahoma State Regents for Higher Education. The institution will place holds as allowed on other financial aid disbursements, future enrollments, release of transcripts, etc. in an effort to collect refunds if necessary. In the event Oklahoma Tuition Equalization Grant funds are disbursed to a student as a result of erroneous action by the institution, the institution is financially liable for the return of the ineligible funds. An institution's failure to submit refunds for which the institution is liable within a reasonable period of time could result in suspension or termination of the institution's eligibility for participation in the Oklahoma Tuition Equalization Grant program. Thirty days is considered to be a reasonable period of time. The institution may appeal a finding of institutional liability.
(b)   Eligible institutions shall adhere to the complaint process policies and procedures administered by the State Regents. The State Regents shall review and take action, as authorized, on complaints concerning eligible institutions.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2015

AGENDA ITEM #9-c:

> **Policy.**

SUBJECT: Posting of revisions to the State Regents' *Assessment and Remediation* policies.

RECOMMENDATION:

> **It is recommended that the State Regents post revisions to the *Assessment and Remediation* policies, as described below.**

BACKGROUND:

In the late 1980s and early 1990s the State Regents implemented the Assessment and Remediation policies in effort to demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning and remediation of student educational needs. The Assessment policy was implemented to fulfill two purposes: (1) improvement of teaching and learning; and (2) accountability and institutional effectiveness. Student remediation is designed to address students who have not completed the required high school courses and students who lack the requisite academic skills necessary to enroll and succeed in college-level courses.

Revisions to the Assessment policy adopted by the State Regents in recent years are summarized below:

- April 15, 1994 – revisions added a section requiring concurrently enrolled high school students to meet assessment requirements before enrolling in courses in each subject area.
- June 28, 1995 – revisions defined graduate student assessment and removed the option for secondary assessments for concurrent students.
- June 28, 1996 – revisions included requiring all concurrently enrolled high school students to meet the same requirement, including those from accredited high schools, private non-accredited high schools, and students receiving home-school instruction.
- June 29, 2006 – revisions included changing the term "mid-level" assessment to "general education" assessment and moving specific reporting requirements to the Academic Affairs Procedures Handbook.

Revisions to the Remediation policy adopted by the State Regents in recent years are summarized below:

- August 16, 1994 – revisions included allowing exceptions by the president or the president's designee to the 24 hour limit regarding remedial coursework.
- June 28, 1995 – revisions included outlining the procedures for removing a history curricular deficiency.
- June 28, 1996 – revisions included prohibiting institutional secondary assessments for concurrently enrolled high school students.

- June 29, 2006 – revisions included reorganizing the policy, updating the language referring to the four guided electives, and updating the language to reflect the required 15 high school units.

POLICY ISSUES:

The proposed revisions to the State Regents' Assessment and Remediation policies combine the two policies into one and incorporate changes to align with current terms used nationally regarding student assessment and remediation. The Remediation policy will be deleted due to its incorporation into the Assessment policy to create a single policy document addressing both assessment and remediation of student learning.

ANALYSIS:

In June 2009, the Council on Instruction Assessment Committee began work on revising and combining the Assessment and Remediation policies into a single policy. Through several iterations, the policy revisions provide increased guidance to institutions relative to student assessment of student learning outcomes and a process for appropriate course placement of students who demonstrate the need for developmental education. Additionally, the revisions outline the requirements for institutional assessment plans and reporting requirements to accomplish an effective and coordinated state system effort of assessment that will facilitate a model of continuous improvement for institutions.

Below is a summary of the substantive changes to the Assessment and Remediation policies:

3.19 – Title

The title of the policy was changed to reflect the combined Assessment and Remediation policies.

3.19.1 – Purpose

The policy revision adds a clear statement regarding the purpose of student assessment and remediation and includes a statement how to address students who have curricular and basic academic skills deficiencies.

3.19.2 – Definitions

The revisions update existing definitions to provide better guidance to institutions regarding policy language and add definitions to the policy for the following terms: Accountability and Institutional Effectiveness; and Concurrent Enrollment.

3.19.3 – Principles

The revisions delineate the policy for improvement of teaching and learning, accountability for institutional effectiveness, and developmental education.

3.19.4.B – Basic Academic Skills Requirements

The revision in this section includes updating policy language and adds "high school assessments predictive of college course success" as an option for students to demonstrate competency in addition to use of ACT scores in the four subject areas of science, English, mathematics, and reading.

3.19.4.D – Adult Students

New section added to provide a policy statement regarding assessment and remediation of adult students.

3.19.8 – Assessment Plan and Reporting

The section was restructured to provide guidance regarding institutional assessment plans and annual student assessment reports.

It is recommended that the State Regents approve the amendments to policy as outlined above. The revisions to policy will be effective Fall 2016.

Attachment

3.19   <u>STUDENT ASSESSMENT <u>AND REMEDIATION</u></u>

    3.19.1   Purpose

<u>Assessment of students fulfills two purposes: (1) Improvement of teaching and learning; and (2) Accountability and institutional effectiveness. Assessing individual students at various points in their academic careers provides feedback to them on how well they are performing in relation to stated learning goals and, at the same time, provides information to faculty and staff on how to improve student success. Student assessment also provides information regarding the value of Oklahoma higher education through the use of measures that are comparable among institutions and other states.</u>

Accountability to the citizens of Oklahoma <u>and external accrediting bodies and</u> <u>continuous</u> improvement <u>of</u> student learning <u>and institutional effectiveness</u>, measurable through assessment programs, <u>are</u> the responsibil<u>ities</u> of the State System <u>and each institution</u>.

<u>This policy also specifies how students with curricular and basic academic skills deficiencies in the areas of English, mathematics, reading, and science will remediate them within the State System</u>.

    3.19.2   Definitions

The following words and terms, when used in the Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

"<u>Academic</u> Program <u>Learning</u> Outcomes Assessment<u>"</u> (or major field of study assessment) measures student~~s~~ <u>learning in the major</u> <u>based on</u> stated program goals and objectives.

"<u>Accountability and Institutional Effectiveness" refer to evaluating and demonstrating an institution's capacity to fulfill its mission and improve the quality of education.</u>

"Assessment of Student Learning" is <u>the process of gathering, analyzing, and interpreting data on student learning and development for the purpose of evaluating educational impact and improving programs, and, ultimately, improving the institution.</u>

"Basic Academic Skills" <u>are</u> <u>m</u>inimum required skills for college success in English, mathematics, science, and reading.

"Basic Academic Skills Deficiencies<u>"</u> <u>refer to</u> assessment <u>results below required level</u> to enroll in college-level courses in the subject area.

"Concurrent Enrollment" refers to a high school student enrolled in college-level course work.

"Curricular Deficiencies" refer to high school curricular requirements for college admission that have not been met by the student in high school."

"Curricular Requirements" are the 15 units of high school coursework required for admission to public colleges and universities in the State System found in *3.9 Institutional Admission and Retention*.

"Developmental Education" refers to courses or academic services that do not carry college credit and are designed to raise students' competency in the subject area to the collegiate level.

"Entry Level Assessment and Course Placement" is an evaluation conducted to assists institutional faculty, advisors, and students in making decisions course placement.

"General Education Assessment" measures competencies gained through the general education program as described in 3.14 *Undergraduate Degree Requirements* and HLC standards indicating a student's breadth of knowledge, skill and intellectual inquiry.

"Remediation" is a process for removing curricular or basic academic skills deficiencies through developmental education that leads to demonstration of competency and success in college-level courses.

"Student Engagement and Satisfaction" are measures of current and former students' perceptions of programs and services.

3.19.3   Principles

A.   Improvement of Teaching and Learning

For the purpose of improving teaching and learning, each college and university shall assess students using criteria approved by the State Regents and including at least the following four categories: (1) entry level to determine academic preparation and course placement; (2) general education assessment; (3) academic program learning outcomes assessment; and (4) student engagement and satisfaction. Assessment applies to all students including those admitted through adult admission (refer to Adult Admission in the *Institutional Admission and Retention* policy). Assessment will be consistent with the HLC Criteria for Accreditation and Core Components and consistent with 3.7 *Academic Program Review*.

B.   Accountability and Institutional Effectiveness

Assessment for accountability and institutional effectiveness should, whenever possible, be compared to external benchmarks. Data in each category of assessment will be reported to the State Regents

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annually and will include detailed information designed to demonstrate the effectiveness of the assessments consistent with the mission and programs of the institution. Reports may include the annual student assessment report and national assessment reports for comparing institutions and State Systems.

As institutions develop criteria and select assessment measures that demonstrate institutional effectiveness, each assessment should be coordinated and complement the improvement of teaching and learning. Institutions should evaluate the validity and reliability of the assessments.

In recognition of varying institutional missions and student populations served, assessment for accountability and institutional effectiveness should include the institutional characteristics that produce the most meaningful comparisons and useful information for improvement. Assessment programs should also consider the needs of special populations in the development of policies and procedures.

C. Developmental Education

Certain disciplines, most notably English, mathematics, and science, build on requisite knowledge. College courses in such disciplines assume a student knowledge base gained in high school or other previous academic experiences. It is therefore imperative that students not enroll in college-level courses in these fields when lacking that knowledge.

Students should not enroll in college-level courses, such as history or other elective courses, without a necessary foundation in reading and writing.

Students who can demonstrate competency in an academic field, even though they did not take the required course(s) in high school, will have the curricular deficiency waived. Such students will be allowed to enroll in the respective discipline's college-level courses.

Within the State System, the community college tier is officially designated as responsible for developmental education. Although institutions in other tiers, with the exception of regional universities with assigned community college functions, do not have this developmental education responsibility, such institutions may also offer developmental education.

Developmental education at all state system institutions shall be fully supported through student fees.

3.19.4   Entry Level Assessment and Course Placement

A. High School Curricular Requirements

The State Regents' *Institutional Admission and Retention Policy*policy lists high school curricular requirements for admission to programs leading to associate in arts, associate in science,

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associate in applied science, and baccalaureate degrees. The policy requires institutions admitting students with one or more curricular deficiencies ~~in the special admission categories~~ to provide the means to satisfy those deficiencies and to remediate these deficiencies within the first 24 college-level credit hours attempted.

Students with curricular deficiencies in English, mathematics, reading, and science who fail to demonstrate adequate curricular competence through a minimum ACT subject score or institutional secondary assessment will be required to ~~enroll~~ participate in ~~remedial/~~developmental ~~courses~~education ~~or participate in remedial activities~~ designed to remedy the deficiency. Students must ~~receive a grade~~ achieve a competency equivalent to a "C" or better to remove the deficiency.

Students with a curricular deficiency in history or citizenship skills, who present an ACT reading subject score at or above the specified level or who score at the designated level on any approved secondary institutional reading assessment instrument, may be admitted as regular admission students. These students will be required to complete an additional three-hour ~~collegiate~~college-level history or citizenship skills course to make up the high school deficiency.

Students with an elective deficiency may also be admitted as regular admission students as specified in the State Regents' *Institutional Admission and Retention ~~Policy~~*policy, but will be required to take an additional three-hour collegiate course in an elective subject area(s).

These ~~minimum subject test score~~ course placement requirements will be communicated regularly to ~~college bound~~ high school students, parents, ~~and common~~ schools teachers, counselors, and administrators for the purpose of informing them of the ~~levels of~~ proficiency levels in the basic academic skills areas needed to be adequately prepared for college-level work.

B. ~~Minimum~~ Basic Academic Skills Requirements

Student competency may be demonstrated and deficiencies removed in basic academic skills ~~courses~~—English, mathematics, reading and science—through the use of State ~~s~~System ACT scores in the ~~three~~ four subject areas of science ~~reasoning~~, English, and mathematics and reading, ~~respectively~~or high school assessments predictive of college course success. Institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirement. The system ACT subject scores are ~~set~~ reviewed by the State Regents and communicated annually. Each institution will use ~~established ACT scores at or above the State Regents' established minimum in the four subject areas of science reasoning, mathematics, reading, and English as the initial determinant for individual student readiness for college level course work. These minimum ACT subscores provide a standard for measuring student readiness across the State System and are~~

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~~evaluated by the State Regents on an annual basis~~ measures for course placement as approved by the State Regents.

Students scoring below the ACT subject score minimum level will be ~~required to undergo additional testing~~reviewed with additional information, as approved by the State Regents, to determine the level of readiness for college-level course work ~~consistent with the institution's approved assessment plan,~~ or successfully complete ~~remedial/~~developmental ~~course work~~ education in the subject area. Students must begin ~~remediate~~ remediation of basic academic skills deficiencies ~~at the earliest possible time but within the first 24 college-level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24 hour limit~~ during the first semester and continue until prepared for college-level course work in the respective subject area. Institutions are responsible for directing students to complete developmental education within the first year or 24 college-level credit hours. The president or the president's designee may allow exceptions on an individual basis for students with extenuating circumstances. All exceptions will be reported to the State Regents.   ~~Provided the student has demonstrated success in college-level course work, the president or the president's designee may allow a deserving student who failed to remediate a basic academic skills deficiency in a single subject to continue to enroll in~~ collegiate~~college~~ level courses ~~work~~ in addition to course work beyond the 24 hour limit. ~~providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.~~

~~More information concerning removing curricular deficiencies may be found in the State Regents'~~ *~~Remediation and Removal of High School Curricular Deficiencies Policy.~~* ~~Similarly, institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirement.~~

~~Students admitted under the special adult admission provision may be exempt from entry-level assessment requirements consistent with the institution's approved assessment plan.~~

C. Concurrently Enrolled High School Students

~~For~~ High school students wishing to enroll concurrently in college courses must ~~the established ACT score in the four subject areas will apply as follows: A high school student not meeting~~ meet the designated score in English, mathematics, and science ~~reasoning, mathematics, and English~~ or they will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any ~~other~~ collegiate course (outside the subjects of science, mathematics, and English). Concurrent enrollment students are not

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eligible for ~~S~~secondary institutional assessments and ~~remediation may not enroll in developmental education courses.~~ ~~are not allowed for concurrent enrollment high school students.~~

D. Adult Students

Institutions must assess adult students' academic competence through the evaluation of basic academic skills or curricular requirements as appropriate. This must be done through participation in the ACT or the review of additional information. If indicated by the course placement information, adult students must be remediated consistent with this policy. Institutions are responsible for directing students to complete developmental education within the first year or 24 college-level credit hours.

E. ~~Institutional Programs~~ Course Placement and Developmental Education Evaluation

Institutional entry level assessment programs should include an evaluation of past academic performance, ~~educational readiness (such as mental, physical, and emotional),~~ educational goals, study skills, values, self-concept and motivation. Student assessment results will be utilized in the placement and advisement process ~~to ensure that students enroll in courses appropriate for their skill levels~~. Tracking systems for evaluation of institutional assessment programs ~~should be implemented~~ must be in place. ~~to ensure~~ The purpose is to validate that information from assessment and course completion ~~of course work~~ is used to evaluate, innovate and strengthen programs in order to ~~further~~ accelerate ~~enhance~~ student achievement and development. The data collection activities ~~should~~ must be clearly linked to instructional improvement efforts. These data will be included in the annual assessment report.

F. Limits

The president or the president's designee may allow a student who has been regularly enrolled ~~deserving student who failed to remediate a basic academic skills deficiency in a single subject~~ to continue to enroll in ~~collegiate~~college-level course~~s~~ work in addition to ~~remedial~~ developmental course work beyond the 24 college-level credit hour limit, provid~~ing~~ed the student has demonstrated success in ~~collegiate~~the college-level course~~s~~ work~~to date~~. Such exceptions must be appropriately documented and a report made available upon request.

3.19.5   General Education Assessment

The results of general education assessment ~~should~~ will be used to improve the institution's program of general education. This assessment is designed to measure the student's academic progress and learning

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competencies in ~~the~~ areas ~~of~~ such as communication, critical thinking, mathematics, reading, and writing ~~and other areas of general education~~.

Depending on specific degree requirements and mission of the institution, ~~G~~general education assessment~~s will normally occur after the student has completed 45 semester hours,~~ and ~~prior to the end of the degree program for associate degree programs and prior to the completion of 70 semester hours for students in baccalaureate programs~~ measures include those chosen by faculty to improve teaching and learning in the general education core and in broad areas such as communications, critical thinking, mathematics, reading, and writing (refer to the *Undergraduate Degree Requirements* policy). Examples of appropriate measures include academic standing, ~~GPA,~~ standardized and institutionally developed instruments, portfolios, etc. In addition, all institutions will conduct a general education assessment using measures approved by the State Regents to externally benchmark student progress.

3.19.6   Academic Program Learning Outcomes Assessment

Selection of the assessment instruments and other parameters (such as target groups, when testing occurs, etc.) for undergraduate and graduate academic program learning outcomes assessment is the responsibility of the institution. ~~subject to State Regents' approval.~~ Assessment findings will be reported in program reviews as indicated in State Regents' *Academic Program Review* policy. When available and appropriate, ~~Preference should be given to~~ nationally standardized instruments will be used (see the *Academic Affairs Procedures Handbook* for examples of nationally standardized instruments). ~~Examples of nationally standardized measures are the Graduate Record Exam (GRE) subject test, National Teacher Exam (NTE), and various licensing examinations.~~ Results from standardized measures will be collected and reported annually to the State Regents. The following criteria are guidelines for the ~~section~~selection of assessment methodologies:

A. Instrument(s) should reflect the curriculum for the major and measure skills and abilities identified in the program goals and objectives.

B. Instrument(s) should assess higher level thinking skills in applying learned information.

C. Instrument(s) should be demonstrated to be reliable and valid.

~~Nationally normed instruments required for graduate or professional study, or those that serve as prerequisites to practice in the profession, may be included as appropriate assessment devices. Examples are the Graduate Record Exam (GRE), National Teacher Exam (NTE), and various licensing examinations.~~

3.19.7   ~~Assessment of~~ Student Engagement and Satisfaction

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~~Perceptions of s~~Students~~'~~ and alumni perceptions are important in the evaluation of ~~and the enhancement of~~ academic and campus programs and services. Such perceptions are valuable because they provide an indication of the students' subjective view of events and services which collectively constitute their undergraduate experiences. Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Result~~ing~~ant data ~~are to~~ will be used ~~to provide feedback~~ for the improvement of programs and services. Results from standardized measures will be reported at least every three years to the State Regents and will be included in the annual report.

For ~~E~~examples of programs/activities to be included in this level of assessment refer to the *Academic Affairs Procedures Handbook.* ~~are student engagement and satisfaction measures include National Survey of Student Engagement (NSSE), Community College Survey of Student Engagement (CCSSE), and surveys of with academic and student services satisfaction, quality of food services, access to financial aid, residence hall facilities, day care, parking, etc.~~

3.19.8   ~~Graduate Student~~ Assessment Plan and Reporting

~~Higher education institutions that charge graduate students the student assessment fee must perform graduate student assessment. An institution that charges the assessment fee will include a description of graduate student assessment and assessment fee usage in its institutional assessment plan. Graduate student assessment results will be included in the institution's annual assessment report to the State Regents. In addition to the annual reporting requirements described above, graduate programs should attempt to present instrument data that compare graduate student performance with statewide or national norms.~~

~~The institution's plan for graduate student assessment will explain each graduate program's assessment process, including stages of assessment, descriptions of instruments used, methods of data collection, the relationship of data analysis to program improvement, and the administrative organization used to develop and review the assessment plan. The institution will adopt or develop assessment instruments that augment pre-assessment fee instruments (i.e. grade transcripts, GRE scores, course grades, and comprehensive exams). Departmental pretests, capstone experiences, cohort tracking, portfolios, interviews, and postgraduate surveys are some commonly used assessment methods.~~

To achieve the purposes of this policy and to accomplish effective and innovative State System assessment, every institution will maintain a current assessment plan that includes a minimum of the assessments required in this policy. The plan will be submitted to the State Regents for approval every five years or when substantive changes are made.

Annually, institutions shall submit to the State Regents' a student assessment report containing information related to this policy and the

institution's approved plan. Refer to the *Academic Affairs Procedures Handbook* for details regarding the reporting requirements.

Approved October 4, 1991. Revised April 15, 1994; June 28, 1995; June 28, 1996;_____ 2015.

[Excerpt]

3.20   REMEDIATION

3.20.1   Purpose

This policy specifies how students who lack the 15 required high school curricular units for college admission or competency in the basic academic skills areas of English, mathematics, science, and reading may satisfy them within the State System.

3.20.2   Definitions

The following words and terms, when used in the Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

"Basic Academic Skills: Minimum required skills for college success in English, mathematics, science, and reading."

"Basic Academic Skills Deficiencies: Assessment requirements that have not been met by either the minimum ACT subject scores (English, math, science reasoning or reading) or institutional secondary assessments required for a student to enroll in college-level courses in the subject area."

"Curricular Deficiencies" are high school curricular requirements required for college admission that have not been met by the student in high school."

"Curricular Requirements" are the 15 units of high school course work required for college admission to public colleges and universities in the State System. These include four units of English, three units of mathematics, two units of laboratory science, three units of history and citizenship skills, and three units of elective courses that fit into one of the categories above or foreign language or computer science.

"Elective Courses" are those courses that fulfill the additional three high school units to meet the total of 15 required by the State Regents for college admission.

"Entry Level Assessment and Placement: An evaluation conducted prior to enrollment which assists institutional facilities and counselors in making decisions that give students the best possible chance of success in attaining academic goals."

"Remedial/Developmental Courses" are zero-level courses that do not carry college credit and are designed to raise students' knowledge competency in the subject area to the collegiate level."

"Remediation: Process for removing curricular or basic academic skills

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deficiencies through remedial/developmental course work or supplemental instruction or other interventions that lead to demonstration of competency."

3.20.3   Principles

A.   High School Curricular Requirements

The State Regents' *Institutional Admission and Retention Policy* lists 15 units of high school curricular requirements for

admission to programs leading to associate in arts, associate in science, and baccalaureate degrees. As defined in the policy, students must meet all high school curricular requirements to be admitted to the research or regional institutions. The only exceptions are noted in the special admission and summer provisional admission options. The policy requires institutions admitting students with one or more curricular deficiencies in the special admission categories to provide the means to satisfy those deficiencies and to remediate these deficiencies within the first 24 college-level credit hours attempted.

The high school curricular admission requirements were adopted by the State Regents to help ensure adequate high school academic preparation. It is the expectation of the State Regents that students applying for college entry will have successfully completed, at a minimum, the required high school course work. Research indicates that the academic preparation a student receives in high school correlates with success in college. Specifically, students who take more high school core subjects generally score higher on the ACT and earn better grades in college than students who take a minimum number of core courses. High school students should consider the prescribed 15 unit high school core curriculum a minimum standard. Students are encouraged to take additional core courses.

Some students will lack these requirements upon entering Oklahoma colleges and universities; others will have taken the required courses but will remain unskilled in the disciplines. The following principles are the foundation for this policy:

B.   Basic Academic Skills Requirements

The State Regents' *Assessment Policy* requires that each college and university assess individual students at college entry to determine academic preparation and course placement. Each institution uses established ACT scores at or above the State Regents' established minimum in the four subject areas of science reasoning, mathematics, reading, and English as the initial determinant for individual student readiness for college level course work. These minimum ACT subscores provide a standard for measuring student readiness across the State System and are evaluated by the State Regents on an annual basis. Students scoring below the minimum level are required to undergo additional testing to determine the level of readiness for college level work consistent with the institution's approved assessment plan, or successfully remediate in the subject area.

