OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

January 28, 2016

NOTE

This document contains recommendations and reports to the State Regents regarding items on the January 28, 2016 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 January 28, 2016.

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

A G E N D A

Thursday, January 28, 2016 – 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. **Oklahoma Academic Standards**. Approval of recommendations of the Oklahoma Academic Standards Review Teams. Page 1.

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

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

6. **Report of Chancellor.** (No Action, No Discussion). Page 3.

ACADEMIC

7. **New Programs.**

    a. Oklahoma State University. Approval to offer the Doctor of Philosophy in Nutritional Sciences and the Bachelor of Science in Geospatial Information Science. Page 5.

    b. Northwestern Oklahoma State University. Approval to offer the Doctor of Nursing Practice in Advanced Nursing Practice. Page 19.

    c. Rose State College. Approval to offer the Certificate in Child Development and the Certificate in Mobile Design. Page 27.

    d. Oklahoma City Community College. Approval to offer the Certificate in Advanced Emergency Technician and the Certificate in Vehicle Service Advisor. Page 35.

8. **Program Deletions.** Approval of institutional requests for program deletions. Page 41.

9. **Policy.**

   a.   Posting of revisions to the Institutional Admission and Retention policy. Page 43.

   b.   Posting of revisions to the State Regents' Administrative Operations policy regarding delegation of authority to the Chancellor. Page 69.

10. **Oklahoma's Promise**. Acceptance of the Oklahoma's Promise Year End Report 2014-2015. Page 77.

11. **Academic Plans**. Acknowledgement institutional academic plans. Page 85. (supplement)

12. **Degree Completion Plans**. Acknowledgement of institutional degree completion plans. Page 91. (supplement)

FISCAL

13. **E&G Budget.** Approval of reduction in FY2016 allocations and ratification of revised budgets for institutions and programs. Page 99.

14. **Revenue Bond.** Review and approval for transmittal to Attorney General for the University of Oklahoma's Statement of Essential Facts for Series 2016 Refunding Revenue Bonds. Page 101.

15. **Final Summer Academies Allocation.** Approval of final distribution of 2016 Summer Academy Grants. Page 103.

16. **Investments.** Approval of new investment managers. Page 105.

EXECUTIVE

17. **Policy.** Approval of amendments to the Communicators Council Policy, section 2.18 of the Policy and Procedures Manual. Page 107.

18. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 113.

19. **Executive Session.** Page 115.

   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 and pursuant to Title 25, Oklahoma Statues, Section 307(B)(1) for discussing the employment of the Vice Chancellor for Academic Affairs.

   b.   Enter into executive session.

   c.   Open session resumes.

   e.   Vote to exit executive session.

CONSENT DOCKET

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

    a.   Programs.

        (1)   Program Modifications. Approval of institutional requests. Page 117.

        (2)   Reconciliation. Approval of institutional requests. Page 131.

    b.   Electronic Delivery.

        (1)   Approval of Northeastern State University's request to offer the Master of Science in Criminal Justice online. Page 133.

        (2)   Approval of Oklahoma State University's request to offer the Bachelor of Science in Business Administration in Marketing online. Page 135.

        (3)   Approval of the University of Central Oklahoma's request to offer the Bachelor of Science in Organizational Leadership online. Page 137.

    c.   State Authorization Reciprocity Agreement. Ratification of institutional requests to participate in State Authorization Reciprocity Agreement. Page 139.

    d.   Academic Nomenclature. Ratification of the University of Oklahoma's institutional request to create the Department of Native American Studies. Page 141.

    e.   GEAR UP. Ratification of GEAR UP Partnership support to Oklahoma Institutions of Higher Education in support of implementing a College Liaison/Coach at six Community College sites. Page 143.

    f.   Agency Operations. Ratification of purchases over $25,000. Page 147.

    g.   Non-Academic Degrees. Ratification of Oklahoma State University's request to award a posthumous degree. Page 149.

    h.   Resolution. Approval of a resolution honoring a retiree. Page 151.

21. **Reports.** Acceptance of reports listed.

    a.   Programs. Status report on program requests. Page 153. (Supplement)

22. **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.

23.   **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."

24.   **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held on Wednesday, March 2, 2016 at 10:30 a.m. and Thursday, March 3, 2016 at 9 a.m. at the State Regents Office in Oklahoma City.

25.   **Adjournment.**

AGENDA ITEM #3:

Oklahoma Academic Standards.

SUBJECT: Approval of recommendations of the Oklahoma Academic Standards Review Teams.

This item will be available at the meeting.

AGENDA ITEM #6:

> **Report of the Chancellor.**

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of November 23, 2015 through January 15, 2016.

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 November 23, 2015 through January 15, 2016:

- Met with Senator David Holt in Oklahoma City to discuss higher education issues.
- Met with Regional University System of Oklahoma (RUSO) Regent Jeff Dunn in Oklahoma City to discuss higher education issues.
- Attended Oklahoma Works meeting at Oklahoma State University-Oklahoma City.
- Attended and provided remarks at retirement reception for OneNet Director of Administration Ken Ferguson.
- Participated in conference call with Northwestern Oklahoma State University (NWOSU) President Janet Cunningham to discuss higher education issues.
- Attended Oklahoma Business Roundtable's annual holiday reception.
- Participated in conference call with Oklahoma State University (OSU) Senior Vice President and General Counsel Gary Clark to discuss higher education issues.
- Met with Representative Scott Martin in Norman to discuss higher education issues.
- Participated in conference call with Governor Fallin's Deputy Policy Director Jake Yunker to discuss higher education issues.
- Attended Governor Fallin's holiday reception at the Governor's Mansion in Oklahoma City.
- Participated in conference call with Seminole State College (SSC) President Jim Utterback to discuss higher education issues.
- Attended Oklahoma Works meeting with Governor Fallin at the State Capitol in Oklahoma City.
- Met with Secretary of Agriculture Jim Reese in Oklahoma City to discuss higher education issues.
- Met with Superintendent Joy Hofmeister Oklahoma City in Oklahoma City to discuss higher education issues.
- Participated in conference call with Langston University (LU) President Kent Smith to discuss higher education issues.
- Taped remarks for OneNet's 20th anniversary promotional video.
- Met with Dr. Tom McKeon to discuss higher education issues.
- Hosted and provided remarks at State Regents' annual staff holiday luncheon at the State Regents' offices in Oklahoma City.

- Met with Tulsa World Editorial Board in Tulsa to discuss higher education issues.
- Attended and chaired Oklahoma EPSCoR Advisory Committee in Oklahoma City.
- Attended Rose State College Board of Regents' holiday dinner in Midwest City.
- Met with Lieutenant Governor Todd Lamb in Oklahoma City to discuss higher education issues.
- Attended Oklahoma City University (OCU) President Robert Henry's annual holiday reception in Oklahoma City.
- Attended State Board of Equalization meeting at the State Capitol in Oklahoma City.
- Met with Secretary of Finance, Administration and Information Technology Preston Doerflinger, House Appropriations and Budget Committee Chair Earl Sears, and Senate Appropriations Committee Chair Clark Jolley at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Representative George Young in Oklahoma City to discuss higher education issues.
- Participated in conference call with University of Central Oklahoma (UCO) President Don Betz to discuss higher education issues.
- Participated in conference call with Senator Roger Thompson to discuss higher education issues.
- Met with Oklahoma Educational Television Authority (OETA) Executive Director Dan Schiedel in Oklahoma City to discuss higher education issues.
- Participated in conference call with Southeastern Oklahoma State University (SEOSU) President Sean Burrage and Carl Albert State College (CASC) President Garry Ivey to discuss higher education issues.
- Participated in conference call with Representative Mike Ritze to discuss higher education issues.
- Met with Carl Gibson 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 Ken Parker to discuss higher education issues.
- Met with Senate Appropriations Committee Chair Clark Jolley in Oklahoma City to discuss higher education issues.
- Met with First Assistant Attorney General Mike Hunter and Assistant Attorney General Doug Allen in Oklahoma City to discuss higher education issues.
- Participated in conference call with University of Oklahoma Health Sciences Center (OUHSC) Associate Provost Angela Monson to discuss higher education issues.
- Participated in conference call with Governor Fallin's Press Secretary Michael McNutt to discuss higher education issues.
- Met with Todd Townsend to discuss higher education issues.
- Participated in conference call with Superintendent Joy Hofmeister to discuss K-12 and higher education issues.
- Met with Senator Roger Thompson in Oklahoma City to discuss higher education issues.
- Participated in conference call with Central State University (Ohio) Vice President for Administration and Finance Daarel Burnette as part of the American Association of State Colleges and Universities (AASCU) Millennium Leadership Initiative mentoring program.
- Met with Secretary of Education and Workforce Development Natalie Shirley and Superintendent Joy Hofmeister in Oklahoma City to discuss K-12 and higher education issues.

AGENDA ITEM #7-a:

> **New Programs.**

SUBJECT: Oklahoma State University. Approval to offer the Doctor of Philosophy in Nutritional Sciences and the Bachelor of Science in Geospatial Information Science.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University's requests to offer the Doctor of Philosophy in Nutritional Sciences and Bachelor of Science in Geospatial Information Science, 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.**
>
> - **Doctor of Philosophy in Nutritional Sciences.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 10 students in Fall 2019; and
>   Graduates: a minimum of 2 students in 2019-2020.
>
> - **Bachelor of Science in Geospatial Information Science.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 20 students in Fall 2019; and
>   Graduates: a minimum of 8 students in 2019-2020.

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:

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

Program Review
OSU offers 230 degree and/or certificate programs as follows:

25	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
85	Baccalaureate Degrees
75	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 proposal, which was reviewed and approved by institutional officials. OSU's governing board approved delivery of the Doctor of Philosophy in Nutritional Sciences at the January 28, 2015 meeting and the Bachelor of Science in Geospatial Information Science at the December 5, 2015 meeting. OSU requests authorization to offer the programs as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Doctor of Philosophy in Nutritional Sciences

Program purpose. The purpose of the proposed program is to provide students with knowledge and skills in teaching, research, outreach/engagement, and service related to nutritional sciences.

Program rationale and background. OSU currently offers a Doctor of Philosophy (Ph.D.) in Human Sciences (123) with an option in Nutritional Sciences and student demand for the program is strong. Between 2009-2014 approximately 40 applications for the Ph.D. program were received. Additionally, the Food and Agricultural Education Information System News recently reported that national student demand for graduate program in nutrition increase by nearly 8 percent between 2007-2011. The proposed program would create a stand-alone Ph.D. in Nutritional Sciences to address the increasing demand in the discipline.

Employment opportunities. The proposed program is not designed to lead to immediate employment. Rather, individuals interested in a Ph.D. in Nutritional Sciences will either already be employed in the field or are seeking to further their career by gaining an advanced degree. Nationwide there is a tremendous need for highly trained professionals in the area of nutritional science. According to the Academy of Nutrition, this need is being driven by the growing aging population and the increase in incidence of nutrition-related chronic disease, as well as the impacts of health care reform. The Bureau for Labor Statistics' Occupational Outlook Handbook reports that the job outlook for dietitians and nutritionists is expected to increase by 21 percent through 2022. This projection mirrors the demand reported by the Oklahoma Employment Security Commission. Additionally, OSU reports that over 100 position announcements requiring a Ph.D. in nutrition have been advertised during the past 2 years. OSU is confident the proposed program will meet the industry demand for qualified nutritionists and dietitians.

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	10	Fall 2019
Minimum Graduates from the program	2	2019-2020

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

Institution	Existing Program
University of Oklahoma Health Sciences Center	Doctor of Philosophy in Allied Health Sciences (073) with a specialization in Nutritional Sciences

A system wide letter of intent was communicated by email on January 28, 2015. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and demonstrated employment need, approval will not constitute unnecessary duplication.

Curriculum. The proposed Doctor of Philosophy in Nutritional Sciences program will consist of 60 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
Core Courses	32
Guided Electives	28
Total	**60**

External Review. Doctoral programs represent a long-term commitment for an institution. Faculty, support staff, equipment, facilities and resources are required for research and training doctoral students. This translates to considerable investments in time and funds, therefore institutions infrequently develop new doctoral programs.

For these reasons, two external reviewers, Drs. Denis Medeiros and Ruth MacDonald, conducted a paper review (i.e., no site visit) of the proposed degree program. Dr. Denis Medeiros holds a Doctor of Philosophy in Nutrition from Clemson University and is currently Vice Provost for Faculty Affairs and the Dean of the Graduate School at the University of Missouri-Kansas City. Dr. MacDonald earned a Doctor of Philosophy in Nutrition from the University of Minnesota and currently serves as Professor and Chair of Food Science and Human Nutrition and Assistant Dean of Graduate Programs for the College of Agriculture and Life Sciences at Iowa State University. Both reviewers have extensive experience in the academic area of materials science and engineering as well as knowledge of the quality standards required for successful doctoral programs in the discipline.

The external evaluators' charge was to assess the viability and quality of the proposed degree program with specific attention to issues of duplication of programs, student demand, productivity standards and funding implications. The evaluators used the State Regents' Academic Program Approval policy and background information on the State Regents' Academic Planning/Resource Allocation initiative to frame the review.

The team's overall evaluation included the following findings:
- This is not a newly formed curriculum, rather a reallocation and relocation from a College of Human Sciences option to a departmentally based degree. This is a reasonable and important change that will give the program more visibility and better management.
- Because the program has been in operation for many years, there is a solid curricula and well established research record within the program.
- The faculty have a history of training Ph.D. students and are productive researchers.
- The goal to prepare nutritional sciences Ph.D. graduates for careers in research, teaching, and outreach is of high relevance to the institution and the state of Oklahoma.
- There is demand for graduates in academia, industry and public service.
- There is good evidence that OSU has and will continue to support and encourage the nutritional sciences department through financial and infrastructure support. Hence, there is good internal and external support and need for this program.

The team declared strong support to establish the program at OSU. The reviewers agree that developing a Doctor of Philosophy in Nutritional Sciences will enhance and is central to the mission of Oklahoma State University to provide the best possible educational experience for students through excellence in teaching, research, creative activity and services to the state and society. There is a core group of faculty who has the knowledge, experience and skills to initiate the program and build it over time.

While recommending State Regents' approval, the evaluators offered some suggestions for improvement of the proposed program over time:
- The faculty may consider including some coursework that would expand the nutrigenomics and/or molecular focus of the faculty. This is a core area for several faculty and one for which more qualified graduates are needed nationwide. Providing students with the option to gain academic expertise in these areas would distinguish this program from others.
- Issues pertaining to the portfolio, a more robust assessment of student learning outcomes, and feasibility of having all doctoral students demonstrating competencies in all four areas may be better clarified and possibly modified to allow more flexibility within students' interest.

- It is recommended that the departmental seminar course be focused on nutritional sciences research topics perhaps more so than general current topics. Within this seminar, it is also recommended that Ph.D. candidates be required to give a public oral presentation of their dissertation work and the quality of these be included in the outcomes assessment for the program.

OSU responded satisfactorily to these recommendations.

The curriculum for the program meets State Regents' and national curricular standards for nutrition sciences programs, as do the proposed admission, retention, and graduation standards. The number of faculty, their level of activity, and scholarly expertise are consistent with successful doctoral programs. To summarize, the evaluators indicated the proposed degree program was of high quality and they strongly supported its implementation.

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

Support services. The library, facilities, and equipment are adequate.

Financing. The proposed programs 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 Doctor of Philosophy in Nutritional Sciences are shown in the following table.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$4,599	$9,198	$13,798	$18,397	$22,996
Narrative/Explanation: The amounts above are grant funds from the United States Department of Agriculture and the National Institute of Health.					
Total Resources Available from Other Non-State Sources	$2,246	$4,493	$6,738	$8,984	$11,230
Narrative/Explanation: The amounts above come from a variety of grants from organizations such as the Chickasaw Nation and the Tobacco Settlement Endowment Fund.					
Existing State Resources	$22,843	$45,686	$68,528	$91,371	$114,214
Narrative/Explanation: The amounts shown above are funds already allocated to support the proposed program.					
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$14,694	$29,389	$44,083	$58,778	$73,472
*Narrative/Explanation: Tuition was calculated based on a weighted average tuition rate of $287 per credit hour and an enrollment of 2, 4, 6, 8, and 10 students in years 1 through 5. OSU anticipates students completing 16 credit hours per academic year. A weighted average was used to calculate tuition to reflect the **proportion** of in-state and out-of-state students currently represented in the Nutritional Science option available under the Doctor of Philosophy (Ph.D.) in Human Sciences (123).*					
TOTAL	**$44,832**	**$88,766**	**$133,147**	**$177,530**	**$221,912**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$339	$677	$1,016	$1,354	$1,693

Narrative/Explanation: The amounts above reflect a percentage of the salary for administrative support.