C.   The following principles are the foundation for this policy:

1.   Certain disciplines, most notably mathematics, English, and science, build on requisite knowledge. College courses in such disciplines assume a student knowledge

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base gained in high school or other previous academic experiences. It is therefore imperative that students not enter collegiate courses in these fields lacking that knowledge.

2.   Students should not enroll in collegiate courses in history or other elective courses without a necessary foundation in reading and writing.

3.   Students who can demonstrate competency in an academic field even though they did not take the required course(s) in high school will have the curricular deficiency waived for purposes of remediation. Such students will be allowed to enter the respective discipline's collegiate courses.

4.   Within the State System, the community college tier is officially designated as responsible for the remedial/developmental education function. While institutions in other tiers, with the exception of regional universities with assigned community college functions, do not have this remedial/developmental responsibility, such schools may offer remedial courses if fully supported through student fees.

3.20.4   Student Demonstration of Competencies

A.   Systemwide Procedures

Student competency may be demonstrated and deficiencies removed in basic academic skills courses—science, English, and mathematics—through the use of system ACT scores in the three subject areas of science reasoning, English, and mathematics respectively. Institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirement. The system ACT subscores are set by the State Regents and communicated annually. Students who are successful in demonstrating competency in all deficiency areas and who meet the required institutional performance criteria may be regularly admitted and will not count against the Alternative Admission Category's enrollment limit (see the State Regents' *Institutional Admission and Retention Policy*).

B.   Institutional Procedures

Student competencies may be demonstrated and deficiencies removed by an entry-level, institutionally developed or adopted assessment procedure in the appropriate discipline area consistent with the institution's approved assessment plan. Such an assessment procedure/instrument must be uniformly applied, have demonstrated content validity, and be a reliable measure of student competence. Students are required to score at a level

which equates to the systemwide ACT score requirement for the basic skills subjects.

Institutional procedures for demonstration of student competencies and for removing curricular deficiencies do not apply to concurrently enrolled high school students.

Concurrently enrolled high school students may only enroll in curricular areas where they have met the ACT assessment requirements for college placement as stated in the State Regents' *Assessment Policy*. A high school student not meeting the designated ACT score in science reasoning, mathematics, and English will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English). Secondary institutional assessments and remediation are not allowed for concurrent high school students. Additionally, concurrently admitted high school students will not be allowed to enroll in any remedial/developmental courses offered by colleges and universities designed to remove high school curricular or skills deficiencies.

C. Student Remediation in Basic Academic Skills

Students with deficiencies in mathematics, English, reading, and science who fail to demonstrate adequate curricular competence through a minimum ACT subject score or institutional secondary assessment will be required to enroll in remedial/developmental courses or participate in remedial activities designed to remedy the deficiency. Students must receive a grade equivalent to a "C" or better to remove the deficiency.

D. Student Procedures for Removal of Curricular Deficiencies in History, Citizenship Skills, and/or Elective (Additional) Courses

Students with a curricular deficiency in history or citizenship skills who present an ACT reading subject score at or above the specified level or who score at the designated level on any approved secondary institutional reading assessment instrument may be admitted as regular admission students. These students will be required to complete an additional three-hour collegiate history or citizenship skills course to make up the high school deficiency. Students with an elective deficiency may also be admitted as regular admission students as specified in the State Regents' *Institutional Admission and Retention Policy*, but will be required to take an additional three-hour collegiate course in an elective subject area(s).

E. Reading Competency

To successfully complete college courses, students must be able to read at a minimum level. While high school reading courses are not specifically required, student reading competency is

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expected and assessed. (See the State Regents' *Assessment Policy* for assessment requirements in the area of reading.)

F. Limits

Students with basic academic skills deficiencies or lacking curricular requirements must remove the basic academic skills deficiencies at the earliest possible time but within the first 24 college-level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24 hour limit. Students must also remove deficiencies in a discipline area before taking collegiate level work in that discipline. Students admitted to AAS programs must remove deficiencies prior to taking collegiate level work in that discipline.

The president or the president's designee may allow a deserving student who failed to remediate a basic academic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24 hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

Approved November 15, 1991. Revised August 16, 1994; June 28, 1995; June 28, 1996.

AGENDA ITEM #9-d:

Policy.

SUBJECT: Approval of revisions to the State Regents' *Brad Henry International Scholarship Program* policy.

RECOMMENDATION:

It is recommended that the State Regents approve revisions to the *Brad Henry International Scholarship Program* policy, as described below.

BACKGROUND:

The Brad Henry International Scholarship Program was established by the Oklahoma State Regents for Higher Education in June 2008 and provides tuition and fees, plus a $1,500 stipend for students to participate in a semester-long study abroad program at Swansea University in Swansea, Wales. Academic credit for this program is awarded by Oklahoma regional universities, and students are nominated by their institution.

POLICY ISSUES:

The revisions to the State Regents' *Brad Henry International Scholarship Program* policy are intended to provide clearer guidance in describing the eligibility requirements for participation in the scholarship program.

ANALYSIS:

An excerpt to the proposed policy revisions is provided below.

5.18 BRAD HENRY INTERNATIONAL SCHOLARSHIP PROGRAM

5.18.1 Purpose

The purpose of the Brad Henry International Scholarship Program is to provide an opportunity to undergraduate students from Oklahoma regional universities to participate in a semester of study abroad at the University of Wales in Swansea (Swansea University). The scholarship may be used to cover the cost of tuition, fees, room and board, books, materials, and travel expenses relating to the study abroad program.

5.18.2 General Provisions

    A. Each regional university will have an opportunity to nominate one student each academic year for participation in the Brad Henry International Scholarship Program. Nominations must be made by the university president.

    B. Recipients will be selected from the available nominations by a committee of State Regents' staff. Recipients selected for this award will have shown:

        1. excellent academic performance

        2. outstanding writing and communication skills

        3. exemplary character

        4. exceptional leadership, maturity and judgment

    C. Academic credit for courses taken as a part of the Brad Henry International Scholarship Program will be awarded as resident credit by the Oklahoma regional university. Credit for this program must be coordinated with the Oklahoma regional university prior to the beginning of the semester of study abroad.

5.18.3 Eligibility Requirements

    A. Brad Henry International Scholar shall meet the following criteria <u>at the time of nomination and at the time of participation</u>:

        1. <u>be at least eighteen (18) years of age</u>

        2. <u>be</u> an undergraduate student at an Oklahoma regional university

        3. <u>be</u> an Oklahoma resident

        4. be enrolled full-time <u>at the nominating institution</u>

        5. be in good academic standing <u>at the nominating institution</u>

        6. have completed at least 30 hours of college coursework/credits <u>at the nominating institution or through transfer from another institution of higher education (shall not include credit hours earned through concurrent enrollment or AP coursework/testing)</u>

        7. <u>have submitted information, documents, acknowledgments, releases and authorizations as required by the State Regents.</u>

5.18.4 Fiscal Aspects of the Program

A. Funds made available to the student as part of the Brad Henry International Scholarship Program shall be paid directly to the regional university in which the student is enrolled, in trust for the student and on behalf of the student. Swansea University will invoice the regional university for the cost of tuition, fees, room and board, to be paid from the recipient's award amount. Upon payment of these costs, the regional university will distribute the remainder of the award to the recipient.

B. The program shall provide recipients a scholarship in an amount not to exceed the average costs of Swansea University tuition, fees, room and board, required textbooks and materials, and travel expenses relating to the study abroad program.

C. The number and amount of scholarship awards will be determined <u>at the sole discretion of the State Regents</u> by the amount of funds allocated to the program each year.

Adopted June 21, 2012. Revised September ___, 2015.

AGENDA ITEM #9-e:

Policy.

SUBJECT: Approval of revisions to the State Regents' Administrative Operations policy regarding delegation of authority to the Chancellor.

RECOMMENDATION:

It is recommended that the State Regents approve revisions to the Administrative Operations policy 2.8 Delegation of Authority to the Chancellor, to authorize the Chancellor to approve institutional applications to participate in the State Authorization Reciprocity Agreement.

BACKGROUND:

In 1994 the State Regents approved an amendment to the Administrative Operations policy delegating authority to the Chancellor to approve specific actions as listed in the policy, with objective guidelines and standards for the delegated authority.

On May 29, 2015, the State Regents approved Oklahoma's participation in the State Authorization Reciprocity Agreement (SARA). Additionally, on June 29, 2015, the Southern Regional Education Board approved Oklahoma as a SARA State; therefore, institutions can now seek State Regents approval to participate in SARA. Based on the extended time periods between State Regents meetings during certain points of the year, relying on State Regents approval to permit eligible institutions to participate in SARA could significantly delay the timeframe in which institutions are approved. To make the approval process more efficient, the State Regents could delegate authority to the Chancellor, within the aforementioned policy, to approve eligible institutions to participate in SARA.

POLICY ISSUES:

Policy section 3.16.9 in the Distance Education and Traditional Off-Campus Courses and Programs policy states the eligibility requirements for SARA as follows:

"To be eligible for SARA participation, a public or private institution shall have its principal campus or central administrative unit domiciled in Oklahoma and be a degree-granting institution that is accredited by an agency recognized by the USDE. Additionally, a private institution shall have the minimum requisite USDE issued financial responsibility index score, on the most recent year's review, to participate in the SARA. Private institutions which do not attain the required requisite financial responsibility score on the most recent year's financial review, but receive a score within the range which NC- SARA permits states to grant provisional acceptance, may seek conditional approval."

Provided that an institution seeking approval meets the aforementioned eligibility requirements, the institution satisfies the requirements for SARA participation. Therefore, the review to ensure the eligibility requirements are satisfied will be based on verifying factual information rather than conducting an in-depth judgement-based evaluation.

ANALYSIS:

Based on the straightforward nature of the SARA review, which is based on the SARA eligibility requirements, it is recommended that the State Regents grant the Chancellor the authority, within the Delegation of Authority to Chancellor policy, to approve eligible institutions for SARA participation. This will ensure a more efficient review process and allow eligible institutions to be approved for SARA participation throughout the entire calendar year. As outlined in the proposed revision, the Chancellor's approval must be consistent with policy and must be ratified by the State Regents on the consent docket at the next meeting.

Attachment

2.8   DELEGATION OF AUTHORITY TO CHANCELLOR

Purpose

For purposes of achieving greater efficiencies and more timely interactions with institutions and providing more public meeting time for the discussion of broader public policy issues, the State Regents have delegated authority to the Chancellor as detailed in this section. The State Regents have set objective guidelines and standards for the delegated authority as indicated.

With respect to contracts entered into by the State Regents, specific authority is delegated as set out in section 2.8.2. The Chancellor is authorized to establish internal office procedures for sub-delegation of this authority and for insuring that all State Regents' contracts conform to applicable legal requirements.

Authority delegated to Chancellor

Item	Restrictions/Provisions
ACADEMIC CALENDAR - Approval of annual and interim academic calendar requests from institutions	Must be consistent with policy. Must be ratified on consent docket at next State Regents' meeting.
ACADEMIC COMMON MARKET - Approval of institutions requests to offer programs in Common Market	Must be an approved, quality program. Must be ratified on consent docket at next State Regents' meeting.
ADVISORY BODIES - Establishing, structuring, and operating advisory bodies to the State Regents	Establishment of advisory groups should be reported to the State Regents. Annual reports of the work of the advisory body should be reported to the Regents.
CAPITAL IMPROVEMENTS - Approval of requests for campus master plan changes	Changes must be of a routine nature (generally not representing more than the lower of a 25% change or $750,000 in cost). Changes must be consistent with the institution's mission and academic plan. Must be ratified on consent docket at next State Regents' meeting
- Approval of allotments of funds	Allocation and allotment of funds must be consistent with any State Regents' funding designation and approved campus master plan. An annual report on allotment of state funds and Section 13 and New College Funds must be accepted by the State Regents.

- Approval of requests for capital projects to be included for funding through the Master Lease Purchase Program.	The projects to be included must be emergency in nature and must meet the requirements as outlined in Oklahoma Statutes as acceptable for funding through the Master Lease Purchase Program. Must be ratified on consent docket at next State Regents' Meeting.
CONTRACTS - Contracts for an amount less than $100,000; all routine renewal and extension contracts	All contracts for amounts in excess of $25,000 must be reported to the Budget & Audit Committee which may choose to forward them to the full board for action.
COOPERATIVE AGREEMENTS - Approval of cooperative agreements	Must be ratified on consent docket at next State Regents' meeting.
DEGREES (Nonacademic—Posthumous and Honorary) - Approval of nonacademic awards	Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.
ENTRY-YEAR ASSISTANCE PROGRAM - Approve allocations to private institutions	Must be consistent with policy and with State Regents' allocation decisions. Must be ratified by State Regents on consent docket at next meeting.
EISENHOWER PROGRAM - Approval of projects and allocation of federal funds to institutions	Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.
INTERAGENCY AGREEMENTS - Approve agreements	Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.
OUTREACH - Approval of existing courses/programs through off-campus, electronic, or other nontraditional media	Must be existing programs/courses and actions must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting. Conflict or unusual situations should be taken to the State Regents.
PERSONNEL/OFFICE BUDGET - Approval of any personnel action below the Director's level. Approval of routine expenditures. Approval of routine funding transfers between office functions/programs	Must not expand FTE or enlarge the salary/benefit portion of the budget approved for the fiscal year. A quarterly report must be made to the B&A Committee on the office budget, and an annual report must be presented to the State Regents for acceptance.

POLICY EXCEPTIONS - Approval of minor exceptions/clarifications to State Regents' policy that will not result in a broad-scale circumvention of policy	All policy exceptions/clarifications must be reported quarterly to the State Regents.
PROGRAMS - Approval of all routine program modifications and name changes	Must be ratified on consent docket at next State Regents' meeting
REGENTS EDUCATION PROGRAM - Approval of REP credit events	Must be consistent with policy. Subject to Regents' ratification on consent docket at next meeting
REMEDIATION - Approval of individual institution's instruments for remediation of curricular deficiencies	Must be consistent with policy. An annual report to the State Regents is required.
RESEARCH MATCHING PROGRAM - Approval of allocation of funds to institutions	Must be consistent with policy. Subject to Regents' ratification on consent docket at next meeting.
SCHOLARSHIP/MINORITY INCENTIVE GRANT PROGRAMS - Approval of awards for all scholarship programs.	Must be consistent with policy or previous board action, otherwise State Regents approval is required. Awards are subject to Regents' ratification on consent docket at next meeting.
STATE AUTHORIZATION RECIPROCITY AGREEMENT (SARA) - Approval of eligible institutions to participate in SARA.	Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.
SUMMER ACADEMIES - Approval of summer academies and allocation of funds to institutions.	Must be consistent with policy. Subject to Regents' ratification on consent docket at next meeting.
SUPPLEMENTAL ALLOCATIONS - Approval of supplemental allocations	Subject to Regents' ratification on consent docket at next meeting

2.8.2.3.Authority not delegated to the Chancellor is reserved for the State Regents, including but not limited to:

A.   ACCREDITATION. Regents must take all action accrediting/reaccrediting/denying accreditation to an institution.

B.   ADMINISTRATIVE PROCEDURES ACT. Regents must take all action relating to APA matters as required by law. Action will generally be taken, however, on the consent docket.

C.   AUDITS. Regents will take all action to accept audit reports of State Regents' accounts. Regents will take initial action to employ an audit firm not to exceed the limits provided by law.

D.   BUDGET NEEDS/ALLOCATION & PRINCIPLES/BUDGET APPROVALS. Regents will take all action relating to determining budget needs of the System and each institution, determining the allocation for each institution and each special program, and approving the budgets of each institution. (Authority for budget modifications throughout the year has already been delegated to the Chancellor)

E.   BYLAWS. State Regents will take all action relating to their Rules of Operation.

F.   CAPITAL IMPROVEMENTS. Regents will take action relating to the prioritization of capital improvement projects for institutions and designation of state funds for the projects. (Allocation and allotment of funds has been delegated to the Chancellor as indicated above.)

G.   CONTRACTS. All contracts not delegated to the Chancellor.

H.   ELECTION OF OFFICERS. Regents will take all action relating to Election of Officers. (However, the Chancellor may act, subject to board ratification, designating a regent to serve as officer for the explicit purpose of signing a degree)

I.   ENDOWMENT PROGRAM. Regents must take all action establishing or modifying endowment accounts.

J.   EVALUATIONS. Regents must take all action relating to authorizing the operation of English Proficiency Schools and operation of technical-occupational programs under federal requirements.

K.   GRANTS/ASSIGNMENTS. Regents will take first-time action accepting all grants/assignments. The Chancellor may accept subsequent grants and will notify the board in the event of a substantial grant amount change or cessation.

L.   FEES AND TUITION. Regents will take all action relating to fees and tuition (although charges will not be specified for the "at cost" types of fees.

M.   FUNCTION. Regents will take all action relating to the

N.   function/mission of every institution and constituency agency. Academic Plans will also be reviewed and acknowledged by the Regents because of their relationship to the institution's mission and goals of the System.

O.   GOALS. Regents will take all action relating to "goals for the Chancellor" or other goals/vision for the System.

P.   MEETING DATES (ANNUAL ANNOUNCEMENT). State Regents will announce annual meeting dates for the coming year at their October

or November meeting for public purposes. The Chancellor is authorized to make modifications in consultation with the board chairman and with appropriate legal notice.

Q. OFFICE BUDGET. Regents must take all action to approve the fiscal year budget for the State Regents' operations and the allocation of funds for each special program operated by the State Regents. Authority for personnel decisions and routine budget modification throughout the year is already been delegated to the Chancellor as indicated above.

R. POLICY. Regents must take all action relating to any change in the State System Policy Book.

S. PROGRAMS. Regents will approve all new programs, deletion of programs, and major program modifications, and academic restructuring. Routine issues relating to programs are delegated to the Chancellor as described above.

T. GRANTS. State Regents will approve all Grants, e.g., (Quality initiative, Economic Development). The Chancellor may allocate funds consistent with State Regents' action.

U. REVENUE BONDS. State Regents will approve Statements of Essential Facts as required by state law.

V. STUDIES/PROJECTS. State Regents will take action to initiate and authorize all substantive studies/projects and approve the use of external consultants for such studies/projects.

2.8.3.4.Compliance With the ADMINISTRATIVE PROCEDURES Act (610:1- 7-19).

2.8.4. State Regents shall follow all applicable portions of the Administrative Procedures Act.

2.8.5. AMENDMENT OF RULES OF OPERATION.

2.8.6. These rules of operation may be amended at any regular meeting of the State Regents by a two-thirds vote, provided that the amendment has been submitted in writing at the previous regular meeting.

Approved August 28, 1989. Revised May 27, 1994; February 8, 1995; January 26, 1996; September 5, 1997; _____ *, 2015.*

AGENDA ITEM #10-a:

Grants.

SUBJECT: Funds granted for the continuation of Single Mothers Academic Resource Team.

RECOMMENDATION:

It is recommended that the State Regents approve the grant of $72,585 to support the Single Mothers Academic Resource Team.

BACKGROUND:

The Single Mothers Academic Resource Team (SMART) has been collaboratively funded since 2007 by the Women's Foundation of Oklahoma (WFOK), the Oklahoma State Regents for Higher Education (OSRHE), and GEAR UP. SMART identifies and advocates for pathways to support the approximately 30,000 single mother or single father college students in Oklahoma to complete their higher education goals.

Since 2008, SMART has held numerous focus groups across the state to determine the barriers single parent students face when pursuing a college degree. SMART also supports Moms2College Fairs, including events at:
- University Center of Southern Oklahoma (a collaborative effort between East Central University, Southeastern Oklahoma State University and Murray State College);
- Carl Albert State College;
- Langston University – Oklahoma City;
- Northwestern Oklahoma State University;
- Northeastern State University and Connors State College; and
- Oklahoma State University – Oklahoma City.

SMART published its third SMART magazine in March 2014 which was disseminated electronically statewide as a recruitment device for non-traditional students. Additionally, SMART staff has spoken at dozens of high schools, agencies and community centers on how single parents can enroll in college and access financial aid. Also in 2010, WFOK granted SMART $50,000 for Year 1 benchmark research in collaboration with the University of Oklahoma Women's Studies Department. In March 2012, the WFOK granted $14,632 to the OSRHE for continuation of the SMART work for the remainder of FY12 (March – June, 2012). In September 2012, the WFOK extended its work with $32,245 in continuing funds. September 2013 funding from WFOK in the amount of $26,000 continued the work. In September 2014, the operational functions were transferred to Oklahoma City Community College with grant funding from WFOK in the amount of $72,585.

WFOK is so impressed with SMART efforts that they have decided to make Oklahoma single parents and higher education pathways their major focus of funding for the next several years.

POLICY ISSUES:

No policy issues are related to this action.

ANALYSIS:

SMART's focus remains centered on two objectives:

- Explore the educational, economic and social barriers facing single parent college students in Oklahoma through applied research; and
- Determine necessary outreach efforts to single parent students (current and prospective), and mentors and institutions that will promote enrollment, persistence, and graduation.

Oklahoma City Community College (OCCC) will supervise and staff the SMART Coordinator position funded by the grant to perform the grant activities. The activities of the SMART grant will include:

1) Expanding awareness and ownership of SMART to Oklahoma higher education institutions;
2) Creating new and supporting existing SMART projects on higher education institutions' campuses;
3) Organizing activities and events with SMART representatives from Oklahoma higher education institutions;
4) Conducting an annual *Moms Information Fair* at OCCC;
5) Publicizing SMART activities and resources to the target population; and
6) Regularly reporting SMART activities to the WFOK, OSRHE and OCCC.

The WFOK will grant according to the following payment and reporting schedule to fund the above activities:

Payment Date	Amount	Contingent Upon
FY15 program begins 7/1/14 with payment on or before 9/30/14	$72, 585*	Grant approved and executed by June 30, 2014 COMPLETED
FY16 program begins 7/1/15 with payment on or before 10/15/15	$72, 585*	Grant approved and executed by September 30, 2015
FY17 program begins 7/1/16 with payment on or before 9/30/16	(to be determined)	Narrative and financial report received by WFOK by July 15, 2016
July 1, 2017	End of funding	Final narrative and financial report received by WFOK by July 15, 2017. Consideration of future funding will be based on previous three years' performance and available funds.

 * OSRHE will not require indirect cost coverage

The OSRHE will:

a. Work with the WFOK and OCCC to initiate, publicize, and conduct each activity specified in this agreement;
b. Monitor the progress of the OCCC SMART program;
c. Receive a budget and workplan from the OCCC SMART program;
d. Review and submit the OCCC SMART program budget and workplan to the WFOK;

e.   Review and submit the OCCC SMART program regular reports to the WFOK; and

f.   Ensure presentation of reports to the WFOK Advisory Board.

The OCCC SMART program will:

a.   Engage in planning and actions to perform the activities listed in this agreement;

b.   Develop a budget and workplan to accomplish activities listed in this agreement and submit to OSRHE;

c.   Meet and report regularly to OSRHE and WFOK; and

d.   Provide detailed accounting of funds expended and/or encumbered to execute the activities in this agreement.

Accepting continued support from the WFOK enhances OSRHE efforts to increase nontraditional student college access and graduation, and furthers the goals of the Complete College America initiative championed by Governor Mary Fallin.

AGENDA ITEM #10-b:

> **Grants.**

SUBJECT: Approval of the Allocation of the Oklahoma Teacher Connection (OTC) budget to fund Pre-Collegiate and Collegiate grant programs.

RECOMMENDATION:

> **It is recommended that the State Regents approve the proposed OTC Pre-Collegiate and Collegiate Program expenditures in the amount of $177,884.**

BACKGROUND:

Created in 1990 through House Bill 1017, the Oklahoma State Regents for Higher Education (OSRHE) Oklahoma Teacher Connection (OTC) was charged with developing and implementing programs to recruit and retain teachers in Oklahoma public schools.   On April 13, 2011, House Bill 1015 was approved by the governor, releasing the OTC from certain statutory requirements of the previous legislation: however, the foundational work of the OTC continues.

As part of its mission, the OTC provides three pre-collegiate programs: Academic Commitment to Education (ACE), Leadership, Education and Achievement Program (LEAP) and Future Educators Association (FEA). In June of 2015, the State Regents approved changes to the OTC policy which included changing the previously mentioned program titles to the following: Teach Oklahoma (formerly ACE), Lead Oklahoma (formerly LEAP), and Educators Rising (formerly FEA).

Pre-Collegiate Programs: OTC supports the implementation of three pre-collegiate teacher recruitment programs in Oklahoma schools –Teach Oklahoma, Lead Oklahoma and Educators Rising.   Teach Oklahoma and Lead Oklahoma are classes offered in the junior high or high school and include curriculum, professional development and grants to provide additional resources for teachers to furnish supplemental materials and enhance learning opportunities for students which promote academic achievement and meet the goals of the OTC. Educators Rising is an extra-curricular teaching organization/club.

Since its inception in 2003-2004, Teach Oklahoma has been successfully implemented in various high schools throughout the state. Teach Oklahoma incorporates the study of teacher competencies with an internship component and field experience and offers intellectual challenges that lead to student growth and academic achievement.   The curriculum targets high school juniors and seniors.   There were approximately 115 students reported enrolled in the Teach Oklahoma course, a slight increase from last year's enrollment. At the close of the 2014-2015 academic year, 65% percent of the Teach Oklahoma high school graduating seniors planned to attend college. Thirty-four percent of all Teach Oklahoma students plan to become a teacher.

The Lead Oklahoma curriculum, piloted during the 2004-2005 academic year, was designed to help eighth and ninth grade students learn leadership skills, participate in service learning and overall be successful in high school and college. During 2014-2015, the Lead Oklahoma curriculum was taught in

19 schools, with a total enrollment of 1,481 students. Three of these schools utilized the curriculum in their leadership academies. Since 2006, at least 12,372 students have gone through the Lead Oklahoma curriculum. The feedback provided by teachers reveals that this curriculum has encouraged the academic and social growth of their students. Students have acquired improved interpersonal communication, critical thinking, and team collaboration skills in the classroom. Additionally, teachers generally agree that the curriculum has increased quality work assignments and positive behaviors and outcomes among students in the school. Summative assessments show that the Lead Oklahoma curriculum helps students understand the importance of school success and college preparation, increasing their potential for high academic achievement. A little over ten percent of Lead Oklahoma students said they would consider teaching as a career option.

Educators Rising, sponsored nationally by Phi Delta Kappa, is an extra-curricular organization that gives all high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the educational field. This year, a first ever for Oklahoma, a student competed and was elected as President of the National Educators Rising organization. Tulsa Memorial graduate, Madison Johnson, will represent students across the United States as a future teacher, in the 14,000 plus member organization. Feedback from Educator Rising sponsors indicate 42 percent of the 76 Educators Rising students were interested in teaching as a career. Sixty-nine percent of the graduating seniors in Educators Rising surveyed stated they planned to become teachers.

Collegiate Programs: Since 1996, collaborative efforts by the OTC and teacher education programs in the state have led to partnerships that help address teacher recruitment, retention and placement from a campus-based perspective and take advantage of the unique strengths of each institution. Through these partnerships, students have had opportunities to interact with higher education personnel and learn about key elements in college preparation as well as the teaching profession. At the close of the 2014-2015 academic year, approximately 1,417 pre-collegiate and collegiate students, education faculty and staff, as well as administrators and other education advocates, participated in campus based activities that highlighted teaching and supported recruitment, retention, and professional development objectives in teacher education.

Teacher Conferences: Each year, the OTC sponsors both new and recurring conferences and activities designed to enhance the image of teaching and to assist in teacher recruitment efforts. In 2014-2015, approximately 1,000 participants engaged in OTC sponsored conferences.

POLICY ISSUES:

The OTC has a legislative directive to develop and provide programs to recruit teachers that include pre-collegiate courses and future teacher clubs that emphasize school success and the opportunity to investigate teaching as a career choice as well as collegiate activities which deal with issues such as retention and placement.

ANALYSIS:
Data extracted from the annual First Year Teacher Survey report from the Office of Educational Quality and Accountability (OEQA) indicate that in 2015, out of 905 first year teacher resident respondents, 60 percent (self-reported) received their teacher education degree via a traditional route; whereas, 40 percent obtained certification through an alternative means. Out of 697 teachers, 14 percent responded that they participated in some type of future teacher class/club that emphasized a career in teacher education.

The chart below provides a brief description of all OTC grant funding requests for 2015-2016, totaling $177,884. These programs support OTC goals and objectives stated in the aforementioned legislative directive.

The following projects are recommended for funding up to the following amounts.

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Pre-Collegiate Grants	**Teach Oklahoma Lead Oklahoma**	Teach Oklahoma incorporates the study of teacher competencies with teaching-like experiences. Lead Oklahoma is designed to help students who have strong academic potential be successful in high school and college.	**$45,000.00**
	Educators Rising	Educators Rising, an extra-curricular organization, allows all high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the education field.	**$5,000.00**
	Educators Rising National Competition	Students in Educators Rising from across the state will participate in a competition with various categories that are aligned with the goals of the national Educators Rising organization. The winner will receive partial funding for a trip to compete with Educators Rising students from across the nation.	**$4,193.00**
Collegiate Grants	Cameron University - Become a Teacher	This grant assists currently employed paraprofessionals by providing a series of yearlong small group workshops designed to prepare paraprofessionals for success in college. Some topics include pathways to becoming a teacher, benefits of becoming a teacher, study skills and goal setting.	**$10,000.00**
	Northeastern State University – Making Connections Through the Urban Pipeline	A continuing project with Tulsa Public Schools designed to increase the number of effective teacher professionals committed to working with diverse students in the education field. The project also provides K-12 students from urban school districts exposure to college and provides ongoing, in depth activities to increase student interest in the teaching profession.	**$5.500.00**
	Northeastern State University – Riverhawk Academy for Future Teachers	Outreach initiatives to attract high school students to the profession of education is the goal of this grant. During this program, the high school students will participate in a variety of activities that will help them to understand the important roles of teachers and provide rich experiences related to teaching. Some activities include experiencing a college setting, discovering more about teaching, and completing scholarship and application procedures for obtaining a teaching degree.	**$9,709.00**
	Northeastern State University - Teacher Recruitment in Shortage Areas	Recruiting local area community college students, students with undeclared majors at NSU, and concurrent high school students into the teaching profession is the objective of this grant. These objectives will be met through an education orientation course and on site recruitment at Carl Albert State College.	**$9,678.00**

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Collegiate Grants Continued	Oklahoma City University - Connecting Across Cultures 5.0	Through this interactive poverty simulation and a resiliency project activity, education majors from universities across the state including classroom teachers will be given realistic tools to advocate for the students in their classrooms who may struggle with diverse needs from the influence of poverty.	**$9,925.00**
	Oklahoma State University, University of Central Oklahoma, University of Oklahoma – Urban Teacher Preparation Academy- Critical Support for Interns and Early Career Teachers	The Urban Teacher Prep Academy (UTPA) strives to provide Oklahoma City Public Schools with highly trained teachers. These initiatives include a year-long internship with specially trained cooperating teachers and induction support from specially trained mentor teachers. In addition, UTPA interns and early career teachers attend monthly professional development Touchback meetings that focus on issues of concern to teachers in high need schools.	**$10,000.00**
	Oklahoma University- Building Collaboration Among Oklahoma History Teachers	This engaging workshop will encourage collaboration and informal mentoring opportunities for history teachers across the state, therefore supporting the retention and recruitment efforts of in-service and pre- service history teachers.	**$10,000.00**
	St. Gregory's University - STEAM Robotics	Teacher Education candidates will work with practicing teachers to integrate multiple subject areas with robotics into inquiry based lesson designs. The target audience includes students, teacher education candidates and practicing teachers from surrounding area schools who will serve as mentors to the project. Robotic teams will be formed and an overview in careers in Engineering will be a part of this interactive and engaging event.	**$8,914.00**
	University of Central Oklahoma - Honoring the Noble Profession	Honoring teachers, highlighting the profession of teaching and recruiting future teachers is the directive of this one day event. Students, teacher education candidates and in service teachers will be invited to this celebration. Other educators and stakeholders will also be invited to participate in the event. Five sessions related to the education profession will be planned for attendees. The National Teacher of the Year will be the keynote speaker at Honoring the Noble Profession.	**$9,999.00**
Collegiate Grants Continued	University of Central Oklahoma - Navigating Severe and Disruptive Behaviors in the Classroom	A one day workshop of professional development to assist novice and future teachers when working with challenging classroom behaviors. The "Teacheropedia – Everything You Need to be Successful in Your Classroom" workshop attendees will spend a full day on campus and learn research-based procedures and skills from Dr. Riffel, an expert in the field. Following the workshop, ongoing technical support will be provided for the attendees, as well as free online resources and personal communication.	**$9,627.00**

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
	University of Central Oklahoma - Teachers and Leaders Academy	Given the high demand for teachers across the state, this grant consists of two initiatives. First, the Teachers Academy will identify and recruit prospective teachers in partnership with existing OTC program. Academies will be hosted on the campus of UCO. The second initiative of the grant is the Leaders Academy. The Academy is designed to help Lead Oklahoma students think and begin planning on what they need to do to attend college through awareness about college, scholarships, academics, and leadership. The goal of this grant it to identify and support both future teachers and future leaders by exposing them to collegiate opportunities through engaging and interactive campus visits.	$8,678.00
	University of Oklahoma – Establishing Founda-tions: Conference for Future Oklahoma Math Educators	Focusing on the recruitment and retention of secondary math teachers is the intent of this project. This grant will consist of a conference to provide opportunities for non-evaluative connections between pre-service math teachers, who desire to teach in middle or high school, and in-service professionals currently in the field.	$10,000.00
	University of Science and Arts- USAO Deaf Education Professional Workshop	The primary goal of this special project is to implement professional development activities and provide a guest speaker to support those who work with students who are deaf or hard of hearing. Participants will include teachers, early interventionists, educational interpreters, related service providers, paraprofessionals, and parents.	$7,161.00
	University of Tulsa- TU Free Reading Clinic for Deaf and Hard of Hearing Students	Undergraduate deaf education majors and minors will have the opportunity to obtain hands-on experience providing language instruction to students who are deaf and hard of hearing through this interactive reading clinic. Elementary, middle, and high school students who are deaf and hard of hearing will participate in quality, evidence-based language and literacy interventions.	$10,000.00
		Total Funding Requested for 2015-2016	$177,884.00

AGENDA ITEM #11:

> **Student Transfer.**

SUBJECT: Approval of the Articulation Agreements with Viet Nam National University - Ho Chi Minh City.

RECOMMENDATION:

> **It is recommended that the State Regents approve the Memorandum of Understanding to develop institutional program articulation agreements between Oklahoma universities and Viet Nam National University-Ho Chi Minh City for Vietnamese students to complete baccalaureate degrees at State System universities.**

BACKGROUND:

At the March 8, 2001 Council on Instruction (COI) meeting, a representative from the Oklahoma Department of Commerce presented information on Oklahoma activities in Viet Nam and the interest the Vietnamese have in Oklahoma, especially in Oklahoma higher education. In 1996, Oklahoma became the first state of any nation to open a trade office in Viet Nam. Both former Governor Frank Keating and former Senate Majority Leader Billy Mickle (Durant) participated in the opening of the office, extolling the great partnership opportunities between Oklahoma businesses and the Vietnamese.

Oklahoma businesses have benefitted from a relationship with Viet Nam in a variety of industries. Conoco discovered one of the largest oil fields in East Asia off the Vietnamese coast. The Oklahoma Department of Agriculture has held two major conferences in Viet Nam to work with the Vietnamese beef and cattle industry. The Vietnamese government has purchased 2,500 units of Brangus (cross-breed of Brahma and Angus cattle) genetic material developed by Oklahoma biogenetic industries. Oklahoma companies have done business in Viet Nam and are benefactors of a strong Oklahoma presence there, including Charles Machine Works–DitchWitch (Perry), Parker Drilling Company (Tulsa), Enviro-Tech (Enid), Rural Enterprise Inc. of Oklahoma (REI in Durant), and United Tech (Tulsa).

With the Bilateral Trade Agreement (BTA) with Viet Nam, signed into law by President George W. Bush in November 2001, an important landmark in the normalization of economic ties between the two countries was envisioned. In this spirit of trading partners, Viet Nam's interests in Oklahoma business extended to higher education. At the COI meeting in March 2001, the Department of Commerce representative requested that the members discuss Viet Nam National University – Ho Chi Minh City's (VNUHCM) expressed desire to develop 2+2 articulation agreements for its students. Under such agreements, Vietnamese students would complete the initial years of study at VNUHCM and then transfer to participating Oklahoma institutions for the final years of study and completion of baccalaureate degree programs.

VNUHCM has over 50,000 students enrolled and indicates that approximately 20 percent of those students plan to complete their studies abroad. Oklahoma is an attractive destination for these students based on nationally ranked degree programs, active international student programs, campuses with crime

rates among the lowest in the United States, and the economic value of higher education in Oklahoma. Oklahoma has reaped great benefits from the cultural and economic contributions of these students over the 15 years the agreement has been in place. The Institute of International Education estimates that in 2014, international students made an economic impact of over $219 million to the state of Oklahoma.

In July 2015, Chancellor Glen D. Johnson, Oklahoma Secretary of State Chris Benge, representatives from participating State System universities, and a 4-member delegation from VNUHCM met to renew and affirm this 15-year old partnership to prepare Vietnamese students for undergraduate studies in Oklahoma.

POLICY ISSUES:

This action involves and is consistent with the following four State Regents' policies:
- Institutional Admission and Retention, which indicates that international students must meet academic performance standards equivalent to those required for admission of U.S. students, and requirements for international students to provide evidence of proficiency in the English language to ensure that students will have a reasonable chance to succeed at a higher education institution based on their ability to comprehend, read, and write the English language.
- Institutional Accreditation, which indicates that courses taken in transfer must come from a regionally or nationally recognized accrediting agency. Since VNUHCM is an international institution, the standards for course articulation will follow the guidelines in the International Academic Credentials Handbook, a publication of the American Association of Collegiate Registrars and Admission Officers. These guides for international student admission and articulation are accepted nationally. Further, the Memorandum of Understanding allows for review of VNUHCM coursework to verify educational standards consistent with institutions' accrediting standards. Note that VNUHCM transfer credit will apply towards a U.S. degree, but will not become U.S. academic credit; and
- Undergraduate Degree Requirements, which stipulates the minimum requirements and standards for granting a baccalaureate degree. VNUHCM students will be required to meet all standards within this policy, including the general education requirements of U.S. History and Government.

ANALYSIS:

U.S. presidents from Truman to Obama have endorsed international exchange programs at universities and colleges as a means of building understanding and cultural respect in our society. The exchange of students fosters global and cultural knowledge and understanding among neighbors in our increasingly interdependent world.

Research indicates that international students studying in the U.S. contribute to the global society upon return to their home countries. These students are more likely to understand American values and goals, as well as more likely to assume leadership positions in their home countries that require an increased international understanding. The National Association of Foreign Student Affairs posits that the cutting edge of foreign policy is not in Washington, D.C., but in campus communities where human connections are made and cultural bridges are constructed through international student education.

VNUHCM representatives estimate that approximately 300 VNU-HCM students per year have pursued study in Oklahoma through this articulation agreement. This is a substantial increase from the 74 students in Oklahoma prior to the agreement in fall 2001.

The Program

The institutional program articulation agreements will provide for initial studies in Viet Nam culminating with the final studies and baccalaureate degrees to be awarded by participating State System universities. The Memorandum of Understanding (Attachment A) specifies the purpose and objectives of the program. It further delineates the roles and responsibilities of VNUHCM, the participating State System universities, and the State Regents. Following State Regents' approval of the Memorandum of Understanding, institutions will develop specific program articulation agreements with VNU-HCM.

This is an exciting opportunity for Oklahoma universities and the State Regents to recognize and extend our long-lasting partnership with Viet Nam National University – Ho Chi Minh City while modestly increasing campus enrollment and diversity. Clearly, these students will enrich Oklahoma campuses in a multitude of ways.

Attachment

**Memorandum of Understanding for
Interinstitutional Articulation Agreements
Between
Viet Nam National University Ho Chi Minh City
And
Participating State System Institutions
Endorsed by the
Oklahoma State Regents for Higher Education**

The Oklahoma State Regents for Higher Education with participating Oklahoma universities and the Viet Nam National University Ho Chi Minh City continue its partnership to prepare Vietnamese students for undergraduate studies in the United States. The Articulation Agreements allow Viet Nam National University Ho Chi Minh City to teach a significant portion of the courses that will be transferred to Oklahoma bachelor's degree programs. Graduates of these transfer programs will complete the remaining requirements of their degrees in Oklahoma and receive American university degrees.

This Memorandum of Understanding is between the Viet Nam National University Ho Chi Minh City (VNUHCM) and the Oklahoma State Regents for Higher Education, with the support from member universities of VNUHCM and participating Oklahoma universities. The Articulation Agreements signal collaborative relationships for the expansion of higher education opportunities for VNUHCM students through the establishment of credit transfer agreements for participating Oklahoma university baccalaureate degrees.

Objectives:
- The objective underlying these agreements is the development of collaborative relationships between VNUHCM and Oklahoma universities that will benefit the students whom they serve through the development of multiple degree program articulation agreements. The agreements will be developed consulting an American plan of studies with the intent that course work in these programs will be fully transferable to Oklahoma universities for completion of bachelor degrees.
- These agreements will also contribute positively to the relationship, mutual understanding, and goodwill between VNUHCM and Oklahoma universities as well as the respective countries.

Program Structure:
- The concept of the undergraduate transfer agreements allows students to complete their initial years of study at VNUHCM and their final years of study at a participating Oklahoma university.
- All programs offered in the Articulation Agreements will be based on programs and courses offered at Oklahoma universities. Curriculum and course content will be based on, but not limited to, the State Regents' Course Equivalency Project.
- Academic standards and requirements will be consistent with State Regents' and institutional policies.
- The Articulation Agreements will offer courses in mutually agreed upon undergraduate degree programs to be determined by Oklahoma universities and VNUHCM representatives.
- After completing the initial years of study at VNUHCM and completing the undergraduate application process at a participating Oklahoma university, students may transfer to complete the final years of study at the participating Oklahoma university.
  - ° The student must provide transcripts to document that he or she is in good standing at VNUHCM and
  - ° The student has made satisfactory progress (an average of "C" or better or the current Oklahoma university admission and retention standards, whichever is higher).
- Initial articulation agreements will include the following baccalaureate degree programs:*
  - ♦ Engineering and Technology
  - ♦ Specialized Applied Sciences
  - ♦ Environmental studies
  - ♦ Economics and Business

VNUHCM's Role:

VNUHCM will serve in a facilitator role and will:

1. Serve as a contact point and will facilitate the development of the Articulations Agreements between OSRHE participating universities and VNUHCM member institutions.

2. Support specific program articulation agreements developed by program with Oklahoma universities and VNUHCM member institutions. Explore the development of faculty exchanges and graduate education programs with participating Oklahoma universities

VNUHCM acknowledges that its role is to act in association with Oklahoma universities for the above purposes and that its primary role is to conduct the initial years of study at VNUHCM. In order to assure that the courses are equivalent to courses offered at Oklahoma universities, VNUHCM will direct the following activities among member institutions:

1. Consult Oklahoma universities' plans of study and use the State Regents' Course Equivalency Project as a guide for courses offered at VNUHCM.
2. Structure a program that would meet the accreditation requirements for similar programs at Oklahoma universities.
3. Recommend and submit faculty credentials to the State Regents' Office for the appropriate Oklahoma universities to review.
4. Conduct the academic program, curricula, examinations, grading and assessment of student performance following State Regents' and Oklahoma universities' standards.
5. Make available such library materials, text books, computer equipment, and related resources as are suitable for students undertaking studies in the Articulation Agreements.
6. Prepare VNUHCM students in English language proficiency consistent with the State Regents' policies.
7. Prepare and provide promotional materials and press releases for the Articulation Agreements as needed to the State Regents' Office.
8. Maintain appropriate English language academic records for each student to facilitate and clarify eligibility for transfer. The American Association of Collegiate Registrars and Admissions Officers' publication *"Academic Record and Transcript Guide"* may be used as a reference for this purpose.
9. Submit course syllabi, sample examinations, examination results, and other supporting materials as requested to the State Regents' Office for evaluation and validation by the respective Oklahoma university, particularly during the first two or three years of implementation.
10. Advise the State Regents' Office, who will then inform the appropriate Oklahoma university, in writing, of curriculum or program changes, allowing for mutual agreement on changes prior to implementation.
11. Support the international travel (economy class) and local costs (room, board and local transportation) of visits by two representatives from participating universities and/or the State Regents' Office as needed for program evaluation purposes, but no more than once per year. (Oklahoma universities will fund additional representatives for this purpose.)
12. Ensure VNUHCM students enrolled at Oklahoma universities have the means to pay the relevant tuition and fees.

*The Intensive English Language Training is not a college credit program, but will be available to those students scoring 460 to 499 or 48-60 CBT on the TOEFL.

State Regents' Office Role:
The State Regents' Office will serve in a facilitator role and will:
3. Serve as a contact point and will facilitate the development of the Articulation Agreements.
4. Support specific program articulation agreements developed by program with Oklahoma universities and VNUHCM.
5. Explore the development of faculty exchanges and graduate education programs with VNUHCM.

Oklahoma Universities' Role:

Oklahoma universities acknowledge that their roles are to act in association with VNUHCM for the above purposes with the primary role to conduct the final years of study. In order to assure success of the program, Oklahoma universities will:

1. Work through the State Regents' Office to provide one campus contact for the VNUHCM Articulation Agreements.
2. Provide curriculum models and program requirements for identified baccalaureate degree programs. Also provide course descriptions, course syllabi appropriate to each articulation agreement, and provide requirements for instructional materials, including textbooks.
3. Provide continuing counsel, advice, and direction on matters concerning the degree programs, including, but not limited to faculty credential requirements, facilities, and instructional materials.
4. Provide VNUHCM students with orientation services upon arrival on campus and appropriate student support services for the duration of their studies.
5. Working through the State Regents' Office, inform VNUHCM on a timely basis of curricular changes and facilitate any program modifications required as a result.
6. Admit and enroll students from VNUHCM for the final years of study who successfully complete initial studies with grades of "C" or better and in good standing with VNUHCM. Students must meet any additional admission requirements for a particular degree program as specified by the university offering the program.
7. Working through the State Regents' Office, provide regular and appropriate information to VNUHCM concerning the academic progress and performance of its transferred students while those students attend Oklahoma universities.
8. Support the international travel (economy class) and local costs (room, board and local transportation) of visits by additional representatives from participating universities and/or the State Regents' Office as needed for program evaluation purposes.
9. Provide faculty development and training activities as desired by VNUHCM. Costs associated with such activities will be negotiated independently.
10. The participating Oklahoma universities will confer and the State Regents will grant degrees after successful completion of all degree requirements in accordance with the Oklahoma universities' and State Regents' policies.