Faculty	$29,349	$58,699	$88,048	$117,398	$146,747

Narrative/Explanation: The amounts above reflect a percentage of the faculty salaries to teach the courses in the proposed program.

Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
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	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$29,688**	**$59,376**	**$89,064**	**$118,752**	**$148,440**

Bachelor of Science in Geospatial Information Science

Program purpose. The proposed program will provide a specialized course of study for students interested in careers involving geospatial technologies.

Program rationale and background. Over the last 30 years geospatial information science (GISci) has become well-integrated in private industry, government, and higher education. The importance of GISci is underscored by a growing number of jobs emphasizing or entirely focused on the storage, analysis and visualization of geospatial data. Since the early 1990s the OSU Geography Department has distinguished itself in GISci instruction and research. In 1996 the department launched the Certificate in Geographic Information Systems (406) and in subsequent years has expanded GISci course offerings to address growing student interest and demand. The proposed bachelor's program was designed to address the increase in both student and employer demand by providing students with a theoretical and applied foundation in the rapidly expanding filed of GISci.

Employment opportunities. Employment demand for Geospatial Information Scientists is high and continues to grow and many of the opportunities for Geographers require experience or training in geographic information systems. Students completing the proposed program will be able to find employment in public and private industry, government, and higher education. According to the U.S. Department of Labor, careers in this area are expected to increase 16 percent through 2022. In Oklahoma, job opportunities for Geoscientists are projected to grow nearly 13 percent through 2022. A recent

internet job search resulted in more than 1,000 job openings for individuals to work in a variety of positions. OSU is confident that graduates will be successful in securing employment in 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	20	Fall 2019
Minimum Graduates from the program	8	2019-2020

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

Institution	Existing Program
University of Oklahoma	Bachelor of Arts in Geographic Information Science (367)
University of Oklahoma	Bachelor of Science in Geographic Information Science (368)

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 September 16, 2015. OU submitted a protest of the program; however, on November 6, 2016 submitted a retraction of the protest. Due to distance between institutions and demonstrated employment need, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate will consist of 120 total credit hours 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	42
Departmental Requirements	13
Program Core	45
General Electives	20
Total	**120**

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 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 Geospatial Information Science 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	$50,000	$50,000	$50,000	$50,000	$50,000
Narrative/Explanation: The amounts shown above are funds from Arts and Sciences Student Technology Fee resources allocated for the proposed program.					
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$46,200	$69,300	$83,160	$92,400	$92,400
Narrative/Explanation: Tuition was calculated based current tuition rate at OSU and on enrollment of 10, 15, 18, 20, and 20 students in years 1 through 5.					
TOTAL	**$96,200**	**$119,300**	**133,160**	**$142,400**	**$142,400**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$80,470	$103,570	$102,150	$113,390	$113,390
Narrative/Explanation: The amounts above reflect faculty costs based on an additional FTE needed to offer courses.					
Graduate Assistants	$15,280	$15,280	$30,560	$30,560	$30,560
Narrative/Explanation: The amounts above reflect tuition waivers provided to graduate assistants.					
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$100	$100	$200	$200	$200
Narrative/Explanation: The amounts above will be used to fund paper and miscellaneous supplies.					
Printing	$150	$150	$150	$150	$150
Narrative/Explanation: The amounts above are funds budgeted for printing course materials and recruiting brochures.					
Telecommunications	$200	$200	$200	$200	$200
Narrative/Explanation: The amounts above will be used for telephone charges.					
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$96,200**	**$119,300**	**$133,260**	**$144,500**	**$144,500**

OKLAHOMA STATE UNIVERSITY
DOCTOR OF PHILOSOPHY IN NUTRITIONAL SCIENCES

Degree Requirements		Credit Hours
Core Courses		**32**
NSCI 5033	Macronutrients in Human Nutrition	3
NSCI 5043	Micronutrients in Human Nutrition	3
NSCI 6960	Seminar: Emerging Topics in Nutrition	2
HS 6993	Graduate Seminar in Human Sciences	3
NSCI 6453	Advanced Research Methods in Nutritional Sciences (or NSCI 5123 or equivalent course)	3
STAT 5023	Statistics for Experimenters II (or equivalent)	3
NSCI 6000	Students must complete a minimum of 15 credit hours	15
Guided Electives		**28**
	Students must complete at least 10 credit hours from the following	
NSCI 5012	Public Policy Development in Food, Nutrition and Related Programs	2
NSCI 5023	Advanced Nutrition in the Pathophysiology of Chronic Disease	3
NSCI 5133	Advanced Nutrition for Exercise and Sport	3
NSCI 5363	Maternal and Infant Nutrition	3
NSCI 5373	Childhood Nutrition	3
NSCI 5393	Nutrition and Aging	3
NSCI 5553	Global Nutrition and Food Security	3
NSCI 5563	Nutritional Assessment	3
NSCI 5613	Advanced Nutrition Education and Counseling	3
NSCI 5643	Advanced Medical Nutrition Therapy	3
NSCI 5713	Advanced Community Nutrition	3
NSCI 5743	Advanced Laboratory Techniques in Nutrition	3
NSCI 5870	Problems in Nutritional Sciences	1-6
NSCI 6033	Phytochemicals in Reduction of Chronic Disease	3
NSCI 6223	Nutrition and Immunology	3
NSCI 6870	Independent Study in Nutritional Sciences	1-6
BIOC 4113	Molecular Biology	3
BIOC 4824	Biochemical Laboratory Methods	4
BIOC 6763	Nucleic Acids and Protein Synthesis	3

BIOC 6783	Biomembranes and Bioenergetics	3
CPSY 5173	Gerontological Counseling	3
CPSY 5473	Introduction to Counseling Practice	3
CPSY 5503	Multicultural Counseling	3
HDFS 5413	Adult Development and Aging	3
HDFS 5423	Research Perspectives in Gerontology	3
HDFS 5433	Theories of Aging	3
HHP 5113	Psychological Aspects of Health	3
HHP 5323	Advanced Epidemiology	3
HHP 5593	Human Electrocardiographic Interpretation	3
HHP 5613	Cardiac Rehabilitation	3
HHP 5853	Stress Testing and Exercise Prescription I	3
HHP 5873	Human Bioenergetics	3
MGMT 5113	Management and Organization Theory	3
SCFD 5873	Culture, Society and Education	3
SOC 5333	Global Population and Social Problems	3
	Students must complete at least 12 credit hours from the following	
EPSY 6063	Research Applications with Q Methodology	3
REMS 5013	Research Design and Methodology	3
REMS 6003	Analyses of Variance	3
REMS 6013	Multiple Regression Analysis and Behavioral Studies	3
REMS 6033	Factor Analysis in Behavioral Research	3
REMS 6373	Program Evaluation	3
REMS 6663	Applied Multivariate Research in Behavioral Studies	3
SCFD 5913	Introduction to Qualitative Inquiry	3
SCFD 6123	Qualitative Research I	3
SCFD 6193	Qualitative Research II	3
SOC 5213	Techniques of Population Analysis	3
SOC 5273	Qualitative Research Methods	3
STAT 4043	Applied Regression Analysis	3
STAT 5033	Nonparametric Methods	3
STAT 5043	Sample Survey Designs	3
STAT 5053	Time Series Analysis	3
STAT 5063	Multivariate Methods	3
STAT 5073	Categorical Data Analysis	3

STAT 5083	Statistics for Biomedical Researchers	3
STAT 5303	Experimental Design	3
Total		**60**

OKLAHOMA STATE UNIVERSITY
BACHELOR OF SCIENCE IN GEOSPATIAL INFORMATION SCIENCE

Degree Requirements		Credit Hours
General Education		**42**
ENGL 1113 or ENGL 1313	Composition I Clinical Analysis and Writing I	3
HIST 1103	Survey of American History	3
POLS 1113	American Government	3
MATH 2144	Calculus I	4
MATH 2153	Calculus II	3
	Humanities (courses designated in the catalog with an 'H')	6
GEOG 1114	Physical Geography	4
GEOG 2253	World Regional Geography	3
CS 1113	Computer Science I	3
Departmental Requirements		**13**
A&S 1111	Freshman Orientation	1
	Arts and Humanities Course	3
	Natural and Mathematical Sciences Courses	9
Program Core		**45**
GEOG 2344	Digital Tools for Environmental Exploration	4
GEOG 3333	Spatial Analysis	3
GEOG 4203	Fundamentals of Geographic Information Systems	3
GEOG 4323	Computer Cartography	3
GEOG 4333	Remote Sensing	3
GEOG 4343	Geographic Information Systems: Resource Management Applications	3
GEOG 4353	Geographic Information Systems: Socioeconomic Applications	3
GEOG 4383	GIS Programming	3
*GEOG 4943	GIS Internship/Research	3
CIS 2132	Computer Science II	2
CS 2433	C/C++ Programming	3
MATH 3013	Linear Algebra	3
	Upper-division related coursework	6
	Take one of the following:	

AVED 4343	Geospatial Technologies for Aerospace Managers	3
GEOG 4303	Applications of the Global Positioning System in Field Research	3
GEOG 4313	Field Techniques and Geodata Collection	3
NREM 3083	Geospatial Technologies for Natural Resources	3
General Electives		
	Students must complete additional electives so that total number of credit hours completed equals 120.	
Total		**120**

*Denotes new course

AGENDA ITEM #7-b:

> **New Programs.**

SUBJECT: Northwestern Oklahoma State University. Approval to offer the Doctor of Nursing Practice in Advanced Nursing Practice.

RECOMMENDATION:

> **It is recommended that the State Regents approve Northwestern Oklahoma State University's request to offer the Doctor of Nursing Practice in Advanced Nursing Practice, via traditional and online delivery, 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.**

> - **Doctor of Nursing Practice in Advanced Nursing Practice.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 26 students in Fall 2021; and
>   Graduates: a minimum of 8 students in 2021-2022.

BACKGROUND:

Academic Plan

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

Modification of Education Program
In 2013-2014, the Division of Education faculty members performed a thorough study of Northwestern's education program to determine strengths and weaknesses within the curriculum. As a result, NWOSU will modify the curriculum and implement those modifications beginning the 2015-2016 academic year.

General Education Program Review
Members of NWOSU's General Education Committee will review the university's current general education program. Committee members will be charged with reviewing the mission statement, competencies and credit requirements.

Mapping Student Learning Outcomes
Faculty from all departments will align student learning outcomes from academic majors with courses throughout the major's curriculum.

Development of Athletic Training Minor
NWOSU faculty members from the Health and Sports Science Department in conjunction with Northwestern's athletic trainer will bring forward a formal request to offer coursework which will provide a foundation for students wishing to pursue an advanced degree in athletic training.

Course Redesign
As part of its Title III grant, the University will enter phase four of the process of redesigning freshmen level courses in the English, math, science, and social science programs. English and math faculty members have completed the process and are in the implementation phase, with plans to implement pilot programs in science during the spring 2015 semester. Social Science faculty members will begin the initial phase of course redesign in spring of 2015.

Faculty and Staff Raises
The University will attempt to provide additional compensation for its employees in FY16. Data from the CUPA standards for four-year master's level public universities indicates that Northwestern faculty at the professor level and staff remain below 60 percent of the national average for comparable positions.

Complete College America and Certificate Offerings
Northwestern is committed to the Complete College America initiative and to Governor Mary Fallin's call to increase the number of degree and certificate holders in the State of Oklahoma. The University will be working with faculty members from two of its most prominent academic programs, Business and Nursing, to increase both graduates and certificate holders. The Business program will be promoting four recently approved certificate programs and Nursing will be promoting its new online RN to BSN completion program.

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, NWOSU has taken the following program actions in response to APRA:

22	Degree and/or certificate programs deleted
14	Degree and/or certificate programs added

Program Review
NWOSU offers 48 degree and/or certificate programs as follows:

7	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
35	Baccalaureate Degrees
6	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 NWOSU'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
NWOSU's faculty developed the proposal, which was reviewed and approved by institutional officials.

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

- Bachelor of Applied Arts and Sciences in Technical Management (064);
- Bachelor of Science in Accounting (001);
- Bachelor of Science in Business Administration (007);
- Bachelor of Science in Conservation Law Enforcement (010);
- Bachelor of Science in Nursing (047);
- Master of Counseling in Psychology (043);
- Master of Education in Elementary Education (014); and
- Master of Education in Secondary Education (033).

NWOSU's governing board approved delivery of the Doctor of Nursing Practice in Advanced Nursing Practice at the September 18, 2015 meeting. NWOSU requests authorization to offer the program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Doctor of Nursing Practice in Advanced Nursing Practice

Program purpose. The purpose of the proposed program is to contribute to the need for doctorate level prepared advanced practice nurses to meet the health care needs of the rural and underserved areas in Oklahoma.

Program rationale and background. Close to 90 percent of all Nurse Practitioners are prepared in primary care. Primary care nurse practitioners are significantly more likely than primary care physicians to practice in rural areas, provide care in a wider range of community settings, and serve a high proportion of uninsured patients and other vulnerable populations.

Employment opportunities. Health care employers in the northwestern region of Oklahoma are supportive of the proposed program. NWOSU has received letters of support from numerous health care facilities, including Fairview Regional Medical Center, Great Salt Plains Health Center, Share Medical Center, St. Anthony Hospital, St. Mary's Regional Medical Center, and Woodward Regional Hospital. According to the Oklahoma Employment Security Commission, careers for Nurse Practitioners are expected to increase nearly 24 percent through 2022. In NWOSU's service area, the estimated projection for opportunities is 22 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	26	Fall 2021
Minimum Graduates from the program	8	2021-2022

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

Institution	Existing Program
University of Oklahoma Health Sciences Center	Doctor of Nursing Practice (090)

A system wide letter of intent was communicated by email on August 21, 2015. The University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent via email on August 28, 2015. Neither UCO nor other State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and demonstrated employment need, approval will not constitute unnecessary duplication.

Curriculum. The proposed Doctor of Nursing Practice in Advanced Nursing Practice program will consist of 73 total credit hours as shown in the following table. Twenty-four new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Scientific Foundation	15
Clinical Excellence	38
Leadership	20
Total	**73**

External Review. Doctoral programs represent a long-term commitment for an institution. Faculty, support staff, equipment, facilities and resources are required for research and training doctoral students. This translates to considerable investments in time and funds, therefore institutions infrequently develop new doctoral programs.

For these reasons, two external reviewers, Drs. Barbara Cherry and Thad Wilson, conducted a paper review (i.e., no site visit) of the proposed degree program. Dr. Barbara Cherry holds a Doctor of Nursing Science from the University of Tennessee Health Sciences Center. She currently serves as the Department Chair for Leadership Studies, the Garrison Professorship in Geriatric Nursing, and the DNP Executive Leadership Track Coordinator in Texas Tech University Health Sciences' School of Nursing. Dr. Thad Wilson holds a Doctor of Philosophy in Nursing from the University of Kansas, as well as a Master of Science in Nursing from the University of Utah. Dr. Wilson currently serves as the Executive Associate Dean in the College of Nursing at the University of Iowa. Both reviewers have extensive experience in the academic area of materials science and engineering as well as knowledge of the quality standards required for successful doctoral programs in the discipline.

The external evaluators' charge was to assess the viability and quality of the proposed degree program with specific attention to issues of duplication of programs, student demand, productivity standards and funding implications. The evaluators used the State Regents' Academic Program Approval policy and background information on the State Regents' Academic Planning/Resource Allocation initiative to frame the review.

The team's overall evaluation included the following findings:

    a.   The proposed program is consistent with the mission of NWOSU and the needs of the citizens of Oklahoma for increased access to doctorally-prepared advanced practice nurses.

b. The American Association of Colleges of Nursing Essentials and National Organization of Nurse Practitioner Faculty criteria are thoroughly addressed in the proposed curriculum.
c. Faculty with the credentials outlined in the proposal will be adequate and appropriate for the clinical portions of the program.
d. The infrastructure of the school is adequate to support student learning and the program.
e. The need for the proposed BSN to DNP program is supported by student and employer demand and population needs for increased numbers of primary care providers.
f. There is no concern with unnecessary duplication of DNP programs in the state.
g. There is a plan for financial support from the Charles Morton Share Trust and tuition revenues; however, further clarification of revenues and expenses is noted in this report.
h. The program has a comprehensive plan for review and assessment.

The team declared strong support to establish the program at NWOSU. The reviewers agree that developing a Doctor of Nursing Practice in Advanced Nursing Practice will enhance and is central to the mission of NWOSU to provide the best possible educational experience for students through excellence in teaching, research, creative activity and services to the state and society. There is a core group of faculty who has the knowledge, experience and skills to initiate the program and build it over time.