Other Terms and Conditions of the Agreement:
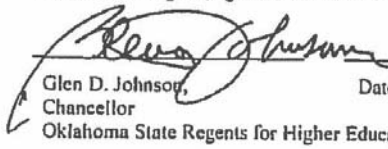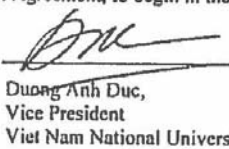
By this agreement, VNUHCM will be formally affiliated with the Oklahoma State Regents for Higher Education and the participating Oklahoma universities. This agreement authorizes VNUHCM to reference this affiliation and to display official logos in publications and marketing efforts, provided that the State Regents' Office and the participating Oklahoma universities approve such references and use in writing and in advance.

Termination of this agreement is neither anticipated nor desirable. However, should any party find it necessary to terminate this agreement for any reason, the other party shall be informed in writing a minimum of six months in advance. Notification of termination of agreement, signed by the chief executive officer, must be sent by certified courier to the other party. Both institutions will make every effort to complete the students' progress, after which neither institution will have any obligations towards the other.

This MOU comes into effect when the last signatory signs. It will remain in effect for a period of 5 years from that date. Not less than six months prior to its expiry, both sides will review its operation and decide whether or not to renew it. Any such renewal shall be signed by an authorized representative of each university, and may include variations to this Memorandum.

This agreement has been prepared in English in four copies; two copies for each party. The copies have equivalent value.

We, the undersigned, agree to the terms of this Articulation Agreement, to begin in the near future.

_____ 7-23-15   _____ 7-23-15

Glen D. Johnson,   Date   Duong Anh Duc,   Date
Chancellor   Vice President
Oklahoma State Regents for Higher Education   Viet Nam National University Ho Chi Minh City

Signatures of the Presidents of participating Oklahoma universities indicate support of the development of Articulation Agreements between the two sides. This Memorandum of Understanding shall remain in effect as long as both parties, subject to reevaluation at the request of either party, meet the conditions of the agreements.

John McArthur, President
Cameron University

John Hargrave, President
East Central University

Kent Smith, President
Langston University

Steve Turner, President
Northeastern State University

Janet Cunningham, President
Northwestern Oklahoma State
University

Burns Hargis, President
Oklahoma State University

David Bryant, President
Oklahoma Panhandle State
University

Larry Rice, President
Rogers State University

Sean Burrage, President
Southeastern Oklahoma State
University

Randy Beutler, President
Southwestern Oklahoma State
University

Don Betz, President
University of Central
Oklahoma

David Boren, President
University of Oklahoma

John Feaver, President
University of Science and Arts
of Oklahoma

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2015

AGENDA ITEM #12:

> **ACT Annual Report.**

SUBJECT: Oral presentation and acceptance of the Annual Report on the ACT scores for the 2015 graduating class.

RECOMMENDATION:

> **Acceptance of the Annual Report on ACT scores for the 2015 graduating class.**

BACKGROUND:

ACT scores serve as a predictive measure of success in college in the first year, and they also serve as outcome indicators of preparation for college. For more than twenty years, the State Regents have been involved with ACT as partners in the Educational Planning and Assessment System (EPAS) with promising results that grow more substantial each year of the program. Ninety-eight percent of public school students attend a school which participated in EPAS during the past school year. More than 90 private schools and two Bureau of Indian Affairs schools also participated.

Oklahoma's K-12 accountability system includes ACT scores as one piece of the A-F School Report Card. Because of the inclusion of ACT scores and participation in this system, more school districts are availing themselves of the technical assistance in guidance, professional development and curriculum improvement afforded to them through EPAS and the State Regents' Student Preparation team.

POLICY ISSUES:

The State Regents annually review these indicators as a means to gauge student preparation and to examine State System needs to improve student preparation in Oklahoma.

ANALYSIS:

Broadly, the results show the following:

- Oklahoma's ACT Composite score remained steady at 20.7 in 2015 for the most recent eight years. The national composite decreased from 21.1 in 2012 to 20.9 in 2013 and increased to 21.0 in 2014 and remained there for 2015.

- Oklahoma's English score increased from 19.8 in 1991 to 20.5 in 2011 and has steadily decreased to 20.1 in 2015. The English scores at both the state and national level have gone up and down for ten years.

- Mathematics continues to be Oklahoma's lowest score and decreased to 19.8 in 2015 from a two-year high of 20.1 in 2012 and 2013. Nationally mathematics scores decreased from 21.1 in 2013 to 20.8 in 2015. Oklahoma's mathematics score increased by 0.9 from 1991 to 2013 which is the

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same increase as the national mathematics score over the same time period. Oklahoma mathematics performance continues to be exactly 1.0 behind the nation.

- Since 1991 Oklahoma's Reading score increased from 20.7 to 21.5, while the national score increased from 21.2 to 21.4.

- The state's Science Reasoning score has gone up and down since 1991 from a 20.2 to a high of 20.8 with this year's score being 20.7. Nationally, the Science Reasoning score increased from 20.7 to 20.9 during that period.

## Oklahoma's ACT - 1991-2015
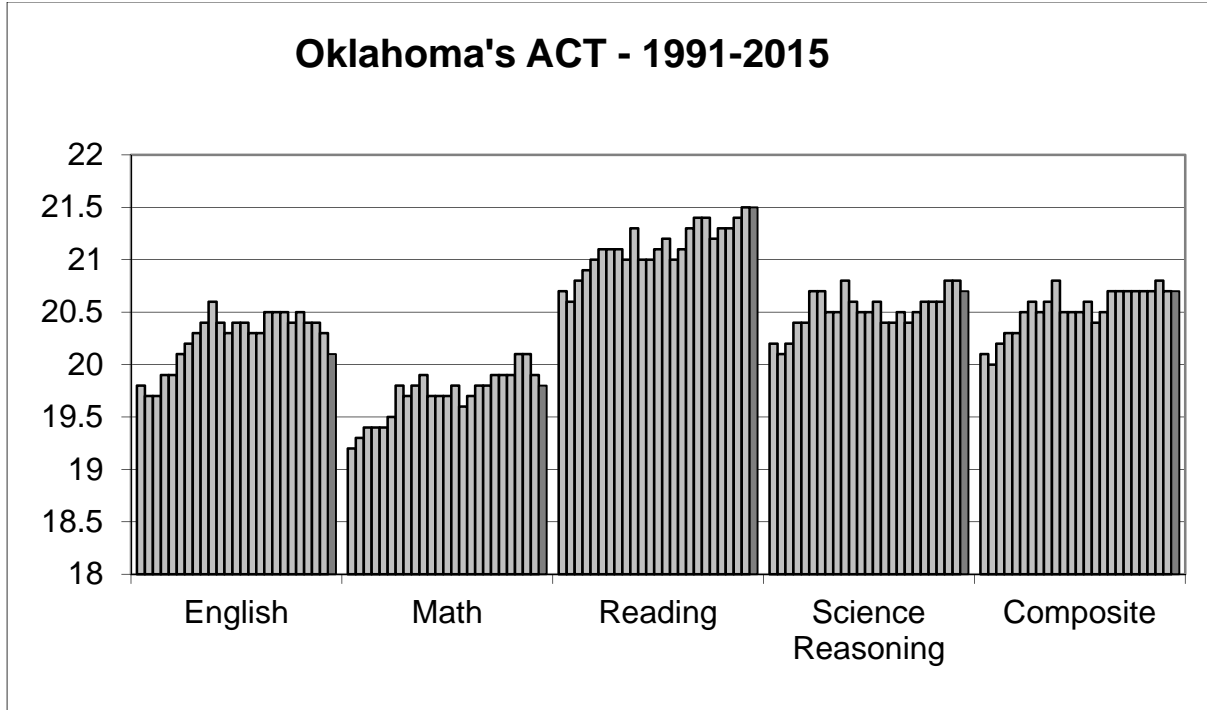
Academic Development of Class of 2015

It is instructive to examine the developmental progress of the 2015 graduating class from EXPLORE through PLAN and ACT. These are not matched students; however, one can expect that a significant majority of the graduating ACT testers were included in the EXPLORE and PLAN testers of this cohort.

2015 EPAS Cohort

|	English	Math	Reading	Science Reasoning	Composite
■ OK EXPLORE 10-11	13.9	14.8	14.4	16.2	15
▧ EXPLORE Nat'l Mean	14.2	15.1	13.8	15.9	14.9
■ OK PLAN 12-13	16.3	17.3	17	18.1	17.3
▧ PLAN Nat'l Mean	16.2	17.6	16.7	17.8	17.2
■ OK ACT 2015	20.1	19.8	21.5	20.7	20.7
▧ National Mean 2015	20.4	20.8	21.4	20.9	21
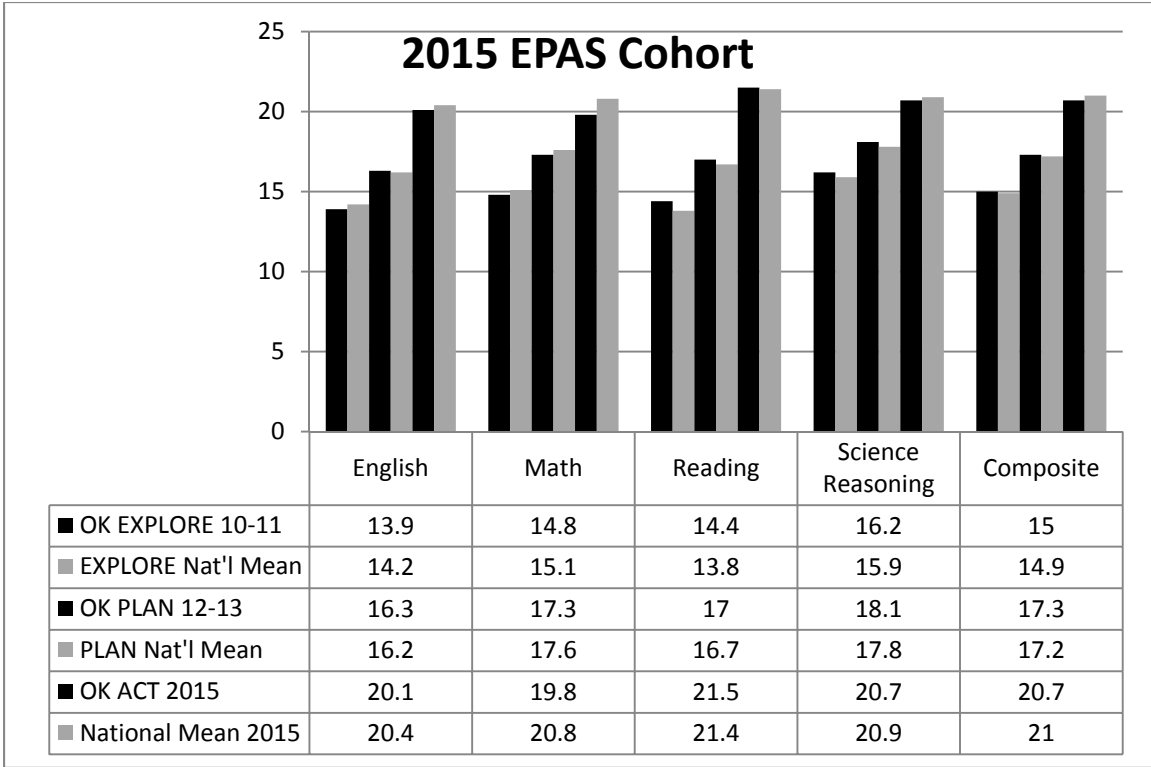
An additional indicator of progress is demonstrated in the following chart. With an increase of over 10,376 ACT testers in 2015 over 1991, the percent of testers scoring 30 or above decreased from 5 percent to 4 percent while the number of scores from 19 to 29 increased by 4 percent.

Percent of testers by ACT Score

|	<19	19 to 29	30 or >
1994	39%	56%	5%
2015	36%	60%	4%
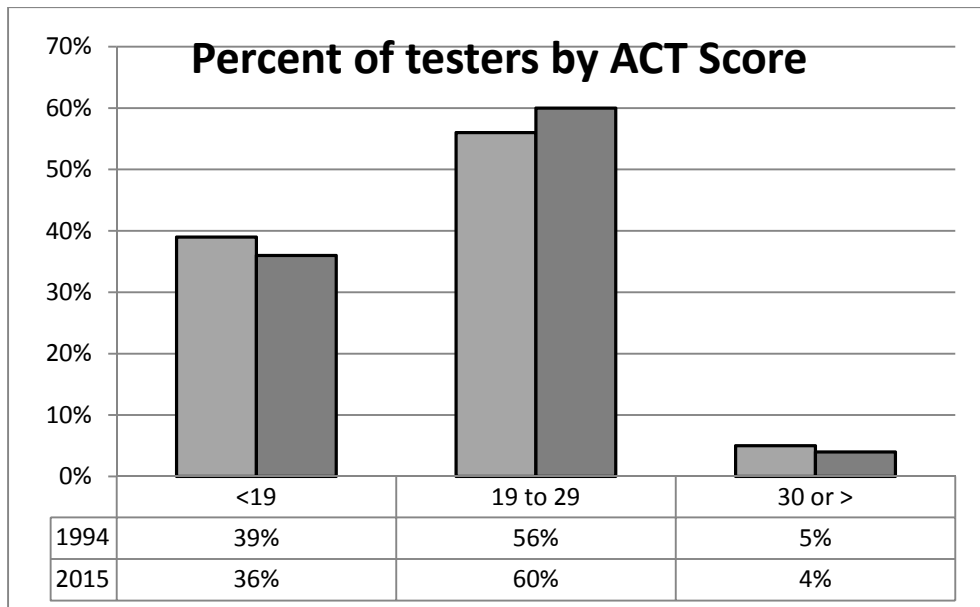
Ethnic Groups

Increases in the total number of Oklahoma students taking the ACT over the past several years have been largely attributable to increased minority student participation. ACT has changed its race/ethnicity categories to reflect the updated U.S. Department of Education reporting requirements. As can be seen in this chart, this change has had an effect on how students report their ethnicity. The chart below indicates a significantly large number of students who in the past may have self-identified as Native American are now identifying themselves in "Two or More Races" category.

**Growth in OK's ACT Participation**
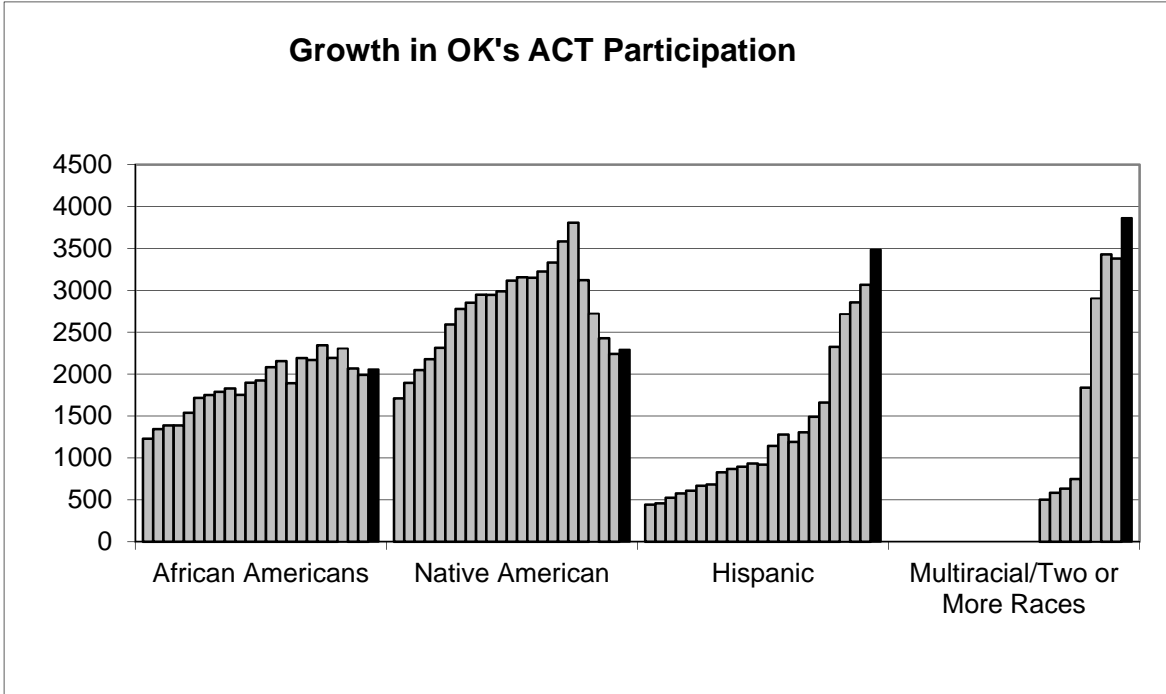
While the total group of Oklahoma ACT testers is three tenths of a point behind the national average, Oklahoma's African American and American Indian students are out-performing their national counterparts.

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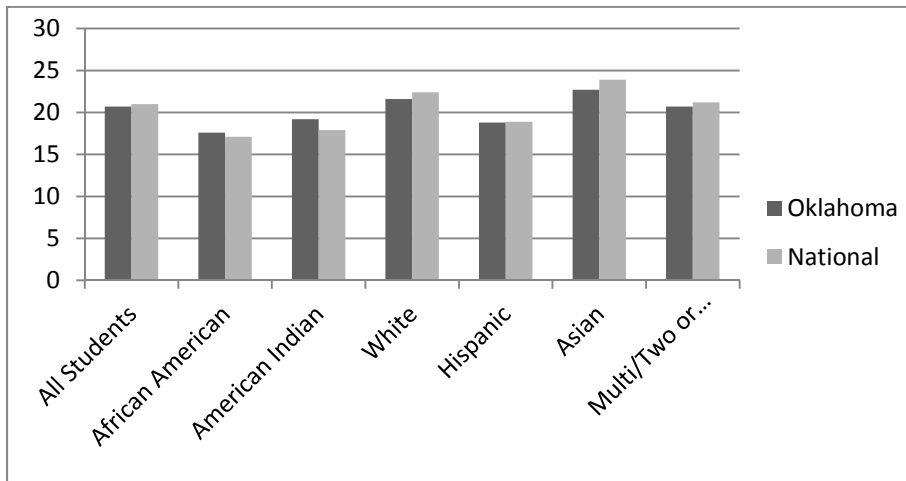
Academic Development by Gender

When the ACT data are disaggregated by gender, males make up 47 percent of testers. They outscore their female counterparts in mathematics and science and score .6 behind females on English. Oklahoma is very close to the nation in the gender achievement gaps.

It is instructive to consider a developmental view of the genders of the 2015 graduating class using the EXPLORE and PLAN scores of the cohort. The chart below indicates that more males than females are lost between EXPLORE (8th) and the ACT.
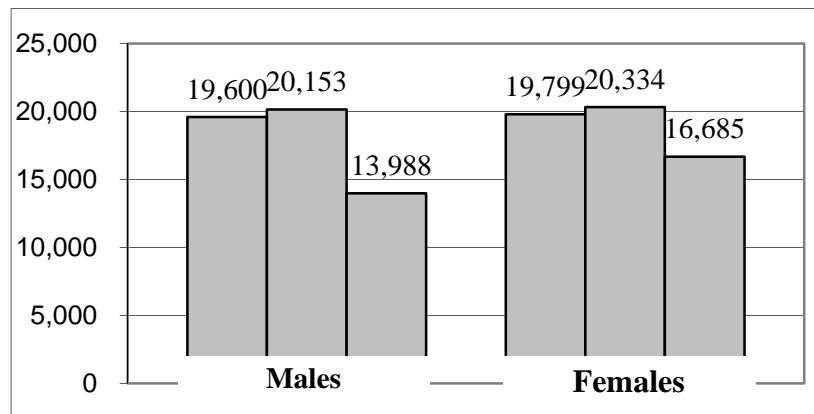
As indicated in the chart below, young women score .3 higher in Science than young men at the 8th grade and the same at 10th grade, but females seem to have slowed their progress significantly by the time they take the ACT, where males outscore females 1.1 in Science Reasoning. Males outscore females in Mathematics starting with .2 at 8th grade increasing to a full point by the ACT.

Concomitantly, females outscore males by 1.3 in EXPLORE English and .8 in Reading. The gap in Reading changes significantly by the time the cohort takes the ACT where males pull to within .1 of females. Males cut their 1.2 gap on EXPLORE to .6 on ACT English.

Of additional interest is a comparison of Oklahoma's ACT Reading scores to those of the nation. Oklahoma's males score three tenths of a scale score higher than the nation's males; Oklahoma's females score the same as the nation's females.

2015 Oklahoma Cohort by Gender
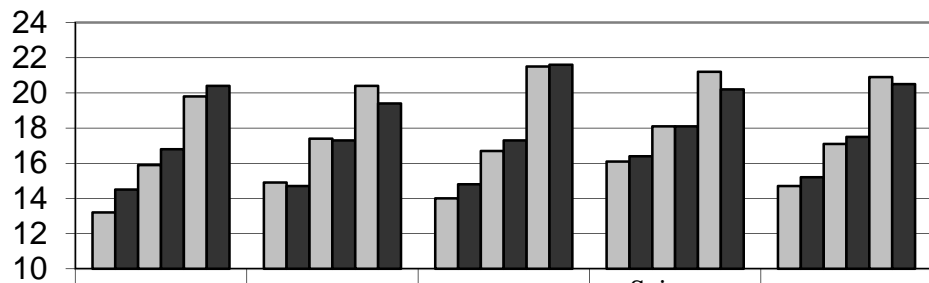
	English	Math	Reading	Science Reasoning	Composite
□ EXPLORE Males	13.2	14.9	14	16.1	14.7
■ EXPLORE Females	14.5	14.7	14.8	16.4	15.2
□ PLAN Males	15.9	17.4	16.7	18.1	17.1
■ PLAN Females	16.8	17.3	17.3	18.1	17.5
□ ACT Males	19.8	20.4	21.5	21.2	20.9
■ ACT Females	20.4	19.4	21.6	20.2	20.5

AGENDA ITEM #13-a:

> **E&G Budget.**

SUBJECT: Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products.

RECOMMENDATION:

> **It is recommended that the State Regents approve the allocation of $989,601.80 to Oklahoma State University Center for Health Sciences (OSU CHS) and $989,601.80 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.**

BACKGROUND:

The Oklahoma Legislature passed House Bill No. 2660 in May 2004, designating a portion of the revenue collected from taxes on the sale of cigarettes and tobacco products to be allocated for specific purposes at OUHSC and OSU CHS. This revenue will be deposited into dedicated funds, the "Comprehensive Cancer Center Debt Service Revolving Fund," at the Health Sciences Center and the "Oklahoma State University College of Osteopathic Medicine Revolving Fund," at OSU CHS. The bill stated that the revenue collected shall be evenly deposited into accounts designated at these entities, for the purpose of servicing the debt obligations incurred to construct a nationally designated comprehensive cancer center at the OU Health Sciences Center and for the purpose of servicing debt obligations for construction of a building dedicated to telemedicine, for the purchase of telemedicine equipment and to provide uninsured/indigent care in Tulsa County through the OSU College of Osteopathic Medicine. In 2007, the Oklahoma Legislature updated the purpose for use of the "Comprehensive Cancer Center Debt Service Revolving Fund" to include Cancer Center operations. The State Regents approved the first allocation of these funds in the meeting of May 27, 2005.

POLICY ISSUES:

The recommendation is consistent with Regents' policy and approved budget principles.

ANALYSIS:

The fund currently has on deposit $1,979,203.60. This amount is sufficient for a transfer of $989,601.80 each to OSU CHS and OUHSC. The OU Health Sciences Center will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to $62,260,192.84.

A five-year history of allocations by fiscal year is included below:

5-Year History of Allocations	Amount to Each Entity
FY2012 Total	$6,935,354.84
FY2013 Total	$6,650,214.97
FY2014 Total	$5,844,381.21
FY2015 Total	$5,573,768.87
FY2016 Y-T-D	$ 989,601.80

AGENDA ITEM #13-b:

> **E&G Budget.**

SUBJECT: Approval of Allocation of Funds.

RECOMMENDATION:

> **It is recommended that the State Regents approve a renewal grant allocation in the amount of $60,000 for year two of a renewable five-year commitment through 2019 to the Oklahoma Historical Society for support of the Higher Education Archives project and approve an Inter-Agency Agreement.**

BACKGROUND:

In FY2003, the State Regents' approved grant funding for a five-year period in support of the development of the Higher Education Archives project of the Oklahoma Historical Society. In FY2010 the grant was continued support and expansion of this project for a second five-year period.

The project's primary objectives are to develop and establish a history of the Oklahoma State Regents for Higher Education, to enhance a comprehensive computerized database index of all higher education institutions, both public and private, to collect and preserve histories of Oklahoma institutions, and to provide public access to all elements.

POLICY ISSUES:

This recommendation is consistent with State Regents' policy and actions.

ANALYSIS:

This allocation is recommended as a grant to support the continued development of the higher education archives located at the Oklahoma Historical Society. The archives will include historical documents of the higher education institutions located in the State, both private and public, and highlight biographies of certain individuals who have been major contributors to Oklahoma Higher Education.

Funding Source: FY2016 allocation for Grants/Economic Development/OEIS.

AGENDA ITEM #14:

       Revenue Bonds.

SUBJECT: Review of Statement of Essential Facts.

RECOMMENDATION:

> **It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statements of Essential Facts for the University of Oklahoma's General Obligation Refunding Revenue Bonds, Series 2015C in an amount of approximately $196,920,000 and Series 2015D (taxable) in an amount of approximately $42,155,000, is substantially accurate.**

BACKGROUND:

For revenue bonds issued pursuant to Title 70, O.S., Supp. 2005, Sections 3305(n) and 3980.1 *et seq*., a Statement of Essential Facts shall be prepared by the issuing Board of Regents for the use of and information of prospective bond purchasers and requires that the State Regents examine the Statement of Essential Facts and, if found to be substantially accurate, certify such to the Attorney General of Oklahoma. These series represent the thirtieth and thirty-first series to be issued under the "General Obligation" legislation for the University of Oklahoma.

POLICY ISSUES: None

ANALYSIS:

The proceeds received from the sale of the Series 2015C/D bonds will be used (1) to construct, renovate, remodel, expand and equip intercollegiate athletic, academic, research, student housing, parking, technology and utility system facilities and infrastructure recently made and anticipated to be funded from the bonds, (2) to pay a portion of the interest on the bonds during the period of construction, and (3) to pay costs of issuance.

The bonds to be issued as fully registered bonds will be payable each January 1 and July 1 each of the years 2016 through 2035, with interest payments commencing on January 1, 2016, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents of the University of Oklahoma. These bonds are being issued on parity with the following general obligation bond issuances: 2006A, 2007A, 2007B, 2007C, 2007D, 2009A, 2010A, 2010B, 2011A, 2011B, 2011C, 2011D, 2011E, 2011F, 2012A, 2012B, 2012D, 2013A, 2013B, 2013C, 2013D, 2014A, 2014B, 2014C, 2015A and 2015B. These bonds are the thirtieth and thirty-first issued under the University's General Bond Obligation authorization.

The University has pledged, as security for the bonds, the General Revenues of the University including income to be received from usage of the facilities. No reserve requirement will be established with respect to these series of bonds. The pledged revenues as anticipated by the University's Board will provide sufficient revenue to pay principal of and interest on the Bonds.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the projects has been reviewed and found to be substantially accurate. Projected revenue, as described in the Statement, will assure that revenues will be adequate to cover debt service requirements. The University of Oklahoma maintains compliance with their Board of Regents' "Debt Policy," and will support the bonds by an achievable financial plan that will include servicing the debt, meeting new or increased operating costs, and maintaining an acceptable debt service coverage ratio.

The major components being funded in part with bond proceeds included the following:

1. Gaylord Family-Oklahoma Memorial Stadium $117.0 million
2. Residential Colleges $ 80.0 million
3. Structured Parking Facility $ 28.0 million
4. Real Property Acquisitions $ 6.5 million
5. Utility System Capital Projects $ 4.5 million
6. Campus Streets and Drives $ 4.0 million
7. Technology Infrastructure $ 3.0 million
8. Innovations Hub $ 2.0 million

In addition to bond proceeds, private one-time donations of $39,800,000, and discretionary resources of $4,000,000, will fund a portion of the Gaylord Family-Oklahoma Memorial Stadium Expansion; private one-time donations of $9,500,000 and $10,000,000 discretionary resources will fund the Residential Colleges, and, private one-time donations of $2,500,000 will fund the Innovations Hub. The debt service for the stadium will also be privately funded using 100% of athletic priority seating revenues.

A copy of the Preliminary Official Statement is available for review.

Financial data was provided by the University of Oklahoma and reviewed by Ms. Kelsi Spurgeon, Financial Consultant to the university and Chris Kuwitzky, Associate Vice President and Chief Financial Officer, and internally reviewed by Sheri Mauck, Associate Vice Chancellor for Budget and Finance and Amanda Paliotta, Vice Chancellor for Budget and Finance.

AGENDA ITEM #15:

> **Endowment.**

SUBJECT: Approval of new accounts.

RECOMMENDATION:

> **It is recommended that the State Regents approve 18 accounts representing both new endowment accounts and increases to existing accounts to be matched using $2.623 million in state funds received through Senate Bill 1969 as approved by the 2012 Legislature.**

BACKGROUND:

The 2012 Legislature appropriated state-matching funds through Senate Bill No. 1969. These funds are appropriated to address the backlog in the endowed chairs queue. Funds originally received through this transfer were $141.9 million and accounts were matched at the October 2012 meeting of the State Regents utilizing those funds. An additional $4.98 million in earnings was received from the time of the authorized transfer and the closeout of the investment to the State Regents' Endowment Fund resulting in additional funds for matching purposes. The State Treasurer notified us of the final transfer of close-out grant funds in the amount of $2,623,987.47, received in July 2015, as additional residual EDGE funds to be allocated to endowment accounts as listed.

The methodology for distributing the state matching funds was adopted at the June 2012 meeting and allows for the same percentages be applied evenly between the two components (two-year/regionals (3.56%) and research tiers (96.44%)) that comprise the total amount of the queue at the time of the May 2012 legislation, with the amount distributed to the research tier to be divided equally. The amount for the two-year/regional tier was then applied to the next accounts in chronological order. This action is approval at the account level for full participation in the Endowed Chairs Program. Also, included in today's request is the approval of $650,000 for each research university to replace funds reallocated in October 2012, then the application of the approved formula to the remaining balance.

POLICY ISSUES:
The State Regents' Policy for Administering the Regents' Endowment Fund Program provides that:

> Endowed chairs and distinguished professorships should be established in academic areas that will contribute to the enhancement of the overall cultural, business, scientific or economic development of Oklahoma.

>> Endowed chairs and professorships must be established in areas for which the institution has ongoing, approved academic programs.

>> An institution may apply for an endowed chair, professorship or other related project upon meeting the requirements for establishing an account (an institution must have on

deposit at least 50 percent of the private funds minimum required match as set forth in the policy, with a written commitment that the balance will be on deposit within a 36-month period). Matching funds must originate from monies contributed to the institution from sources specifically designated by the donor for the purpose specified in the endowment fund policy.

ANALYSIS:

To date, institutions have requested a total of $142.8 million for which state matching funds have not been available. The total matching funds amount is $149.523 million as transferred from the Economic Development Generating Excellence (EDGE) Trust Fund as authorized by Senate Bill 1969. Today's action for $2.6 million matching accounts is summarized below.

The accounts requested for approval at this time include accounts and increases at three of the State System institutions, including seven (12) at the University of Oklahoma; five (5) at OSU; and one at Tulsa Community College. Donors have given the entire private amounts, making them eligible for state matching funds. The accounts are eligible to accrue earnings on the public matching funds, and if approved, academic departments could begin recruiting efforts to appoint a faculty member as holder of the chair or professorship.

Assuming approval of this item, still unmatched are approximately $145 million in fully-funded accounts and increases to previously approved accounts system-wide.

Status Report on the Program - With the appropriation from the 2015 session, the Oklahoma State Regents have allocated a total of $360.78 million since inception of the endowment program in 1988. Including the accounts presented in this item for approval, State Regents will have approved a total of 1008 accounts at 27 institutions, as shown below:

Approved Accounts, pending action of September 3, 2015:

Institution	Chairs	Professorships	Lectureships	Total
OU	110	107		217
OU-HSC	136	39		175
OU-Tulsa	39			39
OSU	119	129		248
OSU-CHS	7	4		11
OSU Tech Okmulgee	1	1	32	34
OSU Oklahoma City			3	3
OSU Vet. Med	2	3		5
OSU-Tulsa	9	1		10
UCO	7	2	1	10
ECU	8	8	7	23
NSU	4	2	3	9
NWOSU	20	1	2	23
SEOSU	11	5	9	25
SWOSU	10	3	6	19
Cameron	10	2	54	66
Langston	2	3	3	8
USAO	1	5	2	8
CASC			21	21
EOSC		1	1	2
OCCC			1	1
NEOA&M			1	1
Northern	1		5	6
Rogers State	5	1	2	8
Rose	1	5	2	8
TCC	11	2	5	18
WOSC		4	6	10
TOTAL	514	328	166	1008

Date Requested	Institution	Name of the Account	Amount of Private Donation	Match	Total by Institution
12/22/2011	OU	Drusa B. Cable Chair in Elementary Education	1,000,000	437,500	
6/30/2008	OU	Increase to the Homer L. Dodge Chair in Astrophysics	102,052	102,052	
8/1/2007	OU	Increase to the Ruth Hardman Chair in Education	64,196	64,196	
11/17/2006	OU	Increase to the Reach for Excellence Professorship of Honors #10	67,849	67,849	
11/17/2006	OU	Increase to the Reach for Excellence Professorship of Honors #9 (partial)	67,643	22,796	
9/14/2006	OU	Increase to the David A. Burr Chair in Letters	124,804	124,804	
9/8/2006	OU	Increase to the Hugh Roff Professorship of Law	44,257	44,257	
9/8/2006	OU	Increase to the Hudson Family Professorship of History	25,351	25,351	
9/8/2006	OU	Increase to the Weitzenhoffer Professorship of Musical Theatre #1	32,612	32,612	
4/10/2006	OU	Increase to the Chong K. Liew Chair in Economics	70,854	70,854	
12/7/2005	OU	Increase to the Reach for Excellence Professorship in Honors #8	30,000	30,000	
11/4/2005	OU	Increase to the Carol Elizabeth Young Chair in Honors	266,156	266,156	1,288,427
6/26/2008	OSU	Jay & Fayenelle Helm Professorship in Business II**	250,000	250,000	
6/26/2008	OSU	Harold Courson Chair in Petroleum Engineering III** (partial)	1,000,000	250,000	
6/26/2008	OSU	Oklahoma Farm Bureau 4-H Professorship II	250,000	250,000	
6/26/2008	OSU	Don & Cathey Humphreys Chair in International Studies C II** (partial)	500,000	288,427	
6/26/2008	OSU	A.J. & Susan Jacques Professorship in Special Education II**	250,000	250,000	1,288,427
6/25/2008	TCC	George Kaiser Family Foundation Chair #9 (partial)	250,000	47,134	47,134
					$2,623,988

AGENDA ITEM #16:

Tuition Policy.

SUBJECT: Posting of Amendments to the Chapter 4 – Budget and Fiscal Affairs Tuition and Fee
Policy.

RECOMMENDATION:

**It is recommended that the State Regents Post amendments to the Chapter 4 –
Budget and Fiscal Affairs Tuition and Fee Policy to include updates to incorporate
new policy language to address current institutional practices.**

BACKGROUND:

The State Regents Chapter 4- Budget and Fiscal Affairs Policy provides guidances on all aspects of the
fiscal administration of the State Sytem of Higher Education. In 2006, a comprehensive review and
update of the State Regents' entire policy manual was undertaken. Since that time, various components of
the Chapter 4 – Fiscal Policy have been updated as necessary. This proposed change is intended to
incorporate current institutional practices into the policy of eligible tuition waivers for dependents of
eligible employees.

POLICY ISSUES:

The proposed policy amendments are provided and require State Regents' approval.

ANALYSIS:

The proposed policy updates are summarized below:

4.18.5 Wavier of Tuition

2.   Each institution is authorized to award scholarships to residents of the
state of Oklahoma from the Educational and General Budget – Part I in
the form of resident tuition waivers, the total amount of which shall not
exceed three and five-tenths (3.5) percent of the total E&G Budget – Part
I for the current year. Nothing in this policy shall disqualify a student
from receiving a tuition waiver scholarship on the basis of immigration
status if the student qualifies for resident tuition under the provisions of
Title 70, O. S. ~~2005 Supp.,~~ §3242 and §3242.2.

a.   Reduced Tuition Benefit for Eligible Employees <u>and
Dependents</u>. <u>Subject to all applicable federal tax laws and
regulations E</u>~~e~~ligible employees at constituent institutions in The
State System <u>and their dependents</u> may enroll in courses at the
institution where the employee is employed and be charged

tuition at the rate of one-half the amount regularly charged to students. The term "~~benefit for~~ eligible employees" means full-time and permanent employees of the institution who are eligible under the institutions benefit eligibility criteria. It should be assumed that an employee's enrollment in a course of study is for the benefit of both the employee and the institution. Procedures including appropriate limitation as to the number of credit hours in a given term for which the benefit will apply shall be determined by the institution. Upon the institution's determination that the employee's enrollment in a course of study is primarily for the benefit of the institution, the institution may waive or reimburse the employee for the remaining one-half of the tuition that was charged to the employee.

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AGENDA ITEM #17:

Contracts and Purchases.

SUBJECT: Approval of FY-2016 Purchases in excess of $100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY16 purchases for amounts that are in excess of $100,000.

BACKGROUND:

Agency purchases are presented for State Regents' action. They relate to previous board action and the approved agency budgets.

POLICY ISSUES:

The recommended action is consistent with the State Regents' purchasing policy which requires State Regents' approval of purchases in excess of $100,000.

ANALYSIS:

The items below are in excess of $100,000 and require State Regents' approval prior to issuing a purchase order.

Purchases Over $100,000

OneNet:
1) Telco Supply in the amount of $180,000.00 to construct a 72 strand fiber optic cable route from the Tulsa Hub located at 700 N. Greenwood in Tulsa to the Windstream splice point on the Tulsa Jogging trail located at the intersection of LL Tisdale Parkway and US 412 for OneNet and ARE-ON connections to Windstream IRU fiber optic cable strands. The fiber will connect OneNet Tulsa to Oklahoma City core network and ARE-ON from Tulsa to Fort Smith core network. The existing route has no additional strands available and can be reconfigured after the new construction to provide additional services to OMES and interconnect with Internet service providers located along Archer Street in Tulsa. ARE-ON will contribute funds to the construction based on the number of fiber strands used by ARE-ON. (Funded from 718-OneNet).

2) Telco Supply in the amount of $150,000.00 to construct a 48 strand fiber optic cable spur from Level3 fiber optic cable IRU strands at I-244 and S. Harvard Avenue in Tulsa, south along Harvard Avenue to the University of Tulsa campus to provide four Gigabit Ethernet services for research and campus connectivity. There is a 29 month return on investment. (Funded from 718-OneNet).

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3) Telco Supply in the amount of $188,000.00 to construct a 144 strand fiber optic cable from the City of Norman Public Library to the Norman Public School Datacenter along Main Street in Norman. This construction will provide a 10 Gigabit Ethernet connectivity for the Norman Public Schools and a 1 Gigabit Ethernet connectivity to the Norman Public Library. The City of Norman will provide the fiber optic cable strands from the Norman Public Library to the OneNet Norman point of presence at One Partner Place at the University of Oklahoma research campus. The City of Norman will provide to OneNet dark fiber strands to connect future common education and research customers within the City Norman as they become known. There is a 19 month return on investment. (Funded from 718-OneNet).

OCAN:
4) Dobson Technologies in the amount of $390,000.00 to relocate the OCAN fiber optic cable along US270 for 6.5 miles near Woodward. The relocation of the OCAN fiber optic cable is due to the Oklahoma Department of Transportation road construction that will eliminate the current cable route. (Funded from 720-OCAN).

5) Copper River in the amount of $130,000.00 for the purchase and installation of new Adva Optical Reconfigurable Optical Add Drop Multiplexer (ROADM) node at the Vinita point of presence and ROADM and amplifier cards at Tulsa Hub site at 700 N. Greenwood to support the addition of the Vinita node. Equipment is required to upgrade the Miami hub site backhaul from the current, two Gigabit Ethernet (limit of current equipment purchased in 2009) to 10 Gigabit Ethernet the purchase also provides OCAN the ability to provide 10 GE waves to various telco's in the Vinita area. Two requests for service quotes in Vinita to Tulsa have recently been received and OCAN was unable to provide quote due to equipment not being available. (Funded from 720-OCAN).

AGENDA ITEM #18:

       Deleted Item.

AGENDA ITEM #19:

> **Employment Outcomes Report.**

SUBJECT: Acceptance of the annual Employment Outcomes Report.

RECOMMENDATION:

> **It is recommended that the State Regents accept the report on employment of Oklahoma public college and university graduates.**

BACKGROUND:

Findings from the employment data collection and analysis have been used in degree program reviews, a May 1998 document, *The General Degree Productivity and Retention of Oklahoma Graduates*, and Department of Commerce presentations to prospective employers. This is the eighth *Employment Outcomes Report* designed to study the value of public higher education in the state of Oklahoma by addressing the following questions:

- What percentage of Oklahoma residents and non-Oklahoma residents who graduate from public colleges and universities remain in Oklahoma?

- What percentage of Oklahoma graduates not found to be employed in Oklahoma are still enrolled in the public State System?

- How does level of education impact salary?

- What is the average salary by field of study and level of degree of Oklahoma graduates?

This report examines the employment outcomes of all graduates of Oklahoma public higher education institutions, as well as Oklahoma residents separately.

POLICY ISSUES:

The State Regents place a high priority on being accountable to the public for the investment in higher education. The board's accountability priorities and performance reporting are reflected in recommendations of the Citizens' Commission, in the 1987 15 goals by the State Regents, in the 1990 Mission and Goals for the System, the State Regents' Public Agenda for Higher Education, the Oklahoma State System report cards/Key Indicators of Accountability, and the State Regents' Annual Report.

ANALYSIS:

This report analyzes employment data for graduates of Oklahoma public colleges and universities one year and five years after graduation for various graduating classes of the past decade. A snapshot of employment status five years after graduation is shown for the graduating classes of 2005-06, 2006-07, and 2007-08 and the employment status of the 2009-10, 2010-11, and 2011-12 classes is shown after one year.

The current study supports national data that link salary to educational attainment. Oklahoma data for graduates of the state's public colleges and universities confirm that, on average, the higher the degree a student earns, the higher the salary he or she will earn.

- Five years after graduation, 2007-08 bachelor's degree recipients employed in Oklahoma were earning $42,896 on average.

- Average earnings for 2007-08 certificate and associate in arts/associate in science degree holders five years after graduation were 45 percent and 34 percent less than bachelor's degree recipients.

- Five years after graduation, the 2007-08 associate in applied science, master's, doctoral, and professional degree recipients earned more (3 percent, 30 percent, 57 percent, and 148 percent, respectively) than bachelor's degree recipients.

- Graduates with engineering, mathematics, computer science, and other technical degrees consistently earn higher average salaries, although health professions, business management, and transportation graduates also command strong salaries on average.

The good news for Oklahoma is that the majority of its college graduates remain in the state, contributing to the state's economy and opportunities for growth, even five years after graduation. Following are highlights of the most recent Oklahoma employment data for the state's higher education graduates:

- Five years after graduation, 61 percent of the 2007-08 bachelor's degree recipients were employed in Oklahoma. More certificate (75 percent) and associate degree (74 percent) recipients remained in Oklahoma, and fewer master's (57 percent), and doctoral (32 percent) graduates remained, while professional degree recipients remained at the same rate (61 percent) as bachelor's degree holders.

- One year after graduation, 78 percent of the 2011-12 bachelor's degree recipients were employed in Oklahoma. More certificate and associate degree recipients (82 percent) remained in Oklahoma, and fewer master's (70 percent), professional (70 percent), and doctoral (62 percent) graduates remained.

- Of the bachelor's degree recipients who were Oklahoma residents, 85 percent of the 2011-12 graduates remained in Oklahoma after one year, and 71 percent of the 2007-08 graduates remained after five years. Additionally, many non-resident bachelor's degree recipients remained in state after graduation: 46 percent after one year, and 26 percent after five years.

- The current data (for 2007-08 graduates after five years) for bachelor's and master's degree recipients reflect steady employment rates, at 61 and 57 percent, respectively, compared to the study one year ago (for 2006-07 graduates after five years). Rates for professional degree holders increased from 55 to 61 percent, while rates for doctoral, associate's and certificate holders decreased (from 1 to 7 percentage points), compared to one year ago.

- For all degree levels except associates in applied science, employment rates after one year for the 2011-12 graduates were several percentage points higher than the rates for the prior year's graduates.

Doctoral degree holder rates increased most (7 percentage points), followed by bachelor's degree, professional degree, and certificate holders (3 points higher at each level). The increases at the associate in arts/associate in science and master's degree levels were more modest, at 1 point higher, while the 2011-12 associate in applied science graduates were found at a lower rate (2 percentage points) than their prior year counterparts.

- Although the vast majority of graduates of Oklahoma public higher education institutions remain in Oklahoma, the "out" migration is evident in technical fields of study such as engineering, computer science, physical sciences, mathematics and architecture based upon employment rates after five years. For instance, 50 percent of physical science bachelor's degree holders (2007-08) where found employed in the state after five years. Additionally, architecture and engineering bachelor's degree holders had lower employment rates at 49 percent and 47 percent, respectively.