While recommending State Regents' approval, the evaluators offered some suggestions for improvement of the proposed program over time:

a. One area that we believe needs further development in the curriculum is in the area of finance, billing, and economics. Though a system-wide overview is provided in NURS 6263 and the Advanced Nursing Practice course, role specific or site specific (clinic) billing and finance are not clearly outlined in the proposal. In the experience of the consultants, graduates often indicate a lack of subject matter in the area of finance and billing. We would encourage the faculty to consider where and how this content might be infused.
b. There is no mention of how or if simulation would be used as a teaching method. While it is not mandated, the program faculty should consider the use of simulation, as it is becoming more common in Nurse Practitioner education.
c. Begin collecting retention and progression data early in the life of the program and make changes as directed by the evidence.
d. A faculty recruiting plan should be developed and implemented because of the shortage of nursing faculty, especially doctorally-prepared faculty.
e. Faculty workload – according to the proposal, the three Family Nurse Practitioners (FNP) faculty members will teach all but three courses in the curriculum. When fully implemented, each faculty member would be teaching three courses one semester and four the other. While this is compatible with other NP/DNP programs, the addition of clinical supervision, travel and faculty practice might prove to be a very heavy workload. Additionally, the work of guiding and directing multiple DNP projects can be extensive. If other faculty in the program could share the teaching load of some of the non-clinical courses, the workload would not appear so overwhelming.
f. Preceptors – Commission on Collegiate Nursing Education has historically allowed a new DNP, FNP program to use non-DNP prepared preceptors in the early years of program. But, additional oversight by DNP prepared faculty is necessary to assist students to understand the advanced role. As soon as possible, the NWOSU program needs to identify and enlist DNP prepared preceptors.
g. To maintain practice expertise and to meet continued certification standards, the NWOSU FNP faculty will need to develop a plan to integrate practice opportunities as an integral part of the overall faculty role. Time for faculty practice needs to be considered in the overall workload for FNP faculty.
h. The budget as presented should be evaluated to ensure funding to provide for adequate faculty to support the program, especially as student enrollments grow through year five. The reviewers

recommend clarification regarding revenues and expenses, including the number of doctorally-prepared FNP faculty needed to adequately support the program and its growth, and how tuition revenue will support the program without pass through monies in Year 5 and beyond.

NWOSU responded satisfactorily to these recommendations.

The curriculum for the program meets State Regents' and national curricular standards for engineering programs, as do the proposed admission, retention, and graduation standards. The number of faculty, their level of activity, and scholarly expertise are consistent with successful doctoral programs. To summarize, the evaluators indicated the proposed degree program was of high quality and they strongly supported its implementation.

Faculty and staff. Three full-time faculty, consisting of the Program Director and two instructors, will be hired to teach the proposed program.

Delivery method and support services. The Doctor of Nursing Practice in Advanced Nursing Practice program will be offered online using the Blackboard learning management system and NWOSU 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 Doctor of Nursing Practice in Advanced Nursing Practice are shown in the following table.

	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	$1,360,000	$1,400,000	$1,225,000	$1,150,000	$1,000,000
Narrative/Explanation: The amounts above are endowment and pass through monies from the Charles Morton Share Trust.					
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$60,060	$120,120	$188,650	$208,670	$244,860
Narrative/Explanation: Tuition was calculated based on a tuition rate of $325.00 per credit hour, an online course fee of $60.00 per credit hour and a residency fee of $500.00 for one summer residency week. NWOSU anticipates an enrollment of 6, 12, 20, 22, and 26 students in years 1 through 5.					
TOTAL	**$1,420,060**	**$1,520,120**	**$1,413,650**	**$1,358,670**	**$1,244,860**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**

Administrative/Other Professional Staff	$174,000	$174,000	$174,000	$174,000	$174,000

Narrative/Explanation: The amounts above will fund a program director and support staff.

Faculty	$128,500	$257,000	$257,000	$257,000	$257,000

Narrative/Explanation: The amounts above are budgeted for one faculty member in year 1 and an additional faculty member in year 2.

Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$5,000	$0	$0	$0	$0

Narrative/Explanation: The amount above will purchase laptops for faculty and support staff.

Library	$3,780	$3,780	$3,780	$3,780	$3,780

Narrative/Explanation: The amounts above are budgeted for library books and periodicals.

Contractual Services	$300	$600	$1,012	$1,104	$1,311

Narrative/Explanation: The amounts above are an estimated percent of Blackboard services dedicated to DNP students.

Other Support Services	$3,000	$3,500	$5,250	$1,548	$1,548

Narrative/Explanation: The amounts above are budgeted for expenses related to Higher Learning Commission site visit and accreditation.

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

Narrative/Explanation: The amounts above will be used to cover costs related to printing brochures, policy handbooks, and class materials.

Telecommunications	$500	$500	$500	$500	$500

Narrative/Explanation: The amounts above will cover costs for telephone expenses related to day-to-day operations.

Travel	$2,000	$3,000	$3,000	$3,000	$3,000

Narrative/Explanation: The travel budget will be used for expenditures related to recruitment, accreditation conferences, and professional meetings.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$320,080**	**$445,380**	**$447,542**	**$443,932**	**$444,139**

Attachment

NORTHWESTERN OKLAHOMA STATE UNIVERSITY
DOCTOR OF NURSING PRACTICE IN ADVANCED NURSING PRACTICE

Degree Requirements		Credit Hours
Scientific Foundations Courses		**15**
*NURS 6010	Program Orientation	0
*NURS 6113	Advanced Pathophysiology	3
*NURS 6123	Biostatistics for Advanced Nursing Practice	3
*NURS 6213	Theory for Evidence-Based Advanced Nursing Practice	3
*NURS 6153	Advanced Research Methods	3
*NURS 6233	Evidence-Based Practice and Scholarship in Advanced Practice Nursing	3
Clinical Excellence Courses		**38**
*NURS 6133	Advanced Holistic Assessment	3
*NURS 6143	Advanced Pharmacotherapeutics	3
*NURS 6313	Primary Care of Families – Adults	3
*NURS 6314	Primary Care of Families – Adult Practicum	4
*NURS 6333	Primary Care of Families – Pediatrics	3
*NURS 6334	Primary Care of Families – Pediatric Practicum	4
*NURS 6353	Primary Care of Families – Women	3
*NURS 6354	Primary Care of Families – Women Practicum	4
*NURS 6373	Gerontology in Primary Care	3
*NURS 6374	Primary Care Practicum- Gerontology	4
*NURS 6414	DNP Practicum in Family Nursing	4
Leadership Courses		**20**
*NURS 6243	Population Health and Health Promotion	3
*NURS 6253	Health Systems – Informatics and Quality Management	3
*NURS 6263	Health Policy, Ethics, Economics, and Advanced Nursing Practice	3
*NURS 6412	Advanced Nursing Practice in Rural Communities	2
*NURS 6423	Interprofessional Leadership, Collaboration and Communications	3
*NURS 6432	Role Development for the DNP	2
*NURS 6500	DNP Capstone	4
Total		**73**

*Denotes new courses

AGENDA ITEM #7-c:

New Programs.

SUBJECT: Rose State College. Approval to offer the Certificate in Child Development and Certificate in Mobile Design.

RECOMMENDATION:

It is recommended that the State Regents approve Rose State College's requests to offer the Certificate in Child Development and the Certificate in Mobile Design, with the stipulation that continuation of the certificates will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Certificate in Child Development.** The certificate is embedded within the Associate in Applied Science in Family Service/Child Development (091) and will be included in the regular 5-year program review.

- **Certificate in Mobile Design.** The certificate is embedded within the Associate in Applied Science in Multimedia Communication (113) 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:

65	Degree and/or certificate programs deleted
50	Degree and/or certificate programs added

Program Review
RSC offers 68 degree and/or certificate programs as follows:

24	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 proposals, which were reviewed and approved by institutional officials. RSC's governing board approved delivery of the Certificate in Child Development and the Certificate in Mobile Design at the April 16, 2015 meeting. RSC requests authorization to offer these certificates as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Certificate in Child Development

Program purpose. The proposed certificate in embedded within the Associate in Applied Science in Family Service/Child Development (091) and will prepare students for employment in child care centers, Head Start and Early Head Start programs, and Department of Human Services (DHS) facilities throughout Oklahoma.

Program rationale and employment opportunities. The proposed certificate formalizes a DHS sponsored program of study that has been offered at RSC for over 12 years through the State Regents' Scholars for Excellence in Child Care program. According to the Oklahoma Employment Security Commission, state-wide employment for childcare workers is expected to increase approximately 13 percent through 2022, with opportunities increasing 20 percent in RSC's service area. Currently RSC has approximately 60 students enrolled through the Scholars for Excellence program. Having a formalized plan of study will provide students with a recognizable credential and a strong foundation of core curriculum on which students can further their education.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Family Service/Child Development (091) program.

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

Institution	Existing Program
Oklahoma State University-Oklahoma City	Certificate in Early Care Education Infant/Toddler (112)
Carl Albert State College	Certificate in Child Development-Infant Toddler (066)
Connors State College	Certificate in Child Development (076)
Seminole State College	Certificate in Child Development (229)
Oklahoma City Community College	Certificate in Child Development (077)
Redlands Community College	Certificate in Child Development (061)
Tulsa Community College	Certificate in Child Development (206)

A system wide letter of intent was communicated by email August 21, 2015. None of the State System institutions notified the State Regents' office of a protest. Due to current participation in the Scholars for Excellence program, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 18 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	18
Total	**18**

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

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Applied Science in Family Service/Child Development (091) 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.

Certificate in Mobile Design

Program purpose. The proposed certificate is embedded within the Associate in Applied Science in Multimedia Communication (113) and is designed to train students for careers in mobile application development.

Program rationale and employment opportunities. With the rapid increase in the use of mobile devices, social media, and related technologies, the demand for individuals with the skills and knowledge to design, write, and maintain mobile applications for companies of all sizes has grown tremendously. According to the Oklahoma Employment Security Commission, careers for Software Developers with knowledge in application development are expected to increase 19 percent through 2022. Additionally, RSC reports that the outlook for employment in the field is high as the skills gained are easily transferable to several other related technology areas. RSC also believes students earning the proposed certificate will be more likely to continue their education to complete the Associate in Applied Science in Multimedia Communication (113).

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Multimedia Communication (113) program.

Duplication and impact on existing programs. There are no undergraduate Certificate in Mobile Design programs offered in Oklahoma. A system wide letter of intent was communicated by email August 21, 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 B).

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 Applied Science in Multimedia Communication (113) 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

ROSE STATE COLLEGE
CERTIFICATE IN CHILD DEVELOPMENT

Certificate Requirements		Credit Hours
Required Courses		**18**
ENGL 1113	English Composition I	3
FSCD 1111	Early Learning	1
FSCD 1213	Introduction to Family Services/Child Development	3
FSCD 1313	Health, Safety, and Nutrition for Families and Children	3
FSCD 1322	Learning Environment for Young Children	2
FSCD 2533	Guidance of Young Children	3
FSCD 2573	Family, School, and Community Relations	3
Total		**18**

ROSE STATE COLLEGE
CERTIFICATE IN MOBILE DESIGN

Certificate Requirements		Credit Hours
Required Courses		**15**
MULT 1953	HTML/CSS	3
MULT 2003	Dreamweaver	3
CIT 1293	Oracle+	3
CIT 1203	Script Programming+	3
CIT 2653	Mobile App Dev+	3
Total		**15**

AGENDA ITEM #7-d:

> **New Programs.**

SUBJECT: Oklahoma City Community College. Approval to offer the Certificate in Advanced Emergency Technician and the Certificate in Vehicle Service Advisor.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma City Community College's requests to offer the Certificate in Advanced Emergency Technician and the Certificate in Vehicle Service Advisor, with the stipulation that continuation of the certificates will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Certificate in Advanced Emergency Technician.** This certificate is embedded within the Associate in Applied Science in Emergency Medical Sciences (014) and will be included in the regular 5 year program review.
>
> - **Certificate in Vehicle Service Advisor.** This certificate is embedded with the Associate in Applied Science in Business (026) and will be included in the regular 5 year program review.

BACKGROUND:

Academic Plan

Oklahoma City Community College's (OCCC) 2014-2015 Academic Plan lists the following institutional priorities and new funding initiatives:

- Increase BADNAP Program student numbers through implementation of a formal marketing and Public Relations initiative.
    Current numbers admitted to the BADNAP Program have increased from 43 in June of 2012 to 63 in June 2013 and 62 in June of 2014. As identified earlier in this document, it is felt that an admissions number of 62/63 is appropriate for this nursing pathway. Clinical congestion for competing clinical slot availability precludes admission numbers higher than 62/63.
- Increase student numbers in the SLPA Program by admitting in fall 2012 a second cohort group.
    The SLPA Program is beginning its fourth year with total student numbers (first and second year) being 34. There were 19 graduates in May 2014 compared to 14 in May 2013 (first graduating class). Recruitment efforts during spring 2014 included 517 individual mailings to independent schools around Oklahoma with (to date) over 100 positive responses regarding program interest and potential school-based clinical potential. Being a unique curriculum totally online (except for individual student clinical placements) the curriculum's courses are now established and taught by seasoned instructors.

- Increase student numbers in the Occupational Therapy Assistant (OTA) Program.
  The OTA Program is on track to begin its new and innovative FlexTrack pathway starting spring 2015. Given the Traditional pathway (fall entry) which admits 20 students, the implementation of FlexTrack will admit 18 students in spring 2015 which will almost double the number of first year student in the OTA Program for FY'15. FlexTrack offers students the same OTA curriculum spread over 3 years with courses offered on a M/W or T/R format beginning at 5:30 pm. A formal application has been developed and preference points have been reinstituted into the application for both Traditional pathway and FlexTrack pathway.
- Faculty from the IT Division will host students from area high school and career technical centers and present information about our curriculum and facilities.
- CS continued the Summer camp for 5th through 8th grade on programming, graphics and cyber/security and expanded to an extra week at the Capitol Hill Center.
- All programs in the IT division are integrating mobile devices like iPads and Android tablets into the curriculum.
- Program under development include:
  o Associate of Applied Science in Engineering Technology
  o Certificates of Mastery under development within the current programs of study include:
  o Certificate of Mastery in Print Media
  o Certificate of Mastery in Multimedia
  o Certificate of Mastery in Photography
  o Certificate of Mastery in Social and Human Services
  o Certificate of Mastery in Customer Service
  o Certificate of Mastery in Vehicle Service Advisor
  o Certificate of Mastery in Advanced Emergency Medical Technician

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, OCCC has taken the following program actions in response to APRA:

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

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

23	Certificates
26	Associate in Arts or Science Degrees
18	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 OCCC'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
OCCC's faculty developed the proposals, which were reviewed and approved by institutional officials. OCCC's governing board approved delivery of the Certificate in Advanced Emergency Technician and the Certificate in Vehicle Service Advisor at the September 21, 2015 meeting. OCCC requests authorization to offer these certificates as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Certificate in Advanced Emergency Technician

Program purpose. The proposed certificate is embedded within the Associate in Applied Science (AAS) in Emergency Medical Sciences (014) and will prepare students for careers as Emergency Medical Technicians.

Program rationale and employment opportunities. Enrollment in the AAS program is strong and the proposed certificate would provide students the knowledge and skills needed to work in the field while finishing their degree. According to the Oklahoma Employment Security Commission, career opportunities for Emergency Medical Technicians and Paramedics are expected to increase approximately 24 percent through 2022. OCCC is confident students would benefit from the proposed certificate.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Emergency Medical Sciences (014) program.

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

Institution	Existing Program
Tulsa Community College	Certificate in Fire and Emergency Medical Services (252)

A system wide letter of intent was communicated by email April 23, 2015. None of the State System institutions notified the State Regents' office of a protest. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 34 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	26
Guided Electives	8
Total	**34**

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

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Applied Science in Emergency Medical Sciences (014) 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.

<div align="center">

Certificate in Vehicle Service Advisor

</div>

Program purpose. The proposed program is embedded within the Associate in Applied Science (AAS) in Business (026) program and is designed to provide students with the skills needed to find entry-level employment in the automotive repair industry.

Program rationale and employment opportunities. OCCC reports that enrollment in the AAS program is strong and the proposed certificate would provide students the knowledge and skills needed to work in the field while finishing their degree. According to the Oklahoma Employment Security Commission, careers for automotive repair technicians are expected to increase 7 to 13 percent through 2022. OCCC is confident that students completing the certificate will find employment and be encouraged to continue their education and complete the AAS.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Business (026) program.