- Of the 2011-12 graduates who were not found employed, 1.2 percent were still enrolled in Oklahoma higher education after one year. The highest percentage of continued enrollment was found among the associate in arts/associate in science degree holders at 3.0 percent, followed by certificate holders at 2.7 percent. For those who had graduated five years earlier (2007-08), continued higher education enrollment was not found to be significant.

Curricula alignment, internships and other partnerships between higher education and business enhance the value of higher education and the employability of Oklahoma's graduates. Efforts to improve student preparation and awareness of college, strategic scholarship programs, and accelerated degree completion programs all contribute to increased numbers of college graduates in the state. In 2010, Oklahoma joined with *Complete College America*, a national nonprofit organization focused on raising degree attainment. Governor Mary Fallin framed the importance of this goal and the state's commitment in a September 2011 press conference when she said "My top priority as governor is to create a business environment in Oklahoma that fosters economic growth and job creation. Ensuring we have a highly skilled, college educated workforce is essential to attracting and retaining good jobs and investment to our state."

This report will be available in the Studies, Reports, and Data section of the State Regents' website at http://www.okhighered.org/studies-reports/employment-outcomes/ or upon request.

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AGENDA ITEM #20:

> **State Regents' Meetings.**

SUBJECT: Acceptance of the proposed 2016 Schedule of regular meetings.

RECOMMENDATIONS:

> **It is recommended that the State Regents approve the 2016 schedule of regular meetings for filing with the Office of Secretary of State according to law.**

STAFF ANALYSIS:

The following times and dates for State Regents' regular meetings in 2016 are proposed.

DATE	TIME	LOCATION
Wednesday, January 27, 2016	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, January 28, 2016	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Wednesday, March 2, 2016	10:30 a.m.	Cameron University Lawton, Oklahoma
Thursday, March 3, 2016	9 a.m.	Cameron University Lawton, Oklahoma
Wednesday, April 20, 2016	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, April 21, 2016	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, April 21, 2016	10 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, May 26, 2016	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK

Friday, May 27, 2016	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Wednesday, June 29, 2016	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, June 30, 2016	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Wednesday, August 31, 2016	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, September 1, 2016	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Wednesday, October 19, 2016	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, October 20, 2016	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, November 3, 2016	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Wednesday, November 30, 2016	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, December 1, 2016	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK

AGENDA ITEM #21:

> **Commendations.**

RECOMMENDATION:

> **It is recommended that the State Regents accept this report and commend staff for state and national recognitions.**

RECOGNITIONS:

State Regents' staff received the following state and national recognitions:

- **Dr. Stephanie Beauchamp**, assistant vice chancellor for Academic Programs, was selected to participate in the 2015 Governor's Executive Development Program for State Officials hosted at Oklahoma State University.

- **Terri Grissom,** Oklahoma GEAR UP coordinator accompanied two students to first lady Michelle Obama's "Beating the Odds" Summit at the White House as part of the Reach Higher initiative. The event focused on sharing tools and strategies students use to successfully transition to college and the resources they will need to persist and complete the next level of their education.

- **Chancellor Glen D. Johnson** attended attended and provided remarks at retirement luncheon in honor of Oklahoma City Community College (OCCC) Vice President Marion Paden in Oklahoma City; attended State Chamber Annual Meeting at the National Cowboy and Western Heritage Museum in Oklahoma City; attended Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City; attended and chaired Southern Regional Education Board (SREB) Commission on College Affordability meeting in Naples, Florida; attended Southern Regional Education Board (SREB) Legislative Work Conference meeting in Naples, Florida; attended the Standards Setting Steering Committee meeting in Oklahoma City; attended State Higher Executive Officers Association (SHEEO) Annual Meeting in Santa Fe, New Mexico; participated in joint presentation entitled "Building Effective Relationships with Stakeholders" with Indiana Commissioner for Higher Education Dr. Teresa Lubbers at State Higher Executive Officers Association (SHEEO) Annual Meeting in Santa Fe, New Mexico; served as moderator for *Affordability and Aid* panel featuring Tulsa Community College (TCC) President Leigh Goodson, MDRC Senior Vice President of Development and External Affairs Robert Ivry, and Bill & Melinda Gates Foundation Senior Program Officer Travis Reindl at State Higher Executive Officers Association (SHEEO) Annual Meeting in Santa Fe, New Mexico; attended American Association of State Colleges and Universities (AASCU) Summer Council of Presidents meeting in Denver, Colorado; attended American Association of State Colleges and Universities (AASCU) Board of Directors meeting in Denver, Colorado; attended American Association of State Colleges and Universities (AASCU) Council of State Representatives meeting in Denver, Colorado; provided welcoming remarks at the Oklahoma State Regents for Higher Education's state authorization reciprocity agreement (SARA) meeting featuring National Council for SARA Executive Director Marshall Hill and Southern Regional Education Board

(SREB) S-SARA Director Mary Larson in Oklahoma City; taped segment for Oklahoma Educational Television Authority's (OETA) *Oklahoma Forum* with Dick Pryor in Oklahoma City; hosted "Coffee with the Chancellor" series for State Regent's Staff; taped welcoming remarks for the Oklahoma State Regents for Higher Education's Reverse Transfer Summit; attended opening session of CareerTech Summer Conference at the Tulsa Cox Convention Center in Tulsa; attended employee event hosted by University of Central Oklahoma (UCO) President Don Betz at the UCO Jazz Lab in Edmond; attended and provided remarks at ribbon cutting ceremony for the University of Central Oklahoma's (UCO) new Transformative Learning Quadrangle in Edmond; Presented to Durant Economic Development Council in Durant; Served as keynote speaker at the Carl Albert State College (CASC) Faculty and Staff Assembly in Poteau; met with former Tulsa Community College (TCC) President Tom McKeon and *Tulsa World* Editorial Pages Editor Wayne Greene in Tulsa to discuss higher education issues; attended STEM Summit Planning Committee meeting in Oklahoma City; provided remarks at State Department of Education press conference with State Superintendent Joy Hofmeister in Oklahoma City; attended Greater Oklahoma City Chamber State of the Schools luncheon in Oklahoma City;

- **Melissa Michie**, the Oklahoma Teacher Connection coordinator, presented "Recruiting, Retaining and Placing Teachers in Oklahoma Schools" at the 2015 Oklahoma State School Boards Association annual conference at the Oklahoma City's Cox Convention Center.

AGENDA ITEM #22:

Executive Session.

SUBJECT: Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning a pending investigation, claim, or action if the board's attorney determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

AGENDA ITEM #23-a:

> **Programs.**

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

> **It is recommended that the State Regents approve modifications to existing programs, as described below.**

BACKGROUND:

> Oklahoma State University (OSU)
> > 3 degree program requirement changes
> > 1 degree program option deletion

> University of Oklahoma (OU)
> > 2 degree program requirement changes

> Cameron University (CU)
> > 5 degree program requirement changes
> > 5 degree program option deletions

> East Central University (ECU)
> > 1 degree program option name change
> > 1 degree program option deletion

> Northeastern State University (NSU)
> > 1 degree program requirement change

> Southwestern Oklahoma State University (SWOSU)
> > 1 degree program requirement change
> > 1 degree program designation change

> Carl Albert State College (CASC)
> > 3 degree program requirement changes
> > 3 degree program option additions
> > 1 degree program name change

> Connors State College (CSC)
> > 2 degree program requirement changes

> Northeastern Oklahoma A&M College (NEOAMC)
> > 3 degree program requirement changes

Oklahoma State University – Institute of Technology (OSUIT)
      3 degree program requirement changes
      2 degree program option additions

Seminole State College (SSC)
      2 degree program requirement changes

Western Oklahoma State College (WOSC)
      1 degree program requirement change

POLICY ISSUES:

These actions are consistent with the State Regents' Academic Program Approval policy.

ANALYSIS:

OSU – Bachelor of Science in Aerospace Engineering (424)
Bachelor of Science in Mechanical Engineering (144)
Degree program requirement changes
- Change minimum grade point average (GPA) required for graduation from 2.00 to 2.50.
- Change minimum GPA required in all MAE prefix courses from 2.00 to 2.50.
- Change minimum GPA required in all 4000 level MAE prefix courses from 2.00 to 2.50.
- The proposed changes will improve rigor and retention within the program and will also increase preparedness for practice.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Chemical Engineering (041)
Degree program option deletion
- Delete option "Environmental."
- The proposed deletion is the result of low demand for the option.
- One student is currently enrolled who will be advised of other options within the program or other degrees including the Bachelor of Science in Agricultural Sciences and Natural Resources in Environmental Science (401).
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Graduate Certificate in Family Financial Planning (441)
Degree program requirement changes
- Remove DHM 5503 and HS 5303.
- Add HS 5803.
- The proposed changes align the curriculum with the Certified Financial Planner Board of Standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 21 to 18.
- No funds are requested from the State Regents.

OU – Bachelor of Architecture in Architecture
Degree program requirement change

OU – Bachelor of Arts in Chinese (358)

Degree program requirement changes

- Remove CHIN 4643 and add CHIN 2323.
- Require 6 credit hours of "Guided Electives" to be selected from: CHIN 3623, MLLL 3753, and MLL 4453.
- Add MLLL 3763 and MLLL 4753 to "Major Support Courses."
- The proposed changes provide students with greater flexibility in completing major requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CU – Associate in Applied Science in Multimedia Design (510)

Degree program requirement change

- Remove RTV 2104 and add JRMP 1313.
- The proposed change updates the curriculum to better serve students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 61 to 60.
- No funds are requested from the State Regents.

CU – Bachelor of Arts in English Education (125)

Degree program requirement changes

- Add ENGL 3663.
- Change credit hours required for "English Electives" from 5 to 2.
- The proposed changes will better prepare students for certification.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CU – Bachelor of Arts in Mathematics (150)

Degree program requirement changes

- Remove MATH 1001 from "Required Technology Courses" and require students to complete 2 credit hours of MATH 3001.
- The proposed changes facilitate assessment of technology in mathematics and allow for additional opportunities to assess master of technology.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CU – Bachelor of Science in Computer Science (415)

Degree program requirement changes

- Remove CS 1113, CS 1733, CS 2333, CS 3203, CS 5001-3, IT 1213, IT 2063, MATH 2213, MATH 2236, MATH 4433 or STATE 2013.

- Remove MATH 1823 and add MATH 1523.
- The proposed change will better prepare students for subsequent professional courses in the curriculum.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

- Change credit hours required for CS 1313 from 3 to 4 (1314), for CS 1513 from 3 to 4 (1514), and for CS 4203 from 3 to 4 (4204).
- Add CS 2513.
- Add 13 credit hours of "Electives" and 13 credit hours of "Mathematics Electives."
- The proposed changes are based upon the Association of Computer Machinery Curricula 2013 guidelines and a departmental evaluation to further improve students' learning and skill development.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CU – Bachelor of Science in Multimedia Design (420)
Degree program requirement changes and degree program option deletions
- Delete options "Instructional Design Project Leader," "Web Development," "3D Animation," and "General."
- Students will be advised to continue completing courses in their area of interest.
- Remove RTV 2104 and add JRMP 1313.
- The proposed changes allow for easier development of articulation agreements with 2-year colleges.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CU – Bachelor of Business Administration in Business Administration (320)
Degree program option deletion
- Delete option "Economics."
  - There are currently 5 students enrolled in the option and will be advised into one of the remaining options.
- The proposed deletion is the result of an inadequate number of full-time faculty to accommodate an economics option.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU – Master of Education in Grad-Elementary (080)
Degree program option deletion
- Delete option "Elementary Mathematics Specialist."
- The proposed deletion is due to low enrollment in the option.
- There are currently four students enrolled who will be allowed to complete the program or change to a different program.
- No new courses will be added and six courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU – Master of Science in Human Resources in Human Resources (089)
Degree program option name change
- For the "Counselor" option:
  - Change option name to "Clinical Mental Health Counseling."

- The proposed change is necessary to obtain accreditation from the Council for Accreditation of Counseling and Related Educational Programs and to better reflect current trends in the field.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Education in Teaching (124)

Degree program requirement changes
- Remove EDUC 5250, EDUC 5720, EDUC 4920, and EDUC 5730 from "Professional Education Core" and add EDUC 5133, EDUC 5683, EDUC 5843, and EDUC 5910.
- For the "National Board" option:
  o Change credit hours required for EDUC 5430 from 3 to 6.
  o Remove 3 credit hours of EDUC 5730.
- The proposed changes update the curriculum with new courses and remove unused courses.
- Three new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Master of Science in School Psychology (148)

Degree program designation change
- Change degree designation to Specialist in Education.
- The proposed change will benefit the program as it seeks national accreditation by the National Association of School Psychology, which is the highest level of accreditation that can be given to school psychology programs and only provides accreditation to specialist programs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Arts in Interdisciplinary Studies (145)

Degree program requirement changes
- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of "Computer Proficiency."
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of "Physical Science" to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 or HIST 1033 to fulfill part of the 6 credit hours of "Humanities" requirement.
- Require one of the following courses to fulfill 3 credit hours of "Humanities" requirement: ART 1223, COMM 1263, LIT 2333, LIT 2413, MUSIC 1013, MUSIC 1103, or PHILO 1453.
- Remove 6 credit hours of "Economic and International Studies" and 6-7 credit hours of "Behavioral, Social, and Cultural Studies."
- Add 3-4 credit hours of "Human, Cultural, and Social Diversity."
- Change credit hours required for "General Education" from 43-44 to 40.
- Change credit hours required for "Free Electives" from 13-14 to 17.

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- The proposed changes are the result of an institution-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents' policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CASC – Associate in Applied Science in Physical Therapist Assistant (051)
Degree program requirement changes
- Remove PHTA 2382 and add PHTA 2482.
- The proposed changes are the result of licensing exam pass rates and input from faculty and staff.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CASC – Associate in Science in Pre-Engineering (029)
Degree program requirement changes, degree program option additions, and degree program name change
- Change program name to "Mathematics, Physical Science, and Pre-Engineering."
- Add options "Mathematics," "Physical Science," and "Pre-Engineering."
- Change credit hours required for "Physical Science" from 4 to 5 and require CHEM 1115.
- Remove 2 credit hours of "Health, Physical Education, and Recreation" requirement.
- Add CS 1103.
- Change credit hours required for "General Education" electives from 8 to 3.
- Change credit hours required for "General Education" from 40 to 37.
- Remove PHYS 2014 and PHYS 2114 from "Required Courses."
- Remove 1-3 credit hours of "Elective Courses in Major."
- Change credit hours required for "Major Requirements" from 22-24 to 24-26.
- The proposed changes create consistency among the curriculum and degree requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-64 to 61-63.
- No funds are requested from the State Regents.

CASC – Associate in Science in Pre-Medicine, Pharmacy, Veterinary Medicine (031)
Degree program requirement changes, degree program option additions, and degree program name change
- Change program name to "Biological and Pre-Professional Science."
- Add options "Biological/Zoology," "Pre-Medicine," "Pre-Pharmacy," and "Pre-Veterinary Medicine."
- Remove BOT 1114 as an alternative course to ZOO 1114.
- Change credit hours required for "Physical Science" from 4 to 5 and require CHEM 1115.
- Remove 2 credit hours of "Health, Physical Education, and Recreation" requirement.
- Add CS 1103.
- Change credit hours required for "General Education" electives from 8 to 3.
- Change credit hours required for "General Education" from 40 to 37.
- Remove BIO 2155, ZOO 1114, and CHEM 1115 from "Required Courses" and add MATH 1613.

- Remove PHYS 2014 as an alternative course to PHYS 1114.
- Remove 4-5 credit hours of "Major Electives."
- Change credit hours required for "Major Requirements" from 23-25 to 24-25.
- No new courses will be added and no courses will be deleted.
- The proposed changes create consistency among the curriculum and degree requirements.
- Total credit hours for the degree will change from 62-64 to 61-62.
- No funds are requested from the State Regents.

CSC – Associate in Science in Agriculture (001)
   Degree program option deletions
   - Delete options "Purebred Ranch Operations" and "Wildlife Ecology and Management."
     - The proposed deletions are the result of changes to the associate degree programs at Oklahoma State University.
   - For all options:
     - Remove BIOL 1114 and CHEM 1315 from "General Education" and add 6-9 credit hours of "Science."
     - Remove MATH 1513 from "General Education" and add 3 credit hours of "Mathematics."
     - Add 11-12 credit hours of "Agriculture Core Requirements" and include: AGRI 1111 and/or AGRI 2041, AGEC 1113, AGRI 2113, and AGRO 2114.
   - For the "Agriculture Economics/Agribusiness" option:
     - Remove AGRO 1213, ANSI 1124, NREM 2013, AGEN 1123, AGLE 2303, ANSI 2213, ANSI 2402, HORT 1013, AGRI 2003.
     - Add AGRI 2013.
     - Add the following courses if needed: AGRO 1213 or HORT 1013 or NREM 1113, ANSI 1124 or FDSC 1133, and NREM 2013 or NREM 1014.
     - Change credit hours required for options from 14-20 to 15-25.
     - Change credit hours required for "Guided Electives" from 0-6 to 0-10.
   - For the "Agriculture Education, Communication, and Leadership" option:
     - Change credit hours required for "Core Agriculture Education, Communication, and Leadership" courses from 13-19 to 15-25.
     - Change credit hours required for "Guided Electives" from 0-6 to 0-9.
   - For the "Animal Science" option:
     - Change credit hours required for "Core Animal Science" courses from 13-19 to 15-25.
     - Change credit hours required for "Guided Electives" from 0-6 to 0-10.
   - For the "Equine Science" option:
     - Change credit hours required for "Core Equine Science" courses from 26-29 to 28-35.
   - For the "General Agriculture" option:
     - Change credit hours required for "Core General Agriculture" courses from 14-19 to 18-25.
     - Change credit hours required for "Guided Electives" from 0-5 to 0-7.
   - For the "Horticulture" option:
     - Change credit hours required for "Core Horticulture" courses from 13-19 to 16-25.
     - Change credit hours required for "Guided Electives" from 0-6 to 0-9.
   - For the "Natural Resources" option:
     - Change credit hours required for "Core Natural Resources" courses from 12-19 to 12-22.
     - Change credit hours required for "Guided Electives" from 0-7 to 0-10.
   - For the "Plant and Soil Science" option:

o Change credit hours required for "Core Plant and Soil Science" courses from 13-19 to 15-25.
o Change credit hours required for "Guided Electives" from 0-6 to 0-10.
- For the "Pre-Veterinary Medicine" option:
o Change credit hours required for "Core Pre-Veterinary Medicine" courses from 23-29 to 20-27.
o Change credit hours required for "Guided Electives" from 0-6 to 0-7.
- The proposed changes modify the curriculum to be in compliance with State Regents' policy requirement of an approximate 50 percent common core.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CSC – Associate in Science in Biological Science (053)
Degree program requirement changes
- For all options:
o Add 14 credit hours of "Program Core" and include: EDUC 1111, BIOL 1123, BIOL 1131, BIOL 1114, and CHEM 1315.
- For the "Allied Health" option:
o Remove BIOL 1114 or BIOL 1404 and BIOL 1604 from "Biology Electives Group II."
o Change credit hours required for "Biology Electives" from 12-20 to 12.
o Change credit hours required for "Electives" from 8-16 to 7-16.
- For the "Biology" option:
o Change credit hours required for "Biology Electives" from 16-23 to 12-18.
o Change credit hours required for "Electives from 0-7 to 1-7.
- For the "Pre-Medical Professional" option:
o Remove MATH 1613 as a required course.
o Remove 12-16 credit hours of "Biology."
o Add 12-16 credit hours of "Guided Electives" and include: BIOL 2104, BIOL 2114, BIOL 2124, CHEM 1515, and MATH 1613.
o Change credit hours required for "Electives" from 0-10 to 3-10.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NEOAMC – Associate in Science in Nursing-Pre (037)
Degree program requirement change
- Remove BIOL 1414 and add CHEM 1144.
- The proposed change is the result of a recommendation from the nursing program faculty and curriculum committee.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NEOAMC – Associate in Applied Science in Nursing (038)
Degree program requirement change
- Remove BIOL 1414 as an alternative course for CHEM 1215 or CHEM 1314 and add CHEM 1144.

- The proposed change is the result of a recommendation from the nursing program faculty and curriculum committee.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NEOAMC –Associate in Applied Science in Medical Laboratory Technician (058)
    Degree program requirement change
- Add CHEM 1144 as an alternative course for CHEM 1215 or CHEM 1314.
- The proposed change is the result of a recommendation from the nursing program faculty and curriculum committee.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSUIT – Associate in Science in Information Technologies (092)
    Degree program requirement changes
- Add ITD 1033 to "Major Requirements."
- Change credit hours required for "Major Electives" from 6 to 3.
- Remove 3 credit hours of "General Business Elective" from "General Education."
- Add 3 credit hours of "Elective" to "General Education.
- The proposed changes are the recommendation from industry partners and will improve student performance.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSUIT – Bachelor of Technology in Civil Engineering Technology (096)
    Degree program requirement changes
- Remove CET 2103, CET 3114 and CET 4812 from "Program Requirements."
- Add CET 2423, CET 3113, CET 3333, CET 4123, and CET 4806 to "Program Requirements."
- Change credit hours required for CET 4413 from 3 to 4 (4414).
- The proposed changes are the result of collaboration with industry partners to provide students with more focus on key civil engineering technology-related topics.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSUIT – Associate in Applied Science in Engineering Technologies (080)
    Degree program requirement changes and degree program option additions
- Add options "Electromechanical Technologies" and "Electrical/Electronics Technologies."
  - The proposed options will prepare students to fulfill a variety of technician-level roles within the engineering technology field.
- For the "Instrumentation Technology" option:
  - Add MATH 2144, MATH 2153, and PHYS 1214 to "Major Requirements."
  - Add MATH 1613, SPCH 2313, and PHYS 1114 to "Program Core Requirements."
  - Remove SPCH 2313, MATH 1613, MATH 2144, MATH 2153, PHYS 1114, and PHYS 1214 from "General Education" requirements.

o The proposed changes reorganize the curriculum to meet State Regents' policy requiring an approximate 50 percent common core.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SSC – Associate in Arts in Art (201)
Degree program requirement changes
- Add CA 1103 to "General Education Requirements."
- Add 2 HPER activity courses as an alternative to HPER 1012.
- Change credit hours required for "General Education Requirements" from 41 to 38.
- Change credit hours required for "Major Field Requirements" from 15 to 18.
- The proposed changes better align the curriculum with transfer destination degree programs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SSC – Associate in Applied Science in Nursing (110)
Degree program requirement changes
- Remove PSY/SOC Elective from "General Education Requirements" and add SOC 1101.
- Add BIOL 1214 or CHEM 1114 to "General Education Requirements."
- Change credit hours required for "General Education Requirements" from 18 to 20.
- Change credit hours required for "Technical Occupational Support Courses" from 14-16 to 12-14.
- The proposed changes update the curriculum to increase retention and student success.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

WOSC – Associate in Applied Science in Nursing (040)
Degree program requirement changes
- Add ENGL 1213 and remove COSC 1153.
- The proposed changes update the curriculum to ensure compliance with State Regents' policy regarding general education requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

AGENDA ITEM #23-b:

> **Reconciliation.**

SUBJECT: Approval of institutional requests for degree program inventory reconciliations.