Duplication and impact on existing programs. There are no undergraduate Certificate in Vehicle Service Advisor programs offered in Oklahoma. A system wide letter of intent was communicated by email April 23, 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 18 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
Required Courses	18
Total	**18**

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

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Applied Science in Business (026) 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

OKLAHOMA CITY COMMUNITY COLLEGE
CERTIFICATE IN ADVNACED EMERGENCY TECHNICIAN

Degree Requirements		Credit Hours
Required Courses		**26**
EMS 1035	Paramedic Care I: Introduction to Patient Assessment	5
EMS 1041	EMS Fieldwork I	1
EMS 1051	EMS Fieldwork II	1
EMS 1113	ECG Interpretation and Procedures	3
EMS 1115	Paramedic Care IIA: Trauma Emergencies	5
EMS 1124	EMS Pharmacology	4
EMS 1134	Paramedic Care IIB: Advanced EMS Skills	4
EMS 2013	EMS Operations	3
Guided Electives		**8**
BIO 1314	Human Anatomy and Physiology I	4
BIO 1414	Human Anatomy and Physiology II	4
Total		**34**

OKLAHOMA CITY COMMUNITY COLLEGE
CERTIFICATE IN VEHICLE SERVICE ADVISOR

Degree Requirements		Credit Hours
Required Courses		**18**
MGMT 2053	Principles of Management	3
MGMT 2013	Small Business Management	3
BUS 1323	Math for Business Careers	3
BUS 2033	Business Communication	3
BUS 2043	Business Ethics	3
AT 1153	Basic Automotive Fundamentals	3
Total		**18**

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:

Cameron University (CU) requests authorization to delete the program listed below:
- Bachelor of Science in Medical Technology (570)

Southeastern Oklahoma State University (SEOSU) requests authorization to delete the programs listed below:
- Bachelor of Science in Art Education (004)
- Bachelor of Science in Graphic Design/Visual Media (101)

Carl Albert State College (CASC) requests authorization to delete the program listed below:
- Certificate in Business Technologies (049)

POLICY ISSUES:

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

ANALYSIS:

CU requests authorization to delete the Bachelor of Science in Medical Technology (570). This program was approved prior to 1990. Reasons for requesting the deletion include:
- CU reports that as a stand-alone degree the program does not meet the Higher Learning Commission's requirement for faculty expertise.
- There are currently 41 students enrolled in the program who will be advised into the new option available under the Bachelor of Science in Biology (310) (see current program modification agenda item).
- No courses will be deleted as they will continue to be offered.
- No funds are available for reallocation.

SEOSU requests authorization to delete the Bachelor of Science in Art Education (004). This program was approved prior to 1990. Reasons for requesting the deletion include:
- SEOSU reports that the curriculum was modified and is now an option under the Bachelor of Arts in Art (003) program.

- There are currently 4 students enrolled in the program with an expected graduation date of Spring 2016.
- No courses will be deleted as they will continue to be offered.
- No funds are available for reallocation.

SEOSU requests authorization to delete the Bachelor of Science in Graphic Design/Visual Media (101). This program was approved at the May 26, 2000 State Regents' meeting. Reasons for requesting the deletion include:
- SEOSU reports that the curriculum was modified and is now an option under the Bachelor of Arts in Art (003) program.
- There are currently 6 students enrolled in the program with an expected graduation date of Spring 2016.
- No courses will be deleted as they will continue to be offered.
- No funds are available for reallocation.

CASC requests authorization to delete the Certificate in Business Technologies (049). This program was approved prior to 1990. Reasons for requesting the deletion include:
- CASC reports the program has been inactive for over five years.
- There are currently no students enrolled in the program.
- No courses will be deleted as they will continue to be offered in other programs.
- No funds are available for reallocation.

AGENDA ITEM #9-a:

> **Policy.**

SUBJECT: Posting of revisions to the Institutional Admissions and Retention policy.

RECOMMENDATION:

> **It is recommended that the State Regents post the amendments to the Institutional Admission and Retention policy.**

BACKGROUND:

In 1988, to increase college preparation, the State Regents implemented a policy requiring students to complete 11 units of high school curricular requirements for college admission. The 11 units consisted of four units of English, two units of laboratory science, three units of mathematics, and two units of history.

On June 23, 1993, the State Regents increased the high school curricular requirements to 15 units for students entering college in the fall of 1997. The 15 units originally consisted of four units of English, two units of laboratory science, three units of mathematics, two units of history, one unit of citizenship skills, and three additional units from the subjects listed above or selected from computer science or foreign language.

On February 13, 2004, the State Regents revised the curricular requirements for college admission by merging the history and citizenship areas into one curricular area. More specifically, this revision detailed that the history and citizenship skills curricular area requires three units which include one unit of American History and two additional units from the subjects of history, economics, geography, government, and non-western culture.

Since Fall 2010, the curricular requirements for college admission have included four units of English, three units of mathematics, three units of laboratory science, three units in history and citizenship skills, and two units from the subjects listed above or selected from computer science, foreign language, or any Advanced Placement course except applied courses in fine arts.

Additionally, 70 O.S. § 11-103.6a requires the State Regents to review and, provided that certain criteria are met, endorse the Pre-Kindergarten-12 Oklahoma Academic Standards as college and career ready. After a comprehensive review of the Oklahoma Academic Standards, as detailed in another item within this agenda, it is noted that the State Regents will consider endorsing the standards as college and career ready at their January 28, 2016 meeting. In addition to addressing this statutory mandate, it is also important to note that the State Regents have another statutorily mandated function regarding high school courses that satisfy college admission curricular requirements. 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents approval, also satisfy high school college preparatory/work ready curriculum graduation requirements.

POLICY ISSUES:
The State Regents' Institutional Admission and Retention policy sets the curricular requirements for admission to associate in arts, associate in science, and baccalaureate degree programs. While the proposed policy revisions will not alter the existing curricular requirements, it is necessary to amend the Institutional Admission and Retention policy to meet the intent of 70 O.S. § 11-103.6.

POLICY ANALYSIS
The revisions to the Institutional Admission and Retention policy align with 70 O.S. § 11-103.6 by designating that the State Regents are the responsible entity for approving courses for college admission. As such, under the proposed revision, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a college admission curricular requirement, which fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents approval

An excerpt of the policy that includes the proposed changes is attached. It is recommended that the State Regents post the amendments to this policy.

3.9   INSTITUTIONAL ADMISSION AND RETENTION

3.9.1.   Purpose

This policy establishes minimum curricular requirements, criteria, and standards for admission to State System institutions, as well as standards for retention in institutions. Admission to all associate and baccalaureate programs must conform to these standards.

The State Regents conduct periodic reviews of the implementation of admission and retention policies. The purpose of these reviews is first to assure the State Regents that the implementation of the admission and retention standards is consistent with the intent of the State Regents' policy. Second, the review provides a comprehensive overview of the progress and the effects of the admission and retention standards increases on the profile of students, and specifically whether or not the ultimate goal of the policy to achieve student success is being met.

Retention policies should be directly and simply stated for ease in interpretation, application, administration, and monitoring. The foremost concern of these policies should be student success. Thus an early notification to students experiencing academic difficulties must be inherent in such policies. And, finally, quality retention policies must have academic integrity.

Each institution's governing board should approve any change in institutional admission standards prior to State Regents' approval.

3.9.2   Definitions

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

"Academic Notice" is a designation for Freshman students, 30 or fewer credit hours, with a retention GPA of 1.7 to less than 2.0.

"Academic Probation" is a designation for any student whose retention GPA falls below those designated in this policy for a given semester.

"Academic Suspension" is a designation for any student who was on academic probation the previous semester and who fails to raise the GPA to the required retention level or to achieve a 2.0 GPA the next semester in regularly-graded course work, not to include activity or performance courses.

"Associate Degree" is typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours). The State Regents recognize three types of associate degrees—the Associate in Arts, Associate in Science, and Associate in Applied Science.

"Baccalaureate Degree" (also referred to as a bachelor's degree) is typically a credential requiring four years of full-time equivalent college work (at least 120 credit hours). The State Regents recognize three types of baccalaureate degrees—the Bachelor of Arts, Bachelor of Science, and Bachelor of (Specialty).

"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."

"Cumulative Grade Point Average (CGPA)" is the average of a student's earned grades calculated by point values assigned to letter grades that includes grades for all attempted regularly-graded course work, including activity courses and forgiven course work. The use of the CGPA on the transcript is optional, but it may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

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

"Curricular Requirements: 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: 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."

"First-Time-Entering Student" is a student with six or fewer attempted credit hours, excluding remedial/developmental (zero-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

"General Education Development Test (GED)" is a recognized high school diploma equivalency exam.

"Good Academic Standing" is a designation for any student who meets the retention requirements as set forth in this policy.

"GPA" see Retention/Graduation Grade Point Average.

"Remedial/Developmental Courses" are zero-level courses that do not carry college credit and are designed to raise students' competency in the subject area to the collegiate level.

"Remediation: Process for removing curricular or basic academic skills deficiencies through remedial/developmental course work or supplemental instruction (tutorials, work-book, self-paced learning, etc.) or other interventions that lead to demonstration of competency."

"Retention/Graduation Grade Point Average (GPA)" (hereinafter referred to as GPA unless preceded by another descriptor such as 'high school')" is the average of a student's earned grades calculated by point values assigned to letter grades that is used to determine a student's eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the GPA. (See the State Regents' *Grading Policy.*) This GPA may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

"Transcript" is the official document issued by an institution with student information that is a complete and accurate reflection of a student's academic career. It includes information such as GPA, semesters of attendance, courses taken, grades and credit hours awarded, degrees received, academic standing, academic honors, and transfer information. The transcript may also include the CGPA.

"Transfer Student" is any undergraduate student with greater than six attempted credit hours, excluding remedial/developmental (zero-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

3.9.3   Admission of First-Time Freshmen: Curricular Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. Students meeting both the high school curricular and the high school performance requirements are eligible for admission. This section includes curricular requirements for regular admission.

A.   High School Curricular Requirements for Admission to Programs Leading to AA, AS and Baccalaureate Degrees

Units (Years)	Course Areas
4	English (grammar, composition, literature; should include an integrated writing component)
3	Lab Science (Biology, chemistry, physics or any lab science certified by the school district; General science with or without a lab may not be used to meet this requirement.)

3	Mathematics (from algebra I, algebra II, geometry, trigonometry, math analysis, pre-calculus (must have completed geometry and Algebra II), calculus, Advanced Placement statistics)
3	History and Citizenship Skills (including one unit of American history and two additional units from the subjects of history, economics, geography, government, non-Western culture)
2	Additional units of subjects previously listed or selected from: computer science, foreign language, or any Advanced Placement course except applied courses in fine arts.
15	Total Required Units

Computer science courses (one or more units) that meet the State Regents' guidelines for high school curricular requirements may satisfy the postsecondary systemwide computer proficiency graduation requirement (see the State Regents' *Undergraduate Degree Requirements* p*olicy*).

In addition to the above requirements, the following subjects are recommended for college preparation:

2   additional units: Fine arts - music, art, drama, and speech

1   additional unit: Lab science (as described above)

1   additional unit: Mathematics (as described above)

4   Recommended Units

While these curricular requirements will normally be met by students in grades 9 through 12, advanced students who complete these courses in earlier grades will not be required to take additional courses for purposes of admission.

The remaining units required by the State Board of Education for high school graduation may be selected from courses to meet students' individual needs and interests.

Additionally, 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents approval, also satisfy specific college preparatory/work ready curricular high school graduation requirements. Therefore, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a college admission curricular requirement, which fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents approval. Additional information regarding the course review process may be found in the *Academic Affairs Procedures Handbook.*

B.   Curricular Deficiencies

1.   Baccalaureate Programs

Students must meet all basic academic skills curricular requirements (English, mathematics, and science) to be admitted to baccalaureate programs at research or regional institutions. Students with a deficiency in a non-basic academic skills course (excludes English, mathematics, and science) 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 a regular admission student. These students will be required to complete an additional three-hour collegiate course in the relative subject area to make up the high school deficiency (see the State Regents' *Remediation and Removal of High School Curricular Deficiencies policy*). Other exceptions are noted in the special admission options outlined later in this policy.

If an institution admits students with one or more curricular deficiencies to a baccalaureate program utilizing the alternative admission category, the institution must provide the means to satisfy those deficiencies (see the State Regents' *Remediation and Removal of High School Curricular Deficiencies Policy*) and the student must successfully remediate basic academic skills course requirements within 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.

2.   Associate in Arts and Associate in Science Programs

Students lacking curricular requirements are admissible into AA or AS programs in the community colleges but must remediate curricular deficiencies in the basic academic skills 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. In addition, students must remove curricular deficiencies in a discipline area before taking collegiate level work in that discipline.

3.   Associate in Applied Science Programs

Students entering AAS degree programs or other certificate programs must remove high school curricular requirement deficiencies before taking courses in the same field as part of an AAS degree or certificate program. Students admitted under this provision may not transfer into an AA, AS or baccalaureate program without first removing the high school curricular deficiencies.

Students may remove curricular deficiencies as detailed in the State Regents' *Remediation and Removal of High School Curricular Deficiencies Policy*. The institution's 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.

Students pursuing admission to AA, AS, AAS, or baccalaureate degree programs may not count remedial/development courses toward satisfaction of degree program requirements.

C.   Applied Courses

The use of applied courses to meet the high school curricular requirements is to be considered an alternative. College bound students are encouraged to take courses currently specified in the State Regents' *Institutional Admission and Retention policy*. The State Regents are interested in experimenting with alternative delivery systems that might facilitate student interest and success. It must be noted that the State Regents request and expect high school transcripts to be valid and reflective of the actual courses taken by students; anything less threatens the integrity of the academic process.

One year of Principles of Technology may substitute for one of the currently required lab science courses providing that students taking the course also successfully complete a lab science course listed in the State Regents' *Institutional Admission and Retention policy*. Additionally, the Principles of Technology course must be taught by a teacher certified or endorsed in physics who has completed the specialized training to instruct the course.

3.9.4   Admission of First-Time Freshmen: Performance Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. Students meeting both the high school curricular and the high school performance requirements are eligible for admission. This section includes performance requirements for regular admission which includes three options for admission: standardized tests, high school GPA in all courses plus class rank, or high school GPA in the State Regents' 15-units of required high school core courses.

The ACT score used for admission purposes is the composite score without the writing component. The SAT score used for admission purposes is the combined critical reading and math scores without the writing component. Students utilizing a test other than ACT will have their scores converted to ACT equivalents. The high school class rank is one more than the number of students in the high school graduating class who have a high school GPA greater than the student in question.

A GED recipient's high school class must have graduated to be eligible for admission. The president or the president's designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request. The University of Oklahoma (OU) is authorized by the State Regents to also require a minimum average standard GED score for automatic admission.

The high school GPA used for admission purposes in option 2 is the unweighted average of all grades ("A" equating to 4.00 and "D" equating to 1.00) taken in the 9th through 12 grades. The GPA used for admission purposes in option 3 shall add a standard weighting (1.0) to The College Board's Advanced Placement courses and the International Baccalaureate Organization's higher-level courses (an "F" remains zero).

While the State Regents strongly support the initiation of honors courses, honors weighting will not be used in the calculation of either high school GPA because there is no equitable mechanism to include the honors premium.

The exact standardized test scores and high school GPA will vary over time, and may differ at each institution. The high school GPA will be defined annually to correspond to the rank in class. The ACT score equivalent to these percentages will be determined based on the average of the preceding three years' ACT scores of graduating seniors if available. Oklahoma test data will be used. The concordance table used to set the equivalent SAT score is updated regularly.

First-time entering students must also meet entry-level assessment requirements before enrolling in college-level courses. See the State Regents' *Assessment policy* for more information.

A.   Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Research Universities

University of Oklahoma (OU)

Oklahoma State University (OSU)

Any individual who:

1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;

2. has met the curricular requirements as set forth in part 3.10.3 of this policy;

3. has participated in the ACT program or a similar acceptable battery of tests; and

4. meets the following criteria by year for performance on standard tests or high school performance, is eligible for admission to either of the research universities in the State System.

Minimum Performance-Based Admission Standards: Research Universities		
Option 1: Standardized Tests	ACT or SAT	Top 33.3%
OR		
Option 2: High School Performance A	High School GPA (All Courses) and Class Rank	Top 33.3%
OR		
Option 3: High School Performance B	High School GPA in State Regents' Required 15-Unit H.S. Core	Top 33.3%

*OU will implement its holistic admission process effective Fall 2013 for out-of-state first-time-freshman and Fall 2016 for in-state first-time freshman. OU will not use Option 3 in the admission process effective Fall 2013 for in-state first-time freshman.

The State Regents have authorized and set separate higher admission standards for OU and OSU. Revisions are made with State Regents' approval and current standards are published annually by OSRHE. Effective in the Fall 2013 semester for out-of-state students and Fall 2016 for Oklahoma high school graduates, OU will implement a comprehensive new admissions process known as "holistic" admission that includes the use of standardized test scores and high school GPA and class rank (Option 1 and 2) and evaluation through a variety of processes. Additional details regarding the process may be found in the *Academic Affairs Procedures Handbook.*

B. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Regional Universities

Cameron University (CU)

East Central University (ECU)

Langston University (LU)

Northeastern State University (NSU)

Northwestern Oklahoma State University (NWOSU)

Oklahoma Panhandle State University (OPSU)

Rogers State University (RSU)

Southeastern Oklahoma State University (SEOSU)

Southwestern Oklahoma State University (SWOSU)

University of Central Oklahoma (UCO)

University of Science and Arts of Oklahoma (USAO)

Any individual who:

1.   is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;

2.   has met the curricular requirements as set forth in part 3.10.3 of this policy;

3.   has participated in the ACT program or a similar acceptable battery of tests; and

4.   meets the following criteria is eligible for admission to any of the regional institutions in the State System.

Minimum Performance-Based Admission Standards: Regional Universities	
Option 1: Standardized Tests	ACT or SAT
OR	
Option 2: High School Performance A	High School GPA (All Courses) and Class Rank
OR	
Option 3: High School Performance B	High School GPA in State Regents' Required 15-Unit H.S. Core

Six regional institutions offer associate degrees including: OPSU, CU, RSU, LU, SWOSU and UCO. These institutions may offer these degrees with an open admission policy for students within the institutions' geographic service area. Students wishing to transfer from AAS to AS, AA or baccalaureate degree programs must formally apply and meet both the curricular and performance admission standards.

USAO is authorized by the State Regents to require higher admission standards.

C.   Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Community Colleges and Technical Branches

Carl Albert State College (CASC)

Connors State College (CSC)

Eastern Oklahoma State College (EOSC)

Murray State College (MSC)

Northeastern Oklahoma A&M College (NEOAMC)

Northern Oklahoma College (NOC)

Oklahoma City Community College (OCCC)

Redlands Community College (RCC)

Rose State College (RSC)

Seminole State College (SSC)

Tulsa Community College (TCC)

Western Oklahoma State College (WOSC)

OSU Oklahoma City (OSU-OKC)

OSU Institute of Technology (OSUIT)

1. Students Seeking Admission to AA, AS, or Baccalaureate Degree Programs

  Any individual who:

  a. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;

  b. has met the curricular requirements as set forth in part 3.9.3 of this policy; and

  c. has participated in the ACT program or a similar acceptable battery of tests is eligible for admission to any of the community colleges and technical branches in the State System.

2. Students Seeking Admission to Other Undergraduate Degree or Certificate Programs

  Any individual who:

  a. is a graduate of high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED; and

  b. has participated in the ACT program or a similar acceptable battery of tests is eligible for admission to any of the community colleges and technical branches in the State System.

3.9.5 International Student Admission and Admission of Non-native Speakers of English

International undergraduate students are required to meet equivalent academic performance standards as listed in section 3.9.4 above. Additionally, both first-time undergraduate and graduate students for whom English is a second language

shall be required to present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. The State Regents adopted this policy 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.

Students must meet one of the standards described below to demonstrate their competency in English. Institutions may not waive this admission requirement as part of the alternative admissions category within the State Regents' general policy on admission.

A.   First-Time Undergraduate and Graduate Students

  1.   Standardized Testing. Students must meet the minimum score set by the State Regents on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) Examination.

   Results of the TOEFL taken at international testing centers and special testing centers will be accepted at all State System colleges and universities. Results of the TOEFL administered at institutional testing centers shall not be accepted by colleges and universities other than the administering institution.

  2.   Intensive English Program (IEP). Students must meet a minimum score set by the State Regents on the TOEFL administered at a special testing center or an international testing center or on the IELTS Examination. In addition, after achieving the required score and immediately prior to admission, successfully complete a minimum of 12 weeks of study at an IEP approved by the State Regents. At least two-thirds of the 12 weeks must be instruction at an advanced level. A list of State Regents' approved IEPs can be found in the State Regents' *Academic Affairs Procedures Handbook*.

  3.   High School Performance. Undergraduate students must have successfully completed the high school core requirements in or graduate from high school where English is the primary language in a country where English is a primary language and demonstrate competency through the *Remediation and Removal of High School Curricular Deficiencies policy*.

  4.   Graduate students may satisfy the English language requirement by completing a baccalaureate or graduate degree from a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education.

  5.   Institutional Discretion. In extraordinary and deserving cases, the president or the president's designee may admit a student in lieu of the above requirements. In these situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission. Such exceptions must be

appropriately documented and reported to the State Regents annually.

OU has been authorized by the State Regents to require higher than the set minimum score on the TOEFL and IELTS for both undergraduate and graduate students.

B.   Undergraduate Transfer Students

*See 3.10.3 subsection C for details concerning Non-native speakers of English student transfer procedures.

3.9.6.   Special Admission

Students admitted must meet curricular standards as defined in section 3.9.3 and must meet the high school performance criteria as defined in section 3.9.4. The only exceptions are students admitted in the following special admission categories.

A.   Special Non-Degree Seeking Student

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in no more than nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. Retention standards will be enforced. Once a student has completed the designated number of hours, the student is required to meet the formal admission or transfer criteria for the institution of desired entry in order to enroll in additional course work. (This provision is not intended to be limited only to first-time-entering students.)

The president or the president's designee may allow non-degree-seeking students to exceed this initial nine credit-hour limit on an individual student basis. Such exceptions may be made for non-degree-seeking students only who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

B.   Alternative Admission

Research and regional institutions may admit 8 percent of the number of previous year's first-time freshmen or 50 students (whichever is greater) without the students having met the State Regents' high school curricular or performance admission requirements. Institutions admitting students through the alternative admission category must have formally established admission criteria on file at the State Regents' office. The criteria must be oriented to identifying those students who:

1.   have a reasonable chance for academic success;

2.   have unusual talent or ability in art, drama, music, sports, etc; or

3.   are educationally or economically disadvantaged and show promise of being able to succeed in a program or curriculum at the institution where they desire to enroll.

Institutions should use interviews as a part of the mechanism for admitting students in this program. Students wishing to enter under the alternative admission category should be given the opportunity to

convince the institutions of their ability through this interview process. In addition, the institution must have implemented programs designed to assist first-year students making the transition to college both academically and socially. The objective of these procedures and programs is to increase the success rate of students as measured by the increase in the retention and graduation rates of all students and particularly minority students.

It is intended that the alternative admission opportunities be equitably utilized and proportionately represent different types of students of unusual talent or abilities who do not otherwise meet State Regents' admission standards. Waivers shall not be awarded in significant disproportion for scholarship athletes. It shall be used to promote the system goal of social justice.

C.   Adult Admission

1.   Students who are 21 years of age or older or on active military duty may be admitted based on criteria established at the campus level and submitted to and approved by the State Regents. For students admitted under the adult admission category, the campus must consider the probability of the academic success of the student. Related to the curricular requirements, students admitted under the adult admission category must demonstrate proficiency to the satisfaction of the entering institution in the curricular area the student desires to pursue. Institutions will be required to submit an annual report of those students admitted in this category to the State Regents.

2.   Any student who:

a.   is not a high school graduate but whose high school class has graduated; and

b.   has participated in the ACT program or similar battery of tests is eligible for admission to any of the community colleges in the State System.

Students utilizing a test other than ACT will have their scores converted to ACT equivalents. A GED recipient's high school class must have graduated to be eligible for admission. The president or the president's designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.

D.   Home Study or Non-Recognized Accredited or Unaccredited High Schools

An individual who is a graduate of a private, parochial, or other nonpublic high school which is not accredited by a recognized accrediting agency is eligible for admission to an institution in the State System as follows:

1.   The student must have participated in the ACT or SAT program and achieved the requisite composite score, as defined by the

State Regents, for admission to the institution the student wishes to attend as defined in section 3.9.4 above. OU is authorized by the State Regents to require a minimum high school GPA, class rank, or GED average standard score along with a requisite composite score.

2. The student's high school class of his or her peers must have graduated. The president or the president's designee may allow exceptions for GED recipients on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.

3. The student must satisfy the high school curricular requirements for the institution to which the student is applying, as certified by the school or for home study, the parent.

E. Opportunity Admission Category

Students who have not graduated from high school whose composite standard score on the ACT without the writing component places them at the 99th percentile of all students using Oklahoma norms, or whose combined critical reading and mathematical score on the SAT without the writing component places them at the 99th percentile of all students using national norms may apply for full enrollment at a college or university of the State System. The college or university will determine admissibility based on test scores, evaluation of the student's level of maturity and ability to function in the adult college environment, and whether the experience will be in the best interest of the student intellectually and socially.

F. Correspondence Study Enrollment

Admission to the institution is not required for enrollment in correspondence work. However, academic credit for correspondence work will not be applicable toward a degree until such time as the student has been formally admitted to the institution and has secured the approval of the appropriate academic officers for such credit. Students who desire to apply credit for correspondence courses must make the necessary arrangements with the school where credit is to be applied. Completed courses will appear on the student's official transcript and be designated as correspondence study.

G. Summer Provisional Admission Program (Research and Regional Universities)

1. Student Admission Requirements

Applicants for the Summer Provisional Admission Program must meet the following criteria to be considered for admission:

a. Be a first-time-entering student.

b. Graduate from an accredited high school or achieve a high school equivalency certificate based on the GED. The student's high school class of his or her peers must have graduated. The president or the president's designee may allow exceptions for GED recipients on an

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individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.

    c.   Meet the State Regents' curricular requirements for admission.

    d.   Have a minimum composite ACT of 18 or a minimum high school grade-point average of 2.5 to be admitted to a research university; or have a minimum composite ACT of 17 or a minimum high school grade-point average of 2.5 to be admitted to a regional university.

    e.   Participate in assessment for placement purposes. If the need for remedial course work is indicated, the student must successfully complete the required developmental course work prior to entering this provisional program.

The final admission decision will be made by the appropriate institutional officials based on the applicant's academic performance and potential for success. OU will only consider Oklahoma residents for this admission category.

2.   Program Requirements

    a.   Enrollment is restricted to the summer session immediately following the student's high school graduation.

    b.   Each student is required to register for a minimum of two summer session core academic courses (at least six hours), exclusive of credit by examination or correspondence study. Students must take one course in each of the first two categories listed below:

        English: Either of the introductory college-level English courses unless the student through advanced standing credit or concurrent enrollment has previously acquired such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

        Mathematics: College algebra or the equivalent unless the student through advanced standing credit or concurrent enrollment has previously earned such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

        Students testing out of the introductory English and/or mathematics courses must select courses from the following categories:

        Social Science: A college-level course approved for general education credit.

        Natural Science: A college-level introductory lab science course approved for general education credit.

Humanities: A college-level course approved for general education credit.

   c.   It is expected that these courses will be taught with equivalent rigor in presentation, assignments, and grading as the same courses taught during the regular semesters. Institutions are encouraged to use regular faculty members.

   d.   Students admitted in this program will be required to participate in academic support programs designed to enhance their success. Such services should include academic tutoring, mentoring opportunities, career counseling, diagnostic testing, etc.

   e.   To continue, the provisionally admitted student must complete a minimum of six credit hours in the summer as specified above with no grade lower than a "C." Such students will be admitted as a regular university student in the subsequent semester.

   f.   A provisionally admitted student who does not meet the academic requirements previously detailed will be unable to enroll for further work at the university until such time as the student is eligible for regular transfer admission as detailed in the State Regents' *Undergraduate Transfer and Articulation Policy*.

H.   Summer Provisional Admission Program: Curricular Deficiencies (Regional Universities)

Regional university students meeting performance requirements may take a maximum of two course deficiencies in the summer term prior to the regular semester of desired entry. If the college-level course(s) is(are) successfully completed with at least a "C" or equivalent, the student will be admitted.

I.   Concurrent Enrollment of High School Students

High school students wishing to enroll concurrently in college courses must meet the admission standards detailed below and the ACT assessment requirements in the State Regents' *Assessment policy*. The ACT standard is based on Oklahoma norms and the SAT standard is based on national norms. All other students not qualified by grade level as specified in this section might be considered for full enrollment or concurrent enrollment under the Opportunity Admission Category.

1.   Workload

A high school student admitted under the provision set forth below may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. A student may enroll in a maximum of nine semester-credit-hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. For purposes of

calculating workload, one-half high school unit shall be equivalent to three semester-credit-hours of college work. Students wishing to exceed these limits may petition the selected higher education institution. The appropriate institutional officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment

2. Curricular Requirements

The completion of the high school curricular requirements set forth in section 3.9.3 of this policy shall not be required of concurrently enrolled high school students for purposes of admission. However, 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 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. 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 basic academic skills deficiencies.

3. Continuing Enrollment

High school students concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if they achieve a CGPA of 2.0 or above on a 4.0 scale. Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted to the original institution of concurrent enrollment or another institution in the State System if the student meets the entrance requirements of the receiving institution, including the high school curriculum requirements, and subject to the State Regents' retention standards.

4. Permission

All students must have a signed statement from the high school principal stating that they are eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also provide a letter of recommendation from their counselor and written permission from their parents or legal guardian.

5. Collegiate Experience

   Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience is evidenced by the rigor of the course, the qualifications of the personnel delivering the course, and the student's readiness for college. The collegiate experience is present in four environments:

   a. High school students enrolled on a college or university campus in a course with collegiate students enrolled.

   b. High school students enrolled at an off-campus site in a course that originates on campus with collegiate students enrolled.

   c. High school students enrolled in a course with collegiate students enrolled at an established off-campus site with a regular program of study (defined as at least one certificate, associate in arts, associate in science, associate in applied science or baccalaureate degree).

   d. High school students enrolled at other off-campus sites (including in the home and including the use of synchronous or asynchronous instruction) and taught by regular faculty whose primary educational employment is as a faculty member at the institution delivering the course. Exceptions may be made upon request to the Chancellor. Regular faculty is defined as a person qualified for appointment to the full-time faculty of the institution proposing to award credit. All appointments must be recommended by the academic unit awarding the credit and approved through the established procedures for academic appointments.

6. Admission Requirements for Concurrent Enrollment of High School Seniors

   A twelfth grade student enrolled in an accredited high school may, if the student meets the requirements set forth in sections 3.9.6.I.1, 3.9.6.I.2 and 3.9.6.I.4 above and the minimum standards below, be admitted provisionally to a college or university in the State System as a special student. The ACT score is the composite score without the writing component. The SAT score is the combined critical reading and math scores without the writing component. Minimum standards for State System institutions are outlined below. Institutions may request higher standards.

Research Universities	ACT/SAT at 67th percentile	OR	High School GPA 3.0 and Class Rank - top 33.3%
Regional Universities	ACT/SAT at 50th percentile	OR	High School GPA 3.0 and Class Rank -

			top 50%
Community Colleges	ACT/SAT at 42nd percentile	OR	High School GPA 3.0

OU and OSU have been authorized to set separate higher admission standards for twelfth grade students based on freshman admission standards. Revisions are made with State Regents' approval and current standards are published annually and available from the institution or the State Regents. OU is authorized to require a minimum class rank or high school GPA in addition to the ACT or SAT score.

7.   Admission Requirements for Concurrent Enrollment of High School Juniors

An eleventh grade student enrolled in an accredited high school may, if the student meets the requirements in sections 3.9.6.I.1, 3.9.6.I.2 and 3.9.6.I.4 above and the additional minimum requirements set forth below, be admitted provisionally to a college or university in the State System as a special student. The ACT score is the composite score without the writing component. The SAT score is the combined critical reading and math scores without the writing component.

Research Universities	ACT/SAT at 83rd percentile	OR	High School GPA 3.5
Regional Universities	ACT/SAT at 72nd percentile	OR	High School GPA 3.5
Community Colleges	ACT/SAT at 58th percentile	OR	High School GPA 3.5

8.   Admission Requirements for Concurrent Enrollment of Home Schooled Students and Students from Unaccredited High Schools

A student receiving high-school-level instruction at home or from an unaccredited high school may be admitted provisionally to a college or university in the State System as a special student if the student meets the requirements set forth below. The ACT score is the composite score without the writing component. The SAT score is the combined critical reading and math scores without the writing component.

a.   The student must be 17 years of age or older and must meet the minimum requirements set forth below. Institutions may request higher standards.

Research Universities	ACT/SAT at 67th percentile
Regional Universities	ACT/SAT at 50th percentile
Community Colleges	ACT/SAT at 42nd percentile

OU and OSU have been authorized by the State Regents to set separate higher admission standards for students

17 years of age or older and receiving instruction at home or from an unaccredited institution based on freshman admission standards. Revisions are made with State Regents' approval and current standards are published annually and available from the institution or the State Regents. OU is authorized by the State Regents to require a minimum class rank or high school GPA in addition to the ACT or SAT score.

b. Or the student must be 16 years of age and must meet the requirements set forth below.