RECOMMENDATION:

> **It is recommended that the State Regents approve requests for degree program inventory reconciliations as described below.**

BACKGROUND:

University of Oklahoma (OU) requested degree program modification changes for the Doctor of Philosophy in Health and Exercise Science (345) to reconcile institutional practice with official degree program inventory.

Tulsa Community College (TCC) requested degree program modification changes for the Certificate in Early Childhood (359) to reconcile institutional practice with official degree program inventory.

POLICY ISSUES:

These actions are consistent with the State Regents' Academic Program Approval policy.

ANALYSIS:

OU submitted degree program modification changes for the Doctor of Philosophy in Health and Exercise Science (345), which were approved at the June 25, 2015 State Regents' meeting. The modification indicated to add HES 5113 to the "Health Promotion" option rather than add BSE 5113. This action will reconcile State Regents' inventory with institutional practice.

TCC submitted a new program request for the Certificate in Early Childhood (359), which was approved at the May 29, 2015 State Regents' meeting. The curriculum specified a required course as CHLD 2223 instead of CHLD 2233. This action will reconcile State Regents' inventory with institutional practice.

AGENDA ITEM #23-c:

      Electronic Delivery.

SUBJECT: University of Oklahoma. Approval of request to offer an existing degree program through online delivery.

RECOMMENDATION:

> **It is recommended that the State Regents approve University of Oklahoma's request to offer the existing Maser of Education in Special Education (219) through online delivery.**

BACKGROUND:

University of Oklahoma (OU) is currently approved to offer the following degree programs via electronic media:

- Bachelor of Arts in Administrative Leadership (375);
- Bachelor of Arts in Information Studies (343);
- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394)
- Bachelor of Arts in World Cultural Studies (390);
- Bachelor of Science in Criminal Justice (365);
- Certificate in Human Resource Diversity and Development (340);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Arts in Administrative Leadership (373);
- Master of Arts in Global Affairs (404);
- Master of Arts in Liberal Studies (232);
- Master of Education in Education Administration (050);
- Master of Environmental Science (076);
- Master of Library and Information Studies (151);
- Master of Prevention Science (374);
- Master of Legal Studies in Legal Studies (149);
- Master of Science in Criminal Justice (391);
- Master of Science in Civil Engineering (038);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Knowledge Management (347); and
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344).

OU's governing board approved offering online the existing Master of Education in Special Education at their June 24, 2015 meeting and OU requests authorization to offer the existing program online, as outlined below.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved electronic media delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

ANALYSIS:

OU satisfactorily addressed the requirements in the Distance Education and Traditional Off-Campus Courses and Programs policy as summarized below.

Master of Education in Special Education

Delivery method. The existing degree program will be delivered through the OU Janux platform. The Department of Educational Psychology special education faculty will collaborate with OU's Center for Teaching Excellence and other campus resources to design and prepare online course content. Videos will be produced and included in the courses to explain and demonstrate concepts. Other technology, such as the Janux discussion board and Adobe Connect will be used to facilitate student course engagement. OU will meet academic standards outlined in policy to ensure the quality of the degree program, which include faculty training, student services, and other support services including library, facilities, and computing equipment containing a variety of software suites.

Demand. According to the Bureau of Labor Statistics (BLS), employment of special education teachers is projected to grow 6 percent through 2022, which represents a pace slower than the average for all occupations. The BLS indicates that employment growth will be driven by continued demand for special education services, and job opportunities will stem from the need to replace teachers who leave the occupation. Through 2022, the Oklahoma Employment Security Commission (OESC) projects special education teacher positions to increase by 11.27, 4.69, 4.67, and 3.79 percent for preschool, kindergarten, elementary, and secondary school sectors, respectively.

The degree program has met or exceeded minimum program productivity requirements and OU seeks to continue meeting student and industry demand by offering online the existing degree program. OU will meet the needs of its students who have time management constraints and will provide its students with an option that will give them access to a degree program that will increase their professional opportunities.

Funding. No new funding will be required to deliver the degree program online. The program will be funded through existing allocations, program fees and tuition.

A system wide letter of intent was distributed electronically to presidents on June 11, 2015 and East Central University and the University of Central Oklahoma requested a copy of the proposal; however, a protest was not received from either institution.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve OU's request to offer online the existing Master of Education in Special Education, as described above.

AGENDA ITEM #23-d:

> **Academic Nomenclature.**

SUBJECT: Ratification of the University of Oklahoma's institutional request to create two new divisions from the existing Division of Management and Entrepreneurship and of Seminole State College's institutional request to eliminate an academic division.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the approved academic nomenclature changes as described below.**

BACKGROUND:

The University of Oklahoma (OU) requested authorization to create two new divisions from the existing Division of Management and Entrepreneurship. OU's governing board approved the request on May 7, 2015.

Seminole State College (SSC) requested authorization to eliminate one academic division. SSC's governing board approved the request on June 23, 2015.

POLICY ISSUES:

This action is consistent with the State Regents' Approval of Changes in Academic Structure and Nomenclature policy.

ANALYSIS:

OU requested approval to create the Division of Management and International Business and the Division of Entrepreneurship and Economic Development from the existing Division of Management and Entrepreneurship. The Division of Entrepreneurship and Economic Development will strengthen OU's commitment to increase the importance of developing business insights around the creation of new ventures, training students more effectively to engage in new venture development, and assisting students and alumni more extensively in developing new ventures. Additionally, the Division of Management and International Business will better highlight and promote OU's focus on preparing students as leaders in a global business environment, including an increasing emphasis on international business. No additional funding is requested from the State Regents for this change.

SSC requested approval to reorganize academic divisions to include elimination of one division as a cost-saving measure to reduce administrative supervisory costs. The reorganization plan also included a realignment of academic programs offered within the divisions. No programs were changed or deleted. No additional funding is requested from the State Regents for this change.

Authorization was granted by the Chancellor for the above requests. State Regents' ratification is requested.

AGENDA ITEM #23-e:

> **Agency Operations.**

SUBJECT: Ratification of Purchases.

RECOMMENDATION:

> **It is recommended that the State Regents ratify purchases in amounts in excess of $25,000 but not in excess of $100,000 between June 4, 2015 and August 3, 2015.**

BACKGROUND:

Agency purchases are presented for State Regents' action. They relate to previous board action and the approved agency budgets.

POLICY ISSUES:

The recommended action is consistent with the State Regents' purchasing policy which provides for the Budget Committee's review of purchases in excess of $25,000.

ANALYSIS:

For the time period between June 4, 2015 and August 3, 2015 there are 31 purchases in excess of $25,000 but not in excess of $100,000.

Core

1) Internet II, in the amount of $45,000.00 for the Secondary Education Group Participation (SEGP) membership fees. The membership fee will allow K12 to participate in the benefits of Internet II. (Funded from 210-Core).

2) Office of Management and Enterprises Services (OMES), in the amount of $27,600.00 for FY16 Core monthly transaction processing fees for the PeopleSoft system. (Funded from 210-Core).

3) Information Builders Incorporated, in the amount of $48,018.28 for WebFOCUS maintenance renewal used in the Strategic Planning and Analysis division. (Funded from 210-CORE).

4) Nelson Mullins Riley and Scarborough, LLP in an amount not to exceed $40,000.00 for potential legal services for FY16 in regard to the Office for Civil Rights Complaint. (Funded from 210-Core).

5) EBSCO Industries Incorporated, in the amount of $69,038.00 for unlimited access for Oklahoma institutions to Business Source Premier and Regional Business New Plus. (Funded from 210-Core).

6) State Office of the Attorney General in the amount of $63,025.08 for Assistant Attorney General legal services provided to the Quartz Mountain Arts and Conference Center and to the following

institutions who do not have ready access to legal services: University of Science and Arts of Oklahoma, Eastern Oklahoma State College, Murray State College, Carl Albert State College, Redlands Community College, Northern Oklahoma College, Rose State College, Seminole State College, Western Oklahoma State College, and the University Center at Ponca City. (Funded from 210-Core).

College Access

7) Quartz Mountain Arts and Conference Center in the amount of $44,397.08 for the Summer Institute for new counselors and experienced counselors from counties with poverty rates greater than 16% which is the Oklahoma average. (Funded From 430-College Access).

OneNet

8) Copper River Information Technology in the amount of $29,503.39 for FSP 150 hardware to provide all schools in the ILEC territory additional bandwidth. The schools have selected OneNet for service and OneNet requires these devices to light the fiber. Customer locations include the following public schools Red Oak, Leflore, Talihina, Whitesboro, Albion, Tuskahoma, Buffalo Valley, Nashoba and Clayton. Also included are the Vo-Tech, Indian Hospital and Vet Center all located in Talihina. The cost of this project will be recovered through user fees. (Funded from 718-OneNet).

9) CDW Computer Centers Incorporated, in the amount of $54,424.00 for equipment that will facilitate a 100G capacity to the OneNet Oklahoma City Datacenter. The equipment will upgrade the OneNet routers located at the University of Central Oklahoma, Western Oklahoma State University and Langston University. The equipment that will also support a redundant link from the Gordon Cooper Technology Center located in Shawnee to the Oklahoma Community Anchor Network Waurika hut. (Funded from 718-OneNet).

10) True Digital Security in the amount of $66,300.00 for contract renewal to monitor network traffic 24/7/365 for security against suspicious and/or malicious activity on the Oklahoma State Regents for Higher Education network. (Funded from 718-OneNet).

11) Qwest Communications Company in the amount of $98,852.00 for the purchase of gigabit Ethernet service to connect the OneNet network to the internet which provides internet access for all OneNet customers. (Funded from 718-OneNet).

12) GovConnection in the amount of $47,222.28 for maintenance to provide telephone support, preventative maintenance visits, corrective maintenance, labor, on-site troubleshooting and parts for both the uninterruptable power system (UPS) and battery cabinets. These UPS protect equipment in the IT/OneNet datacenter from any power related problems. (Funded from 718-OneNet).

13) Comdata in the amount of $62,500.00 for FY16 vehicle fuel and maintenance of OneNet vehicles. (718-OneNet).

14) American Telephone & Telegraph (AT&T) in the amount of $45,500.00 for basic telephone lines for OneNet hub sites to access routers and circuits. (Funded from 718-OneNet).

15) Vyve Broadband in the amount of $85,000.00 for fast Ethernet circuits to provide services to OneNet customers. (Funded from 718-OneNet).

16) Cherokee Telephone Company in the amount of $40,000.00 for T1 circuits to provide services to OneNet customers. (Funded from 718-OneNet).

17) Oklahoma Gas & Electric in the amount of $31,000.00 for FY16 electricity for the Educational Television Network Building, the Bethel Tower, the Lucien Tower and the Enid Tower. (Funded from 718-OneNet).

18) Oklahoma Western Telephone Company in the amount of $80,000.00 for T1 circuits to provide services to OneNet customers. (Funded from 718-OneNet).

19) Internet II in the amount of $28,913.00 to provide a cross connect circuit between the Level3 facility in Tulsa, Oklahoma located at 18 W Archer Street and the DataBank colocation facility located at 400 South Akard in Dallas Texas. The bandwidth will be delivered as a 10 gigabit layer 1 wavelength. (Funded from 718-OneNet).

20) K-Powernet LLC in the amount of $36,000.00 for fast Ethernet circuits to provide services to OneNet customers. (Funded from 718-OneNet).

21) International Business Machines in the amount of $97,637.35 for the FY16 maintenance renewal for the server N5300 Series Storage. The hardware disk array and software provide primary and secondary storage for OneNet and OneNet customers. (Funded from 718-OneNet).

22) Galt in the amount of $41,866.80 for FY16 temporary staffing services for the OneNet front desk. (Funded from 718-OneNet).

23) Carahsoft Technology Corporation in the amount of $36,388.00 for consulting services to implement the Salesforce software package. This is a one-time cost and will provide an immediate level of expertise to ensure success within an appropriate timeline. (718-OneNet).

24) My Consulting Group Incorporated in the amount of $94,161.87 for enhancement work of the OneNet Accounts Receivable and Billing system. (Funded from 718-OneNet).

25) American Telephone & Telegraph (AT&T) in the annual amount of $99,316.80 for a dedicated consultant who has a high level of knowledge about AT&T and familiarity with Microsoft Office, metro Ethernet services, OneNet customer base and telecommunication networks, specifically how the OneNet network is provisioned. The AT&T consultant will serve as a liaison between OneNet and AT&T regarding price quotes for circuits, order placement and implementation. (Funded from 718-OneNet).

26) Copper River Information Technology in the amount of $30,568.47 for the training of 8 new staff members who have not yet received the training on the new Adva Optical FSP-3000 DWDM product. (Funded from 718-OneNet).

OCAN
27) Dobson Technologies Transport in the amount of $31,431.45 for the replacement of fiber at Wilburton-Fouche Maline Creek Road due to road construction in Latimer County near Wilburton. (Funded from 720-OCAN).

GEAR UP
28) Solution Tree Incorporated in the amount of $84,500.00 to provide training and coaching for GEAR UP staff as they implement Solution Tree's Professional Learning Communities at work in GEAR UP's 24 school districts. (Funded from 730-GEAR UP).

29) Staplegun Design Incorporated in the amount of $30,000.00 to continue the GEAR UP media campaign to further promote the advantages and path to higher education for parents and students of Oklahoma. (730-GEAR UP).

Multiple Funds

30) Xerox Corporation in the amount of $41,521.08 for FY16 lease of Xerox machines for departments located at 655 Research Parkway, Suite 200 Oklahoma City Oklahoma 73104. (Funded from 210-Core, 718-OneNet, and 730-GEAR UP).

31) Oracle Corporation in the amount of $75,779.68 for maintenance renewal to provide telephone support and upgrades to our Oracle Internet Application & Database Enterprise Edition software. Oracle is the front end for Banner which enables login to the web site. (Funded from 210-Core and 718-OneNet).

AGENDA ITEM #23-f:

Resolutions.

This Item Will be Available at the Meeting.

AGENDA ITEM #24-a (1):

      Programs.

SUBJECT: Current Status Report on Program Requests.

RECOMMENDATION:

      This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2015 as well as requests pending from the previous year.

POLICY ISSUES:

This report lists requests regarding degree programs as required by the State Regents' Academic Program Approval policy.

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2015-2016).

The current status report contains the Current Degree Program Inventory and the following schedules:

1. Letters of Intent
2. Degree Program Requests Under Review
3. Approved New Program Requests
4. Requested Degree Program Deletions
5. Approved Degree Program Deletions
6. Requested Degree Program Name Changes
7. Approved Degree Program Name Changes
8. Requested Degree Designation Changes
9. Approved Degree Designation Changes
10. Cooperative Agreements
11. Suspended Programs
12. Reinstated Programs
13. Inventory Reconciliations
14. Net Reduction Table

Supplement available upon request.

AGENDA ITEM #24-a (2):

> **Programs.**

SUBJECT: Annual Report on Program Requests.

RECOMMENDATION:

> **This is item is for information only.**

BACKGROUND:

Oklahoma State System institutions submitted 197 program requests from July 1, 2014 to June 30, 2015. Forty-six requests were carried over from 2013-2014. The following schedules summarize requests and State Regents' actions in 2014-2015. The detailed report is available as a supplement.

POLICY ISSUES:

This report lists requests regarding degree programs as required by the State Regents' Academic Program Approval policy.

ANALYSIS:

The following pages contain the 2014-2015 Degree Program Inventory and the following schedules:
1. New Program Requests
2. Program Deletion Requests
3. Program Name Change Requests
4. Degree Designation Change Requests
5. Cooperative Agreements
6. Program Suspension Requests
7. Reinstatement Requests
8. Inventory Reconciliation Requests

2014-2015 Submissions and Actions. In the 2014-2015 year, institutions made the following requests and the State Regents took the following actions:

	Requested Item Category	2013-2014 Carry-over	2014-2015 Submissions	2014-2015 Actions	Percentage of Requests Approved
1.	New Programs	31	82	79	70%
2.	Program Deletions	1	58	53	90%
3.	Degree Program Name Changes	1	21	21	95%
4.	Degree Program Designation Changes	1	2	2	67%
5.	Cooperative Agreements	11	2	5	38%
6.	Program Suspensions	0	20	20	100%

7. Program Reinstatements	0	1	1	100%
8. Inventory Reconciliations	1	10	11	100%
Total	**46**	**196**	**192**	**79%**

Supplement available upon request.

AGENDA ITEM #24-b (1):

> **Annual Reports.**

SUBJECT: FY16 Tuition and Fee Rate Report.

RECOMMENDATION:

> **This item is for informational purposes only.**

BACKGROUND:

The State Regents approved tuition and mandatory fee rates for the academic year 2015-2016 at their meeting on June 25, 2015. This publication is a compilation of resident and nonresident undergraduate, graduate, professional program, and guaranteed tuition rates and the required mandatory fees for institutions in the State System.

POLICY ISSUES:

This report is consistent with State Regents' policy.

ANALYSIS:

This report lists the actual rates approved for each institution and also reflects the following system observations:

- The undergraduate resident tuition and mandatory fee rates at the main campuses range from a high of $268.83 at the University of Oklahoma to a low of $105.05 at Carl Albert State College.

- The average resident tuition and mandatory fee rate is $165.84 per credit hour, or approximately $4,975.32 for a full-time student enrolled in 30 credit hours.

- Guaranteed tuition and mandatory fee rates at the main campuses range from a high of $290.28 at the University of Oklahoma to a low of $185.40 at Langston University.

- All tuition and mandatory fees are within the legislatively prescribed limits.

(Supplement)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2015

AGENDA ITEM #24-b (2):

Annual Reports.

SUBJECT: Student Cost in the Oklahoma State System of Higher Education
For FY 2015-2016.

RECOMMENDATION:

This item is for informational purposes only.

BACKGROUND:

This publication is a compilation of the average student costs for resident and nonresident students enrolled in undergraduate, graduate, professional programs and for students enrolled in special programs.

Student costs are based on a student enrolled full-time for the fall 2015 and spring 2016 semester. Full-time enrollment is considered as thirty credit hours for undergraduate and twenty-four credit hours for graduate. Full-time enrollment for a professional student is based on the requirements of the professional program enrolled.

Student costs are reported for tuition, mandatory fees, academic service fees, books and supplies, and room and board. Room and Board costs are based on a student living in a traditional dormitory with a room mate and a board plan. The costs represent the preferred room and board plan available on each campus. Many institutions offer a wide variety of room and board plans that may be more or less than the amount reported in the tables below. Student costs are reported by tier and by individual institution. Below are the average student costs for resident and nonresident students by tier.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

AGENDA ITEM #24-b (3):

Annual Reports.

SUBJECT: FY16 Report on Institutional Cash Flow Reserves Report for FY2016.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

Institutional E&G Budgets are comprised of state appropriations, student tuition and fees revenue and miscellaneous income. The State Regents' policy provides guidance that each institution should maintain a reasonable reserve in their revolving fund at the end of fiscal year to provide adequate cash flow during the new fiscal year to cover operations and any unexpected needs that should arise during the budget year.

POLICY ISSUES:

This report is consistent with State Regents' policy

ANALYSIS:

In FY2016, on a system-wide average 64.9 percent of the educational operating budget is in revolving funds (funds that the institution must collect) and because these funds are somewhat cyclical in nature, it is necessary that the institution maintain some level of reserve funds to provide adequate cash flow. Reserve funds are also used to fund unplanned financial emergencies that might arise during the year. Cash flow reserve funds play an important role in the financial management of the institution.

State Regents' policy provides a target of a minimum of $(1/12^{th})$ or 8.3 percent of the total allocated budget for the fiscal year. This report provides information regarding the projected reserve balances for the beginning of the fiscal year and the ending projected reserve for June 30th.

The system-wide projected reserve for July 1, 2015, was 12.7 percent and the projected system-wide reserve at June 30, 2016, is budgeted for 9.61 percent. The projected ending reserve is lower than was budgeted for the previous fiscal year and institutions remain focused on cost efficiency and cost containment.

AGENDA ITEM #24-b (4):

Annual Reports.

SUBJECT: Salaries in the Oklahoma State System of Higher Education, 2014-2015 Faculty and Selected Administrative Positions.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

Colleges and universities in the State System provide annually aggregate salary and benefit data for faculty by rank and for selected administrative positions. This information is compiled and analyzed in an enclosed supplement and provides a valuable resource for college administrators, governing boards, the coordinating board, the Governor, and the Legislature for both immediate and long-range planning. An historical analysis of national faculty salary trends compared to Oklahoma is also included.

The average faculty salary for all full-time faculty equated to a 9-10 month contract basis in Oklahoma state-supported colleges and universities, excluding the constituent agencies, is $67,861 for the year 2014-2015. This is an increase of $1,940 or 2.9 percent above 2013-2014. The total number of full-time faculty in Oklahoma's 25 colleges and universities (not including constituent agencies) in 2014-2015 is 5,067, a decrease of 35, or 0.7 percent, over 2013-2014. When the constituent agencies are included, the total for the system is 6,249, a decrease of 527 or 7.8 percent from the previous year.

The 2014-2015 salaries range from a low of $22,713 to a high of $298,863 on a 9-10 month basis and from $8,773 to $425,004 for contracts on an 11-12 month basis. This data excludes salaries for deans and other administrative personnel.

As expected, the data shows that fringe benefits continue to increase by 1.5percent for 9-10 month faculty and 5.4 percent for 11-12 month contracts. The average benefit package for 9-10 month faculty is $23,889 and $31,426 for 11-12 month faculty. The increase is largely influenced by increases in health care costs.

Oklahoma's average salaries are 80.74 of the national average in 2014-2015, compared to 79.80 percent of the national average in 2013-2014.

Supplement

AGENDA ITEM #24-b (5):

       Annual Reports.

SUBJECT: Academic Policy Exceptions Quarterly Report.

RECOMMENDATION:

       This item is for information only.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 60th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Ten exceptions to OSRHE academic policies were granted by the Chancellor since the April 9, 2015 report.

ANALYSIS:

Western Oklahoma State College (WOSC)

March 25, 2015, May 13, 2015, and August 5, 2015

Exceptions to the OSRHE Institutional Admission and Retention policy, which states off-campus high school concurrent enrollment courses be taught by regular faculty whose primary employment is as a faculty member at the institution delivering the course, were granted to WOSC to allow specified faculty to teach concurrent enrollment courses. These exceptions were based on the fact that the instructors met the qualifications of a regular, full-time faculty member as approved by the department chair, dean of the college offering the course, and recommendation of the president.

Northern Oklahoma A&M College (NEO)

May 13, 2015 and August 5, 2015

Two exceptions to the OSRHE Institutional Admission and Retention policy, which states that a student who is academically suspended twice from the same institution may not return to the suspending school until the student has demonstrated the ability to succeed academically by raising his or her GPA to the retention standards by attending another institution, were granted to NEO. The exceptions were based on the student's renewed commitment to successfully complete a college education and the recommendation of the president.