Research Universities	ACT/SAT at 83rd percentile
Regional Universities	ACT/SAT at 72nd percentile
Community Colleges	ACT/SAT at 58th percentile

3.9.7 Admission by Transfer

*See 3.10.3 subsection A for Admission by Transfer within the State System requirements and subsection B for Admission by Transfer from Non-State System Institution requirements.

3.9.8 Retention Standards

In keeping with this philosophy of maximizing student success, institutions are strongly urged to initiate or strengthen programs which will assure that students experiencing academic difficulties will be provided appropriate academic assistance. Such specially designed programs should include, but not be limited to, academic and career counseling, tutoring opportunities, study skills sessions, and diagnostic testing as appropriate. Students on academic notice or academic probation should be required as a condition for continued enrollment to participate in these special academic support services. These programs should be available to all students who feel participation will enhance their academic performance and success.

A. GPA Requirements

All students must maintain a 2.0 GPA for the duration of the college experience with the exception of freshmen on academic notice and academic probation. A student will be placed on academic probation if the following requirements are not met:

Credit Hours Attempted	GPA Requirement
0 through 30 semester credit hours	1.7
Greater than 30 semester credit hours	2.0

Students with 30 or fewer credit hours, with a GPA of 1.7 to less than 2.0 will be placed on academic notice. All courses in which a student has a recorded grade will be counted in the calculation of the GPA for retention purposes excluding any courses repeated, reprieved or renewed as detailed in the State Regents' *Grading Policy*, remedial/developmental (pre-college) courses, and physical education activity courses.

Any student not maintaining satisfactory progress toward the academic objective as indicated above will be placed on probation for one semester. At the end of that semester, the student must have a semester GPA of 2.0 in regularly-graded course work, not to include activity or performance courses, or meet the minimum GPA standard required above, in order to continue as a student. Students not meeting either of these criteria will be immediately suspended and may not be reinstated until one regular semester (fall or spring) has elapsed.

Students suspended in the spring semester may attend, at the discretion of the suspending institution, the summer session immediately following spring suspension. However, such students may enroll only in core academic courses which meet the general education requirements or degree requirements. The student's transcript will note suspension at the end of the spring semester. For students who fail to achieve retention standards after the summer session, the phrase "suspension continued" should be entered on the transcript at the end of the summer session. Only students under first-time suspension status at the suspending institution are eligible. To continue in that fall semester, such students must achieve a 2.0 semester GPA or raise their GPA to the required level.

B.   Suspension of Seniors

An institution may allow a student with 90 or more hours in a specified degree program who has failed to meet the GPA of 2.0 or the semester GPA of 2.0 to enroll in up to 15 additional semester hours in a further attempt to achieve the GPA requirement. During this 15 hours of enrollment, the student must achieve a minimum 2.0 semester GPA during each enrollment or raise the GPA to 2.0 or above. This senior suspension exception can be exercised only once per student.

C.   Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases. Academic suspension appeal procedures should require that the suspended student document any extraordinary personal circumstances that contributed to the academic deficiencies. Such events must be highly unusual such as the death of an immediate relative; a serious illness; severe financial distress; direct, significant work conflicts; unexpected, substantial family obligations; or personal crisis. Such appeals decisions should be made only following the thoughtful deliberation of an appropriate committee which may include faculty, students, and administrators. Any institutional policies and procedures developed for the appeal of academic suspension decisions must be submitted to and approved by the State Regents. Annual reports detailing all decisions concerning appeals requests will be submitted to the State Regents.

D.   Readmission of Suspended Students

Students who are academically suspended by an institution will not be allowed to reenter the suspending institution for at least one regular semester (fall or spring) except as noted above. Institutions should

develop policies and procedures to guide the readmission of suspended students. Such policies should include the provision that suspended students can be readmitted only one time. Such students are readmitted on probationary status and must maintain a 2.0 GPA average each semester attempted while on probation or raise their GPA to the designated level. Should a reinstated student be suspended a second time from the same institution, the student cannot return to the suspending school until such time as the student has demonstrated, by attending another institution, the ability to succeed academically by raising the GPA to the retention standards.

E. Reinstatement of Suspended Students at System Institutions

It is the intent of the State Regents that public higher education opportunities be provided for all citizens with the ability and desire to use these public services. As previously stated, students will not be permitted readmission to the suspending institution for a minimum of one regular semester (fall or spring). However, research indicates that many times students suspended from one institution may succeed in a new academic environment if given the opportunity. As such, institutions may develop a special admission procedure, subject to State Regents' approval, for students who are suspended from other system institutions and who would otherwise qualify for admission to the reinstating institution. Such students would be admitted at the discretion of the receiving institution and such admission would be probationary. Institutions admitting such students should provide the appropriate academic services to facilitate their success.

3.9.1 Principles

The following principles are intended for use as guidelines for interpretation of policies on admission and retention at colleges and universities of the State System.

A. Any Oklahoma resident, upon graduation from an accredited high school or completion of the GED, should have the opportunity of continuing his or her education at some institution in the State System.

B. Admission and retention policies should recognize and be consistent with the functions, purposes, and programs of respective institutions in the State System.

C. There should be sufficient flexibility in admission and retention policies to permit institutions to make exceptions in worthy and extraordinary cases. Each case must be documented and the institution must report annually to the State Regents on the exceptions made.

D. Admission and retention policies should be stated in such a manner that they are easily understood.

E. Admission and retention policies should be administratively feasible and should be periodically and systematically reviewed.

F. Residents of Oklahoma should be given preference.

G. Admission and retention policies adopted for public institutions should serve the educational welfare of students and at the same time make

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possible maximum use of public resources.

H.   Admission and retention policies should provide for uniformity in the transfer of students among institutions.

I.   Students should make satisfactory progress toward an educational objective within a reasonable period of time as specified in policy.

J.   Institutions should provide appropriate academic support services for students experiencing academic difficulties. While these programs should be available to all students, students on academic notice or academic probation should be required to participate.

K.   Students suspended for academic reasons should, after a reasonable period of time and upon application, be considered for readmission.

L.   Provisions in other State Regents' policies are subject to the requirements specified in this policy.

M.   Institutional and individual programs' admission and retention policies should be considered minimum standards. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in the program(s).

3.9.10   Non-Academic Criteria for Admission

A.   In addition to the academic criteria used by institutions in the State System as the basis for student admission, institutions shall consider the following non-academic criteria in deciding whether a first-time applicant or a transfer student shall be granted admission:

    1.   Whether an applicant has been expelled, suspended, denied admission or denied readmission by any other educational institution.

    2.   Whether an applicant has been convicted of a felony or convicted of any lesser crime involving moral turpitude.

    3.   Whether an applicant's conduct has been such that if, at the time of the conduct in question, the applicant had been a student at the institution to which application is made, the course of conduct would have been grounds for expulsion, suspension, dismissal or denial of readmission.

B.   If the institution finds that an applicant has any of the above, then the institution shall deny admission to applicant if it decides that any of the events described in 3.9.10.A.1, 3.9.10.A.2 or 3.9.10.A.3 indicates the applicant's unfitness, at the time of application, to be a student at the institution to which application is made.

If an applicant is denied admission on any of the foregoing grounds, there must be substantial evidence supporting the basis for denial. In addition, the applicant must be afforded adequate procedural safeguards, including the following:

    1.   Be advised of the ground of the denial.

    2.   Be informed of the facts which form a basis of the denial.

3.   Be afforded an opportunity to be heard.

Institutions should establish a hearing committee or some other appropriate mechanism to guarantee the proper administration of the procedural safeguards outlined above.

3.9.11 Professional Program Admission Standards

The State Regents set admission standards for the following professional programs:

OU College of Law

OU College of Medicine

OSU College of Osteopathic Medicine

OU Doctor of Pharmacy

OU School of Dentistry

NSU College of Optometry

OSU College of Veterinary Medicine

For detailed admission criteria for these programs, see the State Regents' *Professional Programs policy*.

The State Regents also set minimum admission standards for teacher education programs in the State System. For detailed admission criteria for these programs, see the State Regents' *Teacher Education policy*.

AGENDA ITEM #9-b:

> **Policy.**

SUBJECT: Posting of revisions to the State Regents' Administrative Operations policy regarding delegation of authority to the Chancellor.

RECOMMENDATION:

> **It is recommended that the State Regents post revisions to the Administrative Operations policy 2.8 Delegation of Authority to the Chancellor, to authorize the Chancellor to approve high school courses to fulfill curricular requirements for college admission.**

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.

In conjunction with this item, proposed revisions to the Institutional Admission and Retention policy are also recommended for posting within the January 28, 2016 State Regents' meeting agenda. The revisions to the Institutional Admission and Retention policy align with 70 O.S. § 11-103.6 by designating that the State Regents are the responsible entity for approving courses for college admission. As such, under the proposed revision, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a college admission curricular requirement, which fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents approval.

Based on the extended time periods between State Regents' meetings during certain points of the year, relying on the State Regents to approve high school courses for college admission could significantly delay the timeframe in which courses are approved. To make the approval process more efficient, the State Regents could delegate authority to the Chancellor, within the aforementioned policy, to approve high school courses for college admission.

POLICY ISSUES:

The proposed revision within policy section 3.9.3.A reads as follows:

"…70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents approval, also satisfy specific college preparatory/work ready curricular high school graduation requirements. Therefore, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a college admission curricular requirement, which fits within one of the legislatively defined college

preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents approval."

ANALYSIS:

It is recommended that the State Regents grant the Chancellor the authority, within the Delegation of Authority to Chancellor policy, to approve high school courses to satisfy college admission requirements. This will ensure a more efficient review process and allow courses to be reviewed, and, if applicable, approved for college admission 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.
COURSES FOR COLLEGE ADMISSION - Approval of high school courses for college admission.	Must be consistent with policy. Must be ratified by State Regents on consent docket at next 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	Must not expand FTE or enlarge the salary/benefit portion of the budget approved for the fiscal year.

expenditures. Approval of routine funding transfers between office functions/programs	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.

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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 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.

N. GOALS. Regents will take all action relating to "goals for the Chancellor" or other goals/vision for the System.

O. 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.

P. 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.

Q. POLICY. Regents must take all action relating to any change in the State System Policy Book.

R. 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.

S. GRANTS. State Regents will approve all Grants, e.g., (Quality initiative, Economic Development). The Chancellor may allocate funds consistent with State Regents' action.

T. REVENUE BONDS. State Regents will approve Statements of Essential Facts as required by state law.

U. 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; January 28, 2016.

AGENDA ITEM #10:

   Oklahoma's Promise.

SUBJECT: Acceptance of the Oklahoma's Promise Year End Report 2014-2015.

RECOMMENDATION:

   It is recommended that the State Regents accept the Oklahoma's Promise Year End Report for 2014-2015.

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 2.50 GPA in the core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for an award equal to public college tuition.

As originally created in 1992, participation was limited to students from families with an income of $24,000 or less at the time of application in the 8th, 9th, or 10th grade. The family income limit was increased to $32,000 in 1999 and further increased to $50,000 in 2000. The income limit has remained unchanged since 2000.

In 2007, the Legislature approved additional requirements for students to receive and retain the benefit in college. Beginning with 2012 high school graduates, the income of the student's parents may not exceed $100,000 at the time the student begins college. In addition, a minimum college GPA of 2.00 will be required for courses taken through the sophomore year and a minimum 2.50 GPA will be required for courses taken during the junior year and thereafter.

POLICY ISSUES:

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

ANALYSIS:

The following pages provide analysis on the number of students participating in the program, their performance in the program, and the costs of the program. The full 2014-2015 Year-End Report is available as a supplement to the agenda item.
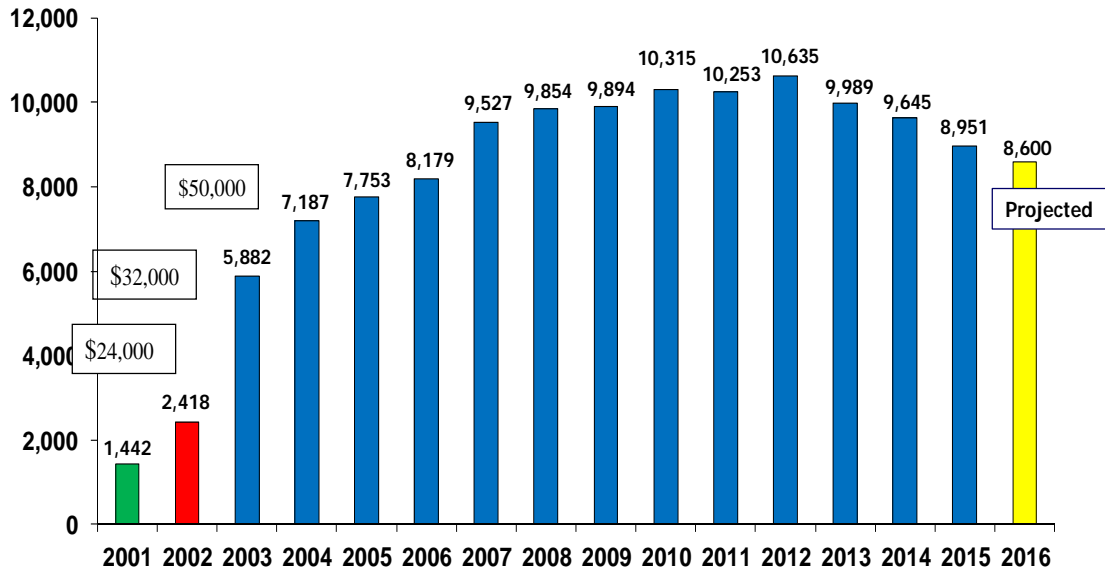
Enrollment

The 2015 Oklahoma's Promise high school graduating class enrolled 8,951 students, a decrease of nearly 700 or 7 percent from the class of 2014. The 2015 class enrollment equates to about 20 percent of its high school sophomore enrollment of approximately 44,100 in 2012-2013. The 2016 graduating class is currently projected to total 8,600 students, down about 350 or 4 percent from the 2015 class.
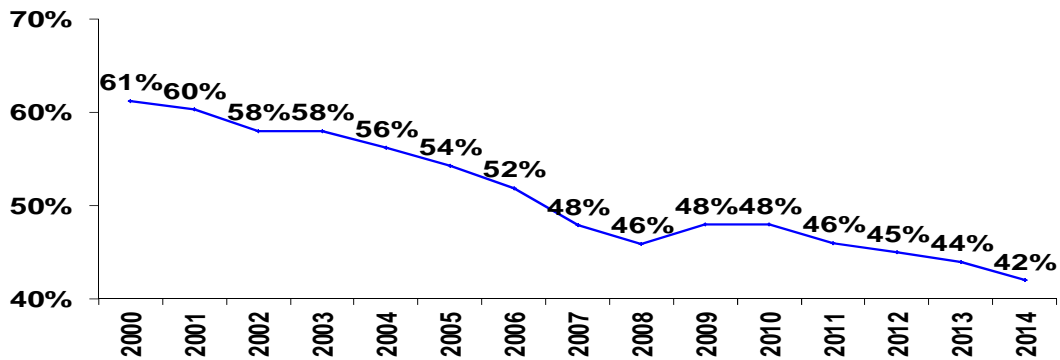
OKPromise High School Enrollment
(By High School Graduation Year)

Year	Enrollment
2001	1,442
2002	2,418
2003	5,882
2004	7,187
2005	7,753
2006	8,179
2007	9,527
2008	9,854
2009	9,894
2010	10,315
2011	10,253
2012	10,635
2013	9,989
2014	9,645
2015	8,951
2016	8,600 (Projected)

$50,000

$32,000

$24,000

As of 12/22/15

<u>Estimated Eligible Population</u>

The $50,000 family income limit for program applicants has remained unchanged since 2000. United States Census data indicates that the potential pool of eligible students in Oklahoma shrank considerably between 2000 and 2014. The percentage of Oklahoma families with incomes under $50,000 decreased from 61 percent in 2000 to 42 percent in 2014. Between 2000 and 2014 Oklahoma's median family income rose from $40,709 to $58,710, an increase of $18,000 or 44 percent. Assuming that about 42 percent of Oklahoma students live in families with incomes of less than $50,000, it is estimated that roughly half of financially-eligible students are being enrolled in Oklahoma's Promise.