Oklahoma Panhandle State University (OPSU)

May 13, 2015

An exception to the OSRHE Institutional Admission and Retention policy, which states that a student who is academically suspended twice from the same institution may not return to the suspending school until the student has demonstrated the ability to succeed academically by raising his or her GPA to the retention standards by attending another institution, was granted to OPSU. The exception was based on the student's renewed commitment to successfully complete a college education and the recommendation of the president.

Southwestern Oklahoma State University (SWOSU)

May 14, 2015

An exception to OSRHE Institutional Admission and Retention policy, which states that a student must be at least an eleventh grade student enrolled at an accredited high school to participate in concurrent enrollment, which allowed SWOSU to enroll the student as a concurrent student before having completed the sophomore year. The exception was based on the student's unique circumstance, academic qualifications, and the recommendation of the president.

Connors State College (CSC)

June 3, 2015

An exception to the OSRHE Institutional Admission and Retention policy, which states that a student who is academically suspended twice from the same institution may not return to the suspending school until the student has demonstrated the ability to succeed academically by raising his or her GPA to the retention standards by attending another institution, was granted to CSC. The exception was based on the student's renewed commitment to successfully complete a college education and the recommendation of the president.

Oklahoma State University (OSU)

July 2, 2015

Two exceptions to the OSRHE Undergraduate Degree Requirements policy were granted to OSU. The first, which states that a baccalaureate degree shall be based upon a minimum of 60 credit hours at a baccalaureate degree granting institution, excluding physical education activity courses, allowed OSU to award a baccalaureate degree to a student who was three credit hours short of the required 60 credit hour requirement. The second exception, which states that a baccalaureate degree shall be based upon a minimum of 120 credit hours, excluding physical education activity courses, allowed OSU to apply one credit hour of a physical activity course to satisfy the 120 credit hour requirement. These exceptions were based on academic advising error and the recommendation of the president.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Parkway, Oklahoma City

MINUTES

Seven Hundred Sixty-Seventh Meeting

June 25, 2015

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Parkway, Oklahoma City, Oklahoma

Minutes of the Seven Hundred Sixty-Seventh Meeting
June 25, 2015

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

Minutes of the Seven Hundred Sixty-Seventh Meeting
of the
Oklahoma State Regents for Higher Education
June 25, 2015

0.   **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held their regular meeting at 9:00 a.m. on Thursday, June 25, 2015, in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Friday, October 10, 2014. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

1.   **CALL TO ORDER.** Regent Mike Turpen called the meeting to order and presided. Present for the meeting were State Regents Toney Stricklin, Ron White, Jody Parker, Ann Holloway, Ike Glass and Jimmy Harrel. Regent Jay Helm joined the meeting at 9:11 a.m.

2.   **MINUTES OF THE PREVIOUS MEETINGS.** Regent Parker made a motion, seconded by Regent Glass, to approve the minutes of the State Regents' regular meeting on May 29, 2015. Voting for the motion were Regents White, Parker, Holloway, Glass, Harrel, Turpen and Stricklin. Voting against the motion were none.

3.   **REPORT OF THE CHAIRMAN.**   Regent Turpen stated that he was very proud of the institutional presidents' leadership during a touch economic year and their efforts to deliver high quality education with fewer appropriations.

4.   **REPORT OF THE CHANCELLOR.** Chancellor Glen Johnson thanked Regent Turpen for his leadership this past year. Chancellor Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents.   He also stated that the average tuition increase

among Oklahoma state system institutions was 4.8 percent. However, Oklahoma will remain one of the most affordable states for a college education.

5.   **E&G BUDGET.**

a.   Regent Stricklin made a motion, seconded by Regent Glass, to approve the FY2016 final allocations and Educational and General Budgets of institutions, constituent agencies, higher education centers, special programs and other operations. Voting for the motion were Regents Parker, Holloway, Glass, Harrel, Turpen, Stricklin and White. Voting against the motion were none.

b.   Regent Parker made a motion, seconded by Regent Holloway, to approve the allocation of $2,256,848.23 to the Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from the taxes places on the sale of cigarettes and tobacco products. Voting for the motion were Regents Holloway, Glass, Harrel, Turpen, Stricklin, White and Parker. Voting against the motion were none.

6.   **TUITION.**

a.   Regent Stricklin made a motion, seconded by Regent White, to approve all institutional requests for changes to Academic Service Fees for FY2016. Voting for the motion were Regents Glass, Harrel, Turpen, Stricklin, White, Parker and Holloway. Voting against the motion were none.

b.   Regent Stricklin made a motion, seconded by Regent Helm, to approve the institutional tuition and mandatory fee requests for resident and nonresident undergraduate, graduate, and professional programs and for guaranteed tuition rates for FY2016. Voting for the motion were Regents Harrel, Turpen, Stricklin, White, Helm, Parker, Holloway and Glass. Voting against the motion were none.

7.   **POLICY.**   Regent Stricklin made a motion, seconded by Regent Helm to approve revisions to the Chapter Four Fiscal Policies of the State Regents Policy Manual. Voting for the motion were

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Regents Turpen, Stricklin, White, Helm, Parker, Holloway, Glass and Harrel. Voting against the motion were none.

8. **EPSCoR.**

   a.   Regent Stricklin made a motion, seconded by Regent Parker, to approve an agreement with Oklahoma State University to serve as the fiscal agent for matching funds for the National Science Foundation EPSCoR Research Infrastructure Improvement Award and an allocation of $800,000 for this program for FY2016. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Glass, Harrel and Turpen. Voting against the motion were none.

   b.   Regent Stricklin made a motion, seconded by Regent Parker, to approve an allocation of $500,000 to participating universities for the second year of the National Institutions of Health INBRE grant award. Voting for the motion were Regents White, Helm, Parker, Holloway, Glass, Harrel, Turpen and Stricklin. Voting against the motion were none.

   c.   Regent Stricklin made a motion, seconded by Regent Parker, to approve EPSCoR matching funds in the amount of $163,000 to the University of Oklahoma for NASA EPSCoR projects. Voting for the motion were Regents Helm, Parker, Holloway, Glass, Harrel, Turpen, Stricklin and White. Voting against the motion were none.

   d.   Regent Stricklin made a motion, seconded by Regent Parker, to approve the FY2016 contract between the Board of Regents of the University of Oklahoma and the State Regents for facilities leased effective July 1, 2015. Voting for the motion were Regents Parker, Holloway, Glass, Harrel, Turpen, Stricklin, White and Helm. Voting against the motion were none.

9. **CAPITAL.**   Regent Stricklin made a motion, seconded by Regent White, to approve the transmittal of institutional capital improvement plans for the eight fiscal years 2017-2024 to the State of Oklahoma Long-Range Capital Planning Commission. Voting for the motion were Regents Holloway, Glass, Harrel, Turpen, Stricklin, White, Helm and Parker. Voting against the

motion were none.

10. **CONTRACTS AND PURCHASES.**

    a.   Regent Stricklin made a motion, seconded by Regent Helm, to approve the following purchases for amounts in excess of $100,000 for FY2016:

        (1)   ProQuest in the amount of $266,449 for annual subscription services to PsycINFO databases.

        (2)   Navient Solutions Incorporated in the amount of $3,200,000 for the use of an integrated software system and services for administering student loans, portfolio management and claims review services for the Oklahoma College Assistance Program (OCAP).

        (3)   United Student Aid Funds, Inc., in the amount of $1,000,000 to provide student grace period and cohort management services on student loans in certain schools to reduce cohort default rates for these schools.

        (4)   Student Assistance Corporation in the amount of $350,000 to provide federally required FFELP default aversion services performed on behalf of OCAP.

        (5)   Pine Telephone in the amount of $270,000 for circuits to provide services to OneNet customers.

        (6)   ACT in the amount of $132,956 for the purpose of testing all junior students in the twenty-four GEAR UP school districts.

    Voting for the motion were Regents Glass, Harrel, Turpen, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

    b.   Regent Stricklin made a motion, seconded by Regent Helm, to approve the 2015-2016 ACT agreement in the amount of $750,000. Voting for the motion were Regents Harrel, Turpen, Stricklin, White, Helm, Parker, Holloway and Glass. Voting against the motion were none.

11. **COMPLIANCE AUDIT REPORT.** Regent Holloway made a motion, seconded by Regent

Parker, to approve the compliance audit report for the concurrent enrollment tuition waiver program.   Voting for the motion were Regents Turpen, Stricklin, White, Helm, Parker, Holloway, Glass and Harrel. Voting against the motion were none.

12.   **INVESTMENTS.** Regent Parker made a motion, seconded by Regent Holloway, to approve new investment managers Genstar Capital Partners VII, OrbiMed Private Investments VI and Avalon Ventures XI. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Glass, Harrel and Turpen. Voting against the motion were none.

13.   **NEW PROGRAMS.**

a.   Regent Helm made a motion, seconded by Regent Holloway, to approve the request from the University of Oklahoma to offer the Master of Arts in International Relations, the Graduate Certificate in Restorative Justice, and the Graduate Certificate in Corrections Management.   Voting for the motion were Regents White, Helm, Parker, Holloway, Glass, Harrel, Turpen and Stricklin. Voting against the motion were none.

b.   Regent Helm made a motion, seconded by Regent Holloway, to approve the request from the University of Oklahoma College of Law to offer the Graduate Certificate in Litigation. Voting for the motion were Regents Helm, Parker, Holloway, Glass, Harrel, Turpen, Stricklin and White. Voting against the motion were none.

c.   Regent Helm made a motion, seconded by Regent Parker, to approve the request from East Central University to offer the Certificate in Mass Communication-Accounts Management, the Certificate in Business-Promotions Management, and the Certificate in Business-Global Business. Voting for the motion were Regents Parker, Holloway, Glass, Harrel, Turpen, Stricklin, White and Helm. Voting against the motion were none.

d.   Regent Helm made a motion, seconded by Regent Stricklin, to approve the request from Northwestern Oklahoma State University to offer the Certificate in Business, the Certificate in Management, and the Certificate in Marketing. Voting for the motion were

Regents Holloway, Glass, Harrel, Turpen, Stricklin, White, Helm and Parker. Voting against the motion were none.

e.   Regent Helm made a motion, seconded by Regent Holloway, to approve the request from Carl Albert State College to offer the Certificate in Child Development Infant/Toddler. Voting for the motion were Regents Glass, Harrel, Turpen, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

f.   Regent Holloway made a motion, seconded by Regent Helm, to approve the request from Murray State College to offer the Associate in Arts in Communication and Performance Studies. Voting for the motion were Regents Harrel, Turpen, Stricklin, White, Helm, Parker, Holloway and Glass. Voting against the motion were none.

g.   Regent Helm made a motion, seconded by Regent Glass, to approve the request from Rose State College to offer the Associate in Arts in Fine Arts, the Associate in Science in Homeland Security, the Certificate in Health, Physical Education, and Recreation, the Certificate in Personal Trainer, the Certificate in Exercise Fitness Management, the Certificate in Intermediate French Proficiency, the Certificate in Intermediate German Proficiency, the Certificate in Intermediate Spanish Proficiency, the Certificate in Accounting Specialist, the Certificate in Professional Bookkeeping, the Certificate in Payroll Accounting, and the Certificate in Accounting Software Specialist. Voting for the motion were Regents Turpen, Stricklin, White, Helm, Parker, Holloway, Glass and Harrel. Voting against the motion were none.

h.   Regent Helm made a motion, seconded by Regent Stricklin, to approve the request from Seminole State College to offer the Certificate in Applied Science General Education. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Glass, Harrel and Turpen. Voting against the motion were none.

14.   **PROGRAM DELETIONS.** Regent Helm made a motion, seconded by Regent White, to approve the following request for program deletions:

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a. Cameron University requested to delete the Certificate in Counseling Proficiency, Bachelor of Science in Biology Education and the Bachelor of Arts in Romance Languages Education.

b. The University of Oklahoma requested to delete the Master of Science in Knowledge Management in Knowledge Management.

c. Rose State College requested to delete the Associate in Science in Enterprise Development.

d. Connors State College requested to delete the Associate in Applied Science in Applied Technology.

e. Eastern Oklahoma State College requested to delete the Associate in Applied Science in Technical Studies.

f. Northeastern Oklahoma A&M College requested to delete the Associate in Applied Science in Administrative Office Support.

g. Northern Oklahoma College requested to delete the Associate in Applied Science in Graphic Arts, the Associate in Applied Science in Electronics Technology and the Associate in Applied Science in Industrial Technology.

h. Oklahoma City Community College requested to delete the Associate in Applied Science in Electronics Technology, the Associate in Applied Science in Manufacturing Technology, the Associate in Applied Science in Automotive Technology, the Associate in Applied Science in Orthotics and Prosthetics Technology, the Associate in Applied Science in Applied Technology, the Associate in Applied Science in Database Management, the Associate in Applied Science in Network Technology, the Associate in Applied Science in Enterprise Communications, the Associate in Applied Science in Diagnostic Medical Sonography, the Certificate in Diesel Technician and the Certificate in Air Frame and Powerplant, the Certificate in Prosthetic Technician and the Certificate in Orthotics Technician.

i. Redlands Community College requested to delete the Associate in Applied Science in Applied Technology.

j. Rose State College requested to delete the Associate in Applied Science in Applied Technology.

k. Tulsa Community College requested to delete the Certificate in Medical Assistant and the Associate in Applied Science in Graphics and Image Technology.

Voting for the motion were Regents White, Helm, Parker, Holloway, Glass, Harrel, Turpen and Stricklin. Voting against the motion were none.

15. **POLICY EXCEPTION.** Regent Helm made a motion, seconded by Regent White, to approve policy exceptions for Connors State College allowing the instiutiton to conduct a concurrent enrollment pilot project with Muskogee High School and Warner High School. Voting for the motion were Regents Helm, Parker, Holloway, Glass, Harrel, Turpen, Stricklin and White. Voting against the motion were none.

16. **POLICY.**

a. Regent Helm made a motion, seconded by Regent Parker, to approve revisions to the *Oklahoma Teacher Connection* policy. Voting for the motion were Regents Parker, Holloway, Glass, Harrel, Turpen, Stricklin, White and Helm. Voting against the motion were none.

b. Regents reviewed revisions to the *Brad Henry International Scholarship Program* policy. This item was for posting only and did not require State Regents' action.

c. Regents reviewed revisions to the State Regents' *Administrative Operations* policy regarding delegation of authority to the Chancellor. This item was for posting only and did not require State Regents' action.

17. **TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF).**

a. Regent Helm made a motion, seconded by Regent Stricklin, to approve a contract amendment with the Oklahoma Department of Human Services relating to the TANF

program. Voting for the motion were Regents Holloway, Glass, Harrel, Turpen, Stricklin, White, Helm and Parker. Voting against the motion were none.

b.   Regent Helm made a motion, seconded by Regent Stricklin, to approve the allocation of funds to Oklahoma community colleges participating in the TANF program. Voting for the motion were Regents Glass, Harrel, Turpen, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

18.   **COMMENDATIONS.** Regent White made a motion, seconded by Regent Stricklin, to recognize State Regents' staff for their service and recognitions on state and national projects. Voting for the motion were Regents Harrel, Turpen, Stricklin, White, Helm, Parker, Holloway and Glass. Voting against the motion were none.

19.   **EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that there was not a need to go into executive session.

20.   **CONSENT DOCKET.** Regent Stricklin made a motion, seconded by Regent Holloway, to approve the following consent docket items.

a.   Programs.

    (1)   Program Modifications. Approval of institutional requests.

    (2)   Program Suspension. Ratification of institutional request.

    (3)   Program Reinstatement. Ratification of institutional request.

b.   Reconciliation. Approval of institutional request for program reconciliation.

c.   Electronic Media.

    (1)   Approval of Tulsa Community College's request to offer the Associate in Science in Computer Information Systems online.

    (2)   Approval of Eastern Oklahoma State College's request to offer the following degree programs online: Associate in Arts in General Studies, Associate in Science in Business Administration, Associate in Science in Computer

Information Systems, Associate in Science in Criminal Justice, and Associate in Arts in Psychology or Sociology.

d.   Cooperative Agreement Programs modifications, suspensions, and deletions.

e.   Scholarship Program. Ratification of the Brad Henry International Scholarship Program 2015-2016 Awards.

f.   Agency Operations.

     (1)   Ratification of purchases over $25,000.

     (2)   Approval of restatements of plan documents for agency retirement plans; and amendment of plan document for agency Retiree Medical Plan, authorization to establish trust, and appointment of trustee.

g.   Resolutions.

Voting for the motion were Regents Turpen, Stricklin, White, Helm, Parker, Holloway, Glass and Harrel. Voting against the motion were none.

21.   **REPORTS.** Regent Parker made a motion, seconded by Regent White, to approve the following reports:

a.   Programs. Status report on program requests.

Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Glass, Harrel and Turpen. Voting against the motion were none.

22.   **REPORT OF THE COMMITTEES.**

a.   Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.

b.   Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.

c.   Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.

     d.   Investment Committee. The Investment Committee had no additional items for Regents'

           action.

23.   **OFFICERS.** Regent Parker made a motion, seconded by Regent Holloway, to approve the following slate of officers: Toney Stricklin, Chair; John Massey, Vice Chair; Ron White, Secretary; Jay Helm, Assistant Secretary. Voting for the motion were Regents White, Helm, Parker, Holloway, Glass, Harrel, Turpen and Stricklin. Voting against the motion were none.

24.   **RECOGNITION.** Regent Stricklin presented Chairman Mike Turpen with an honorary gavel in honor of his year of service as State Regents' Chairman. State Regents staff also honored Chairman Turpen with a video presentation.

25.   **NEW BUSINESS.** No other business was brought before the State Regents.

26.   **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Turpen announced that the next regular meetings are scheduled to be held on Wednesday, September 2, 2015 at 10:30 a.m. and Thursday, September 3, 2015 at 9:00 a.m. at the State Regents Office in Oklahoma City.

27.   **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

_____   _____
Michael C. Turpen, Chairman   Toney Stricklin, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Wednesday, June 24, 2015

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 10:30 a.m. on Wednesday, June 24, 2015, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on June 18, 2015. A copy of the agenda had been posted as required by the Open Meeting Act.

2. **CALL TO ORDER.** Participating in the meeting were Regents Toney Stricklin, Ron White, Ann Holloway and Ike Glass. Regent Jay Helm joined the meeting at 10:55 a.m. Regent Jody Parker joined the meeting at 11:30 a.m. Regent Turpen called the meeting to order and presided.

3. **TUITION.**

    a. The Presidents of the State System institutions were invited to provide Regents with a summary of their tuition, mandatory fees, and academic service fees request for the 2015-2016 academic year. The schedule of speakers is shown as an attachment to these minutes.

    b. Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, Information Technology, Telecommunications, and OneNet, advised Regents that the requested tuition and mandatory fee increases would be presented as an action item at the State Regents' meeting the next day. Ms. Paliotta also stated that the average tuition increase for research universities is 4.7 percent, 4.9 percent for regional institutions and 4.7 percent for community colleges.

4. **EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents' for Higher Education, advised Regents that there was not a need to go into executive session.

5. **TASKFORCE REPORTS.**

    a. **Online Education Task Force.** Dr. Blake Sonobe gave a brief update on the work of the State Regents' Online Education Task Force. Dr. Sonobe stated that the Southern Regional Education Board has approved Oklahoma's State Authorization Reciprocity Agreement (SARA) application, effective July 1, 2015.

        Additionally, Dr. Sonobe stated that the Oklahoma State Regents for Higher Education (OSRHE) received several proposals for an online education consultant and selected NextThought to help create a quality online education program in Oklahoma.

    b. **State Regents' Campus Safety and Security Task Force.** Ms. Angela Caddell, Associate Vice Chancellor for Communications, stated that Oklahoma State University – Oklahoma City hosted a Title IX Training for Campus Professionals on June 2-4, 2015. It was a three-day boot camp covering the Clery Act, student conduct, and Title IX investigations and was very successful.

Additionally, Ms. Caddell stated that the task force is in the initial planning stages for the 2016 Campus Safety and Security Summit.

6. **LEGISLATIVE UPDATE.** Ms. Hollye Hunt, Vice Chancellor for Governmental Relations, stated that the potential list of interim studies has not been approved yet, but some may focus on higher education.

Ms. Hunt also stated that the OSRHE presented a Distinguished Service Award to Senator Don Barrington on June 12, 2015 at Cameron University and to Senator Mike Schulz at the Quartz Mountain Resort and Conference Center the same day.

7. **"BEST OF HIGHER EDUCATION" REPORT.** Regents received the June 2015 update on institutional activities.

8. **CALENDAR OF EVENTS.** Chancellor Glen Johnson discussed several upcoming events:

September 2, 2015 – State Regents Committee-of-the-Whole Meeting – 10:30 a.m. at State Regent's Office in Oklahoma City.

September 3, 2015 – State Regents Regular Meeting – 9 a.m. at the State Regent's Office in Oklahoma City.

September 3, 2015 – Online Education Task Force – 11:30 a.m. at the State Regent's Office in Oklahoma City.

September 22, 2015 – Regents Education Program Annual Conference – 8 a.m. Presbyterian Health Foundation Conference Center in Oklahoma City.

October 13, 2015 – Governor's STEM Conference - 8 a.m. at the Cox Convention Center in Oklahoma City.

October 21, 2015 – State Regents Fall Retreat/Committee-of-the-Whole Meeting – 10:30 a.m.

October 22, 2015 – State Regents Regular Meeting – 9 a.m.

October 22, 2015 – Online Education Task Force – 11:30 a.m.

9. **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

_____   _____
Michael C. Turpen, Chairman   Toney Stricklin, Secretary

TUITION PRESENTATIONS
June 24, 2015
10:30 a.m.

Time Limit – <u>7 minutes per institution</u>

Institution In Person	**10:30 a.m.**	
1. Northern Oklahoma College	President Cheryl Evans	In Person
2. Oklahoma City Community College	Vice President John Boyd	In Person
3. East Central University	President John Hargrave	In Person
4. Northeastern State University	President Steve Turner	In Person
5. Northwestern OK State University	President Janet Cunningham	In Person
6. Southwestern OK State University	President Randy Beutler	In Person

Institution In Person	**11:15 a.m.**	
7. University of Science and Arts of OK	President John Feaver	In Person
8. Murray State College	President Joy McDaniel	In Person
9. Rose State College	President Jeanie Webb	In Person
10. Western Oklahoma State College	President Phil Birdine	In Person
11. Eastern Oklahoma State College	President Stephen Smith	In Person
12. University of Central Oklahoma	President Don Betz	In Person

LUNCH BREAK 12:00 p.m. – 1:00 p.m.

Institution In Person	**1:00 p.m.**	
13. Southeastern Oklahoma State University	President Sean Burrage	In Person
14. Tulsa Community College	President Leigh Goodson	In Person
15. Rogers State University	President Larry Rice	In Person
16. Oklahoma Panhandle State University	President David Bryant	In Person
17. Carl Albert State College	President Garry Ivey	In Person
18. Cameron University	President John McArthur	In Person

Institution In Person	**1:45 p.m.**	
19. Oklahoma State University	Vice President Joe Weaver	In Person
20. Langston University	President Kent Smith	In Person
21. Northeastern Oklahoma A&M College	President Jeff Hale	In Person
22. Seminole State College	President Jim Utterback	In Person
23. Redlands Community College	President Jack Bryant	In Person
24. Connors State College	President Tim Faltyn	In Person
25. University of Oklahoma	President David Boren	In Person