Estimated Percent of Oklahoma Families with Total Income Under $50,000

Year	Percent
2000	61%
2001	60%
2002	58%
2003	58%
2004	56%
2005	54%
2006	52%
2007	48%
2008	46%
2009	48%
2010	48%
2011	46%
2012	45%
2013	44%
2014	42%

Source: US Census Bureau, 2000 Census, American Community Survey-2001-2014

Oklahoma Median Family Income

Year	Income
2000	$40,709
2001	$41,783
2002	$43,146
2003	$43,259
2004	$44,508
2005	$45,990
2006	$47,955
2007	$51,787
2008	$53,862
2009	$52,403
2010	$51,958
2011	$53,742
2012	$54,988
2013	$56,655
2014	$58,710
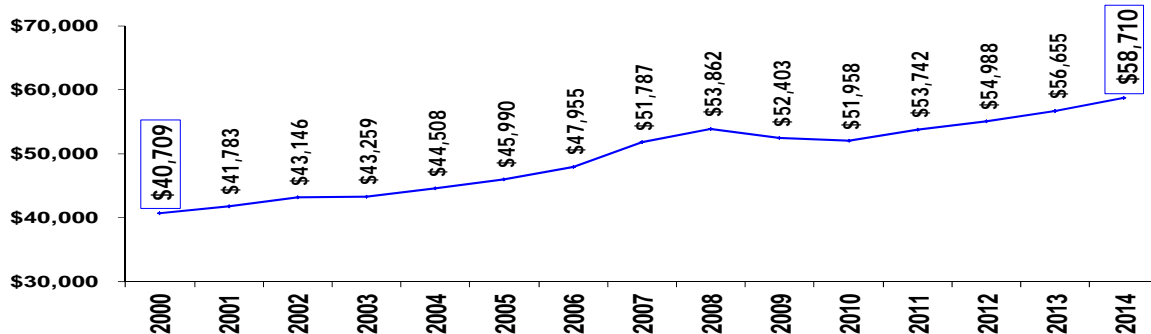
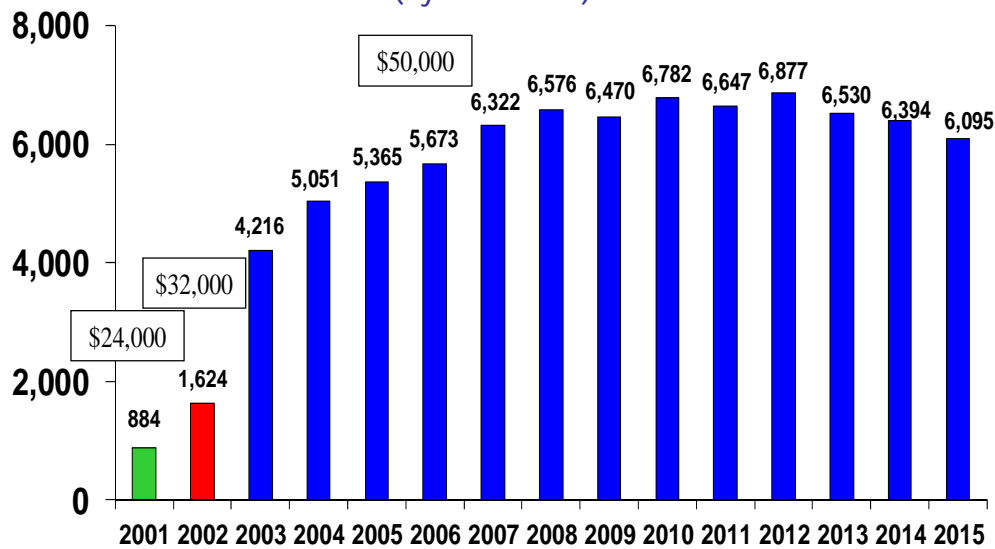Source: US Census Bureau, 2000 Census, American Community Survey, 2001-2014

Number of Students Completing the Program's High School Requirements
The number of students completing the program's high school requirements in 2015 decreased from the previous year. A total of 6,095 students from the 2015 graduating class completed the program's high school requirements compared to 6,394 from the 2014 class, a decrease of nearly 300 or 5 percent.

## High School Students Completing OKPromise Requirements
(by Grad Year)

Grad Year	Students
2001	884
2002	1,624
2003	4,216
2004	5,051
2005	5,365
2006	5,673
2007	6,322
2008	6,576
2009	6,470
2010	6,782
2011	6,647
2012	6,877
2013	6,530
2014	6,394
2015	6,095

Income limits noted on chart: $24,000, $32,000, $50,000

As of 12-22-15

<u>Percentage of Students Completing the High School Requirements</u>
For the third consecutive year, the rate at which Oklahoma's Promise students completed the program's high school requirements increased. The completion rate for the 2015 class was 68.1 percent, up from 64.7 percent three years ago in 2012. Each 1 percent increase in the completion rate equates to about 70 additional freshmen Oklahoma's Promise scholarship recipients.

High School Requirement Completion Rates
(by grad year)
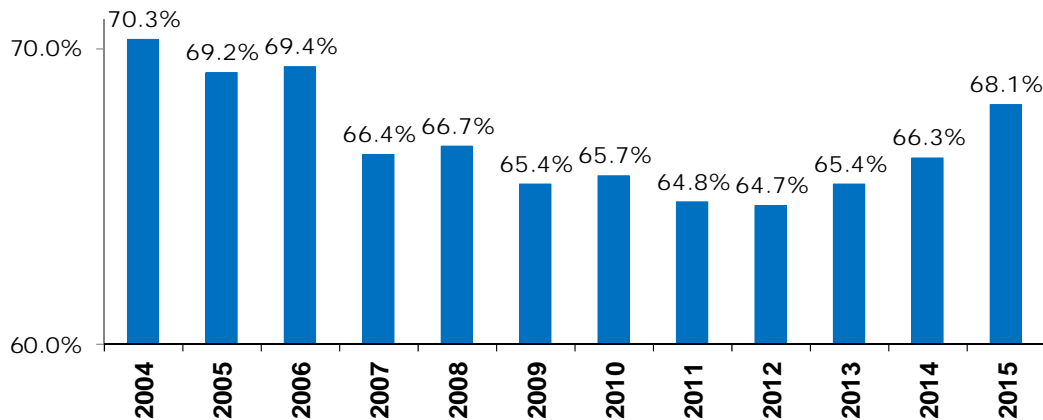
As of 12-8-15

<u>Other Performance Measures for Oklahoma's Promise Students</u>
The full Oklahoma's Promise 2014-2015 Year End Report, available as a supplement, shows that students completing the program continue to be successful academically:

- ➢ High school GPA's exceed the state average
- ➢ ACT scores exceed those of their comparable middle- and lower-income peers
- ➢ College-going rates exceed the state average for high school graduates
- ➢ Lower-than-average college remediation rates
- ➢ Higher than average freshmen college GPA's
- ➢ Above-average full-time college enrollment
- ➢ Above-average college persistence rates
- ➢ Above-average college degree completion rates

<u>Projected College Recipients</u>

The number of college students receiving the Oklahoma's Promise award has declined for four consecutive years, though the decrease in 2014-2015 was smaller than projected. The number of recipients is expected to continue falling in the coming years. In 2014-15, a total of 18,892 students received the scholarship compared to 18,922 in 2013-2014, a decrease of only 30 or 0.2 percent. The number of scholarship recipients is projected to continue to fall to 18,450 in 2015-16 and to 18,000 in 2016-2017. Factors contributing to the decline in the number of recipients include:

- The declining enrollment in the program of students in the 8th, 9th, and 10th grade. Without an adjustment in the $50,000 family income limit for applicants, the potential pool of eligible students is expected to continue to shrink in the future.

- The new second family income check that began with 2012 high school graduates has reduced the number of recipients in each college freshmen class by about 1 percent.

- New college "satisfactory academic progress" standards that began in 2012-2013 for all Oklahoma's Promise award recipients will further reduce the number of recipients by a small margin.

- New college statutory GPA requirements that went into effect for Oklahoma's Promise students entering college in fall 2012 and thereafter will likely reduce the number of recipients when the students reach their junior year in college.
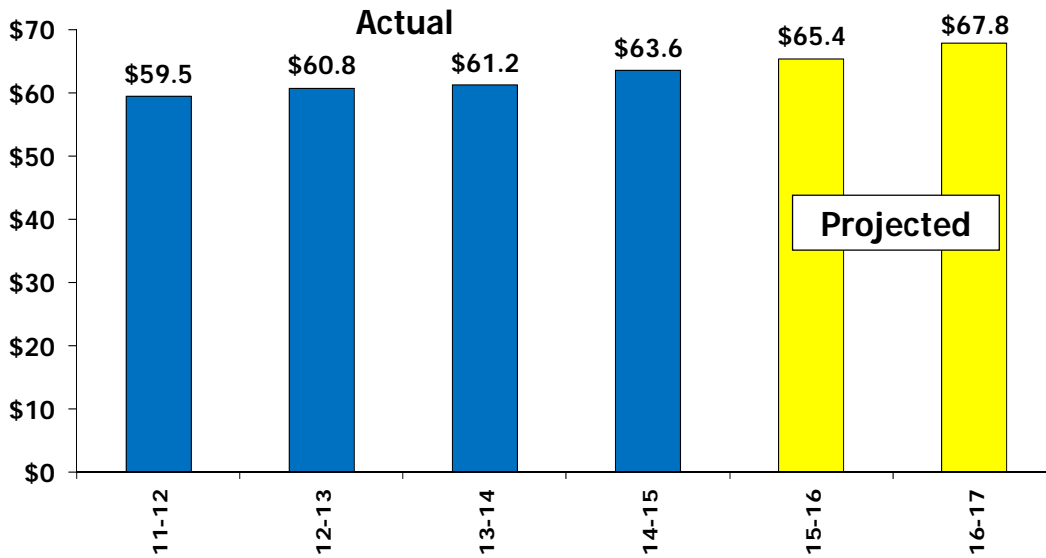

Scholarship Recipients
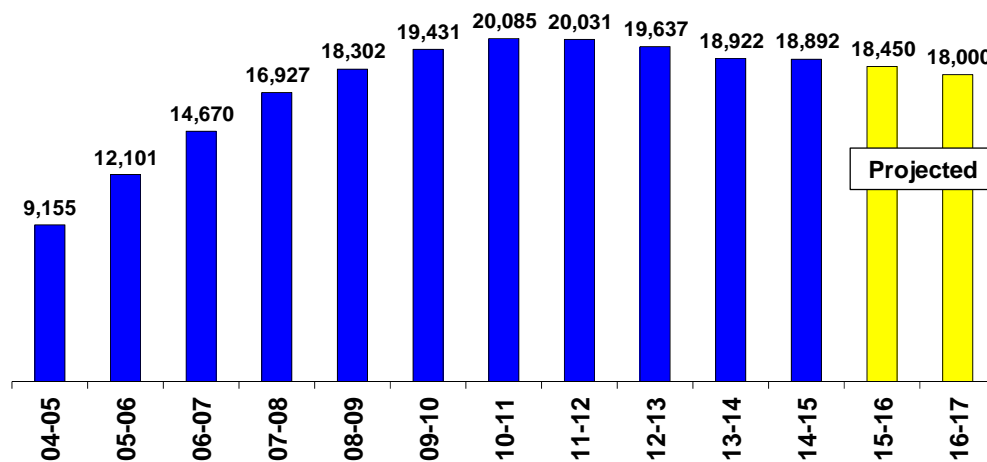
As of 12/4/15

Oklahoma's Promise Cost Projections

In 2014-2015, scholarship expenditures for Oklahoma's Promise increased over the previous year, from $61.2 million to $63.6 million, an increase of $2.4 million or 4 percent. Scholarship expenses are currently projected to increase to $65.4 million in 2015-16 and to $67.8 million in 2016-17.

Scholarship Expenditures
(In $ millions, by academic year)

Year	Expenditure
11-12	$59.5
12-13	$60.8
13-14	$61.2
14-15	$63.6
15-16	$65.4
16-17	$67.8

Actual: 11-12, 12-13, 13-14, 14-15
Projected: 15-16, 16-17

As of 12/4/15

Supplement available upon request.

AGENDA ITEM #11:

Academic Plans.

SUBJECT: Acknowledgement of institutional academic plans.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the following 2015-2016 academic plans:

♦ Oklahoma State University System
♦ University of Oklahoma
♦ Cameron University
♦ East Central University
♦ Langston University
♦ Northeastern State University
♦ Northwestern Oklahoma State University
♦ Oklahoma Panhandle State University
♦ Rogers State University
♦ Southeastern Oklahoma State University
♦ Southwestern Oklahoma State University
♦ University of Central Oklahoma
♦ University of Science and Arts of Oklahoma
♦ Carl Albert State College
♦ Connors State College
♦ Eastern Oklahoma State College
♦ Murray State College
♦ Northeastern Oklahoma A&M College
♦ Northern Oklahoma College
♦ Oklahoma City Community College
♦ Redlands Community College
♦ Rose State College
♦ Seminole State College
♦ Tulsa Community College
♦ Western Oklahoma State College

BACKGROUND:

The State Regents approved the Academic Planning/Resource Allocation (APRA) concept in 1991. Institutional academic plans are developed each year and provide the context for decision-making within APRA principles. The academic plans are summarized in a supplement and document the system's

academic planning and institutional priorities. New program requests are evaluated within the context of a current and complete institutional academic plan.

In January 2003, institutional administration and State Regents' staff discussed reshaping the Academic Plan process into a more efficient and productive exercise. The plans were made more concise while still including two parts: Part I. Annual Report; and Part II. Academic Plans for the Coming Year. The Annual Report summarized current academic programs and services in technology and academic efficiencies, and reported Learning Site activities. The Academic Plan for the Coming Year included a copy of the institution's strategic plan, if available; the institution's three to five academic priorities for the coming year; and a summary of future plans with respect to technology and academic efficiencies.

In 2012, the Academic Plan report was revised again to include: 1) Priorities/Programs; 2) Technology; 3) Academic Efficiencies, and 4) Learning Site Activity Report. The current plan also includes enrollment projections for Fall 2015, Fall 2016, and Fall 2017.

POLICY ISSUES:

These actions support and further the goals of the APRA initiative.

ANALYSIS:

Institutions are provided an outline for the report (see Attachment A). Plans were due in the State Regents' office on September 15, 2015. The 2015-2016 Academic Plan Outline is provided below.

1) Priorities/Programs		
2) Technology	Current Status	Future Plans
3) Academic Efficiencies	Current Status	Future Plans
4) Learning Site Activity Report		
Enrollment Projections		

With this action, the State Regents acknowledge the academic plans from all public institutions. Summaries of the submissions are available in a supplement. The request for the academic plan also included the Institutional Degree Completion Plan, which is reported in a separate agenda item.

Attachment

Supplement available upon request.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Improving our future by degrees

COMPLETE COLLEGE AMERICA
Alliance of States

Institutional Degree Completion and Academic Plans
2015-2016 Outline

The Institutional Degree Completion and Academic Plans provide a means for the State Regents to view each institution's priorities and aspirations in the context of the State System. The plan is divided into three parts: A) informing the State Regents about planned degree completion initiatives, B) informing the State Regents of academic program, technology, and efficiency plans for the future, and C) projecting enrollment targets for the next three years. Institutions are encouraged to utilize this form to submit information electronically. Although the length of the completion and academic plans can be expected to vary, it is anticipated a concise plan should be possible within fifteen or fewer pages. The template format is provided. The 2015-2016 Degree Completion and Academic Plan is due **September 15, 2015**. This due date will allow for compilation and preparation for the State Regents' annual review.

In addition to this document, please provide a copy of the institution's current strategic plan. Referencing the strategic plan as a supporting document, please respond to the following items regarding degree completion and academic plans for the year 2015-2016.

B. **Summarize academic programs and services in the following areas:**

    1. **Priorities/Programs.** List the institution's academic priorities for the 2015-2016 year and the planned activities that will be used to achieve these priorities. Please include, if appropriate, how these academic priorities relate to high priority academic programs and any new academic program requests to be submitted in the 2015-2016 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.

        a. **Priorities/Programs**

    2. **Technology** (uses in the classroom, faculty and curriculum development, student support services, and distance education offerings, etc., especially noting new, different, and innovative uses of technology)

        a. **Current Status**

        b. **Future Plans**

           (Noting plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for

addressing are developed)

3. Academic Efficiencies

Academic Efficiencies - faculty sharing, partnership collaboration, course redesign, program downsizing or deletion, etc., that have direct impact on budget, cost savings, efficiencies, the academic enterprise and describe how those decisions were made.

a. **Current Status**

b. **Future Plans**

(Noting plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

4. Learning Site Activity Report

Please respond to the following questions as a learning site:

5. Include the number of courses sent to and received from other institutions, including only electronic courses. Detail the productivity in those courses and programs, as well as the breakdown between upper division and lower division courses.

6. Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.

7. Describe in detail planned changes in locations to send or receive courses and programs (i.e. branch campuses or off-campus locations, etc.).

C. Provide the institution's 2015, 2016, 2017 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.

- Fall 2015: Undergraduate Headcount:_____
- Fall 2015: Graduate (if applicable) Headcount:_____

- 2015 Annual FTE:_____

- Fall 2016: Undergraduate Headcount:_____
- Fall 2016: Graduate (if applicable) Headcount:_____
- 2016 Annual FTE:_____

- Fall 2017: Undergraduate Headcount:_____
- Fall 2017: Graduate (if applicable) Headcount:_____
- 2017 Annual FTE:_____

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
January 28, 2016

AGENDA ITEM #12:

> **Degree Completion Plans.**

SUBJECT: Acknowledgement of institutional degree completion plans.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of the following 2015 institutional degree completion plans:**

♦ Oklahoma State University System
♦ University of Oklahoma
♦ Cameron University
♦ East Central University
♦ Langston University
♦ Northeastern State University
♦ Northwestern Oklahoma State University
♦ Oklahoma Panhandle State University
♦ Rogers State University
♦ Southeastern Oklahoma State University
♦ Southwestern Oklahoma State University
♦ University of Central Oklahoma
♦ University of Science and Arts of Oklahoma
♦ Carl Albert State College
♦ Connors State College
♦ Eastern Oklahoma State College
♦ Murray State College
♦ Northeastern Oklahoma A&M College
♦ Northern Oklahoma College
♦ Oklahoma City Community College
♦ Redlands Community College
♦ Rose State College
♦ Seminole State College
♦ Tulsa Community College
♦ Western Oklahoma State College

BACKGROUND:

In October 2011, the State Regents adopted a college completion agenda that incorporates the Complete College America (CCA) and National Governors Association (NGA) Complete to Compete metrics, recommitted to a revised Brain Gain performance program, and made college completion a top priority with commitments to state and campus goals, action plans, and measures of progress.

Considerable steps have been taken to date in Oklahoma's CCA project. The data team has evaluated Oklahoma's state-level and campus-specific enrollment and graduation data against key degree completion statistics using the CCA and NGA approved metrics. A standardized report of these baseline datasets for all CCA states served as the basis of Oklahoma's March 2011 CCA Completion Academy activities and has been utilized during all forums and meetings as the leadership team coordinates with key stakeholder groups in moving the project forward.

While the college completion efforts in Oklahoma expand upon current state and campus programs, there will be new initiatives at local and state levels that will be developed to meet the degree and certificate completion goals. Review of the CCA datasets and best practices within the CCA network of states has revealed several opportunities that Oklahoma can pursue to ensure that more students are prepared for college, that barriers to degree completion are diminished, and that graduates have certificates and degrees that have value and flexibility in establishing careers and/or advancing graduate and professional school opportunities. State and campus activities in support of these goals will include:

- Adult degree completion initiatives in high-demand academic disciplines at the associate and bachelor's degree levels;
- Reverse transfer initiatives that allow students with significant hours toward a degree to complete meaningful associate degrees in the short-term with clear paths to bachelor's degree options;
- Certificate completion options through further development of cooperative agreements between higher education and technology centers;
- Targeted initiatives to increase freshman to sophomore retention and overall graduation rates;
- More effective and efficient completion of remediation and freshman gateway courses;
- Development of innovative and workforce-driven academic programs at the certificate, associate, and bachelor's degree levels;
- Development of more intentional partnerships between higher education and K-12 to enable better preparation of students for collegiate success and smoother transition between 12th grade and the freshman year; and
- Better documentation of the degree completion contributions of private and for-profit postsecondary education.

CCA was impressed by Oklahoma's early work on these completion projects and expressed that by reaching out to Governor Mary Fallin and inviting Oklahoma to partner in establishing a national model for statewide completion plans. CCA national staff and project consultants are working with the Oklahoma State Regents for Higher Education (OSRHE) staff to incorporate Oklahoma's preliminary work into a model plan project that can serve as an example of both process and product to the other CCA states. Oklahoma's work was spotlighted at the CCA Annual Convening of the 29 alliance states on October 18-19, 2011. CCA has pledged technical assistance to support project activities outlined in Oklahoma's initial plan and is working with the Oklahoma CCA Leadership Team to identify other potential funding sources for the work.

POLICY ISSUES:

As higher education institutions in Oklahoma experience national trends and challenges increased enrollment demands, significant calls for higher education to drive economic development, and declining and inelastic public budget allocations – postsecondary leaders are even stronger advocates for the public and individual investments in higher education and realize the enterprise's unique role in shaping the future of the state. In Oklahoma, the Governor and other elected officials have joined their counterparts around the nation in focusing on jobs. Higher education's response to this call requires a thorough evaluation of the system's stewardship of intellectual, economic, social, and cultural needs of the state.

Ultimately, what is proposed under the CCA and NGA Complete to Compete action plan is an acceleration of efforts to make significant improvements to two critical segments of the educational pipeline in Oklahoma: 1) restructuring remedial and developmental education, and 2) development of accelerated degree completion options. Undergirding all of these efforts will be a revised Brain Gain accountability framework that utilizes appropriate components of the state and campus-level CCA and NGA metrics and that reflects these new priorities by measuring and rewarding these state priorities.

ANALYSIS:

College completion initiatives in Oklahoma must involve strategies to reach both the emerging workforce matriculating through the common education pipeline and the current workforce that is dominated by individuals who have some college or postsecondary training but have no earned degree or credential. Oklahoma's activities as a part of the CCA Alliance and NGA Complete to Compete project will be focused on a public agenda framework that covers two fronts:

1) Academic preparation initiatives that offer a fundamental rethinking of the role of remediation; and
2) Adult degree completion initiatives that aim to streamline degree options and remove time and sequence barriers.

Bolstering the initiatives will be a reform of the state's successful Brain Gain Performance Funding Program that will provide accountability and metrics for measuring state and campus progress toward these important goals.

Initiative #1: Higher education and K-12 are working together to develop and implement strategies that focus on better preparing students in high school for success in college. Enhancement in academic activities in the 11th and 12th grades will be made to reduce the need for remediation.
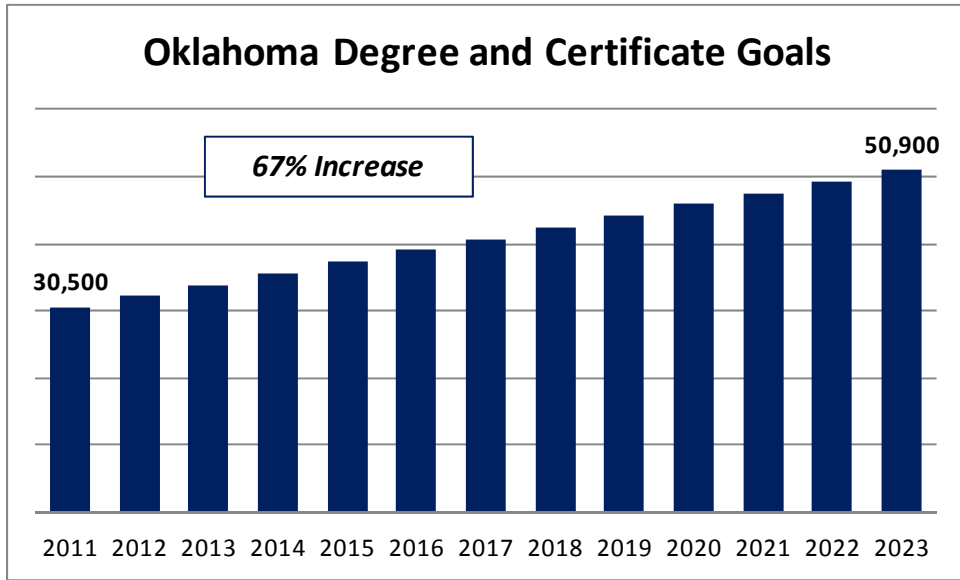
Initiative #2: Oklahoma public higher education institutions are implementing programs in the areas of math, language skills, and reading that will dramatically improve developmental programs and reduce the time it takes to earn a degree.

Initiative #3: Our colleges and universities will implement programs that create clear pathways to degrees and certificates including the cooperative alliance with Career Technology Centers and new CCA-pioneered techniques to provide electronic degree checklists, advising, and academic support.

Initiative #4: The Reach Higher program provides degree completion opportunities to students who have some college credit but have not completed their associate or bachelor's degree. The program is being expanded to include college certificates.

Initiative #5: In April 2012, the State Regents adopted a revised performance based funding formula modeled on Oklahoma's successful Brain Gain Performance Funding Program providing incentives to institutions that increase their degree completion rates in addition to other performance factors.

Finally, these CCA datasets and policy audits have served as the basis for developing statewide completion goals for Oklahoma. Higher education is committed to increasing access to quality academic programs, increasing the number of college graduates, and better preparing those graduates to meet the challenges of a rapidly changing global economy. Oklahoma's colleges and universities currently produce 30,500 degrees and certificates annually. To remain competitive nationally and globally, the system of higher education in Oklahoma is committed to increase the number of degrees and certificates by 1,700 each year to a level of 50,900 by 2023 (chart below). This represents a 67 percent increase over a twelve year period.

Oklahoma Degree and Certificate Goals

67% Increase

30,500

50,900

2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023

Institutions were requested to submit updated institutional degree completion plans by September 15, 2015 (template in Attachment A). The request for the institutional degree completion plan also included the Academic Plan, which is reported in a separate agenda item. With this action, the State Regents acknowledge receipt of the institutional degree completion plans from all public institutions. Summaries of the submissions are available in a supplement.

Attachment

Supplement available upon request.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Improving our future by degrees

COMPLETE COLLEGE AMERICA
Alliance of States

Institutional Degree Completion and Academic Plans
2015-2016 Outline

The Institutional Degree Completion and Academic Plans provide a means for the State Regents to view each institution's priorities and aspirations in the context of the State System. The plan is divided into three parts: A) informing the State Regents about planned degree completion initiatives, B) informing the State Regents of academic program, technology, and efficiency plans for the future, and C) projecting enrollment targets for the next three years. Institutions are encouraged to utilize this form to submit information electronically. Although the length of the completion and academic plans can be expected to vary, it is anticipated a concise plan should be possible within fifteen or fewer pages. The template format is provided. The 2015-2016 Degree Completion and Academic Plan is due **September 15, 2015**. This due date will allow for compilation and preparation for the State Regents' annual review.

In addition to this document, please provide a copy of the institution's current strategic plan. Referencing the strategic plan as a supporting document, please respond to the following items regarding degree completion and academic plans for the year 2015-2016.

C. The Completion Agenda -- The State Regents have a public agenda with the goals to: 1) enhance access and improve the quality of public higher education for all Oklahomans, 2) increase the number of college graduates, and 3) better prepare student to meet the challenges of a global economy. In joining the Complete College America (CCA) Alliance of States, Oklahoma pledged to extend its Public Agenda scope and reach, recommit to its performance funding program, and make college completion a top priority with commitments to state and campus goals, solid action plans, removal of policy barriers, and measures of progress. Though the college completion efforts of Oklahoma to expand upon current state and campus programs, there will be new initiatives at local and state levels developed to meet the degree and certificate completion goals. Review of the CCA datasets and best practices within the CCA network of states have revealed several opportunities that Oklahoma can pursue to ensure that more students are prepared for college, that barriers to degree completion are diminished, and that graduates have certificates and degrees that have value and flexibility in establishing careers and/or advancing graduate and professional school opportunities. Examples of state and campus activities in support of these goals include:

- Adult degree completion initiatives in high-demand academic disciplines at the associate and bachelor's degree levels.
- Reverse transfer initiatives that allow students with significant hours toward a degree to complete meaningful associate degrees in the short-term with clear paths to bachelor's degree options.
- Targeted initiatives to increase freshman to sophomore retention and overall graduation rates.
- More effective and efficient completion of remediation and freshman gateway courses.
- Development of innovative and workforce-driven academic programs at the certificate, associate, and bachelor's levels.

- Development of more intentional partnerships between higher education and K-12 to enable better preparation of students for collegiate success and smoother transition between 12th grade and the freshman year.
- Better documentation of degree completion contributions of private and for-profit postsecondary education and the Career Tech system cooperative agreement programs.

Based on your institution's priorities and commitment to the public agenda and CCA, address each of the four goals of the Complete College Oklahoma plan. *(note: tables may expand to allow full information)*

1. **Focus on Readiness.** Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
Focus on Readiness						

2. **Transform Remediation.** Every Oklahoma institution will implement transformational models of remedial placement and support through a statewide phased implementation and refinement process.

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
Transform Remediation						

3. **Build Bridges to Certificates and Degrees.** Develop, implement, or expand a "Program Equivalent Project" that bridges Career Tech course completion to certificate and Associate in Applied Science (AAS) degree completion in the community colleges. Projects may also include college and university partnerships in reverse-transfer initiatives for certificate and associate degree completion.

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
Build Bridges to Certificates and Degrees						

4. **Reach Higher for Adult Completion.** Further expand and develop Reach Higher as a degree and certificate completion effort that involves the entire system of postsecondary education.

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
Reach Higher for Adult Completion						

5. **Other Local Institutional Priority Areas for Degree Completion.**

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
Other Local Institutional Priority Areas						

AGENDA ITEM #13:

> **E&G Budget.**

SUBJECT: Approval of reduction in FY2016 allocations and ratification of revised budgets for institutions and programs.

RECOMMENDATION:

> **It is recommended that the State Regents approve the reductions in allocations of state appropriations and revised budgets for institutions and programs due to revenue shortfall.**

BACKGROUND:

In response to the declaration of a revenue shortfall by the Office of Management and Enterprise Services for the current fiscal year, the Regents' office notified institutions that in accordance with 70 O.S. 2001, §3903(g), institutional allotments of General Revenue appropriations would be reduced by an annualized 3.0 percent for the remainder of the fiscal year. The reduction impact then is seen as a 6% reduction in the monthly allocations received by our institutions beginning in January through June.

POLICY ISSUES:

The recommendation is consistent with Regents' policy and actions.

ANALYSIS:

All institutions will see an annualized FY16 general revenue reduction of 3.0 percent (6% reduction January through June). The institutions and constituent agencies have submitted the required budget revisions in response to the revenue shortfall as requested by the Office of Management and Enterprise Services. These revisions have been submitted to the OMES electronically and are presented for ratification. The total amount of the declared revenue shortfall for the system is $24,085,303.

Thirty-eight institutions and constituent agencies experienced a reduction in state appropriated revenue totaling $22.7 million. Thirty institutions and constituent agencies reflect reductions in personnel expenditures totaling $13.9 million and supplies and materials totaling $3.6 million. Reductions in travel, utilities, equipment, etc. total $1.6 million. Eight institutions are expending a total of $3.6 million in reserve funds to offset the total budget reductions.

Agency operations and programs and scholarships administered through the Office of the State Regents' received a budget reduction of $1,377,474. Of this amount, $809,493 will be reduced from revenue allocated for debt service payments for the 2005 Higher Education Capital Bond Issue. The Oklahoma State Regents will utilize reserve funds to ensure full payment of the FY2016 debt service requirements. For the remaining $567,981, the Oklahoma State Regents will implement cost savings through travel restrictions, purchasing reviews, review of budgeted FTE vacancies and agency reserve balances to meet the revenue reduction for the remainder of the fiscal year.

Oklahoma State Regents for Higher Education

January 7, 2016
December 2015 State Mandated Budget Reductions
Summary of Impact By Object

Institution	Personnel Services	Travel	Utilities	Supplies & Materials	Property, Furn. & Equipment	Library Books & Periodicals	Scholarships	Other	Total	Total Reduction
OU	($3,701,690)								($3,701,690)	($3,701,690)
OU LAW	($173,461)								($173,461)	($173,461)
OUHSC	($1,642,467)	($13,667)	($135,461)	($319,393)	($140,948)	($53,601)		($128,078)	($2,433,615)	($2,433,615)
OUTulsa			($20,000)	($217,531)					($237,531)	($237,531)
OSU	($2,523,957)			($761,304)					($3,285,261)	($3,285,261)
OSU AG. EXP.				($713,139)					($713,139)	($713,139)
OSU AG. DIV	($783,685)								($783,685)	($783,685)
OSU-OKM	($172,300)		($252,645)						($424,945)	($424,925)
OSU-VET	($184,604)			($131,036)					($315,640)	($315,640)
OSU-OKC	($329,920)	($7,718)		($9,246)					($346,884)	($346,884)
OSU-COMS	($224,148)	($3,500)	($178,290)				($5,000)		($410,938)	($410,938)
OSU Tulsa	($256,995)			($70,000)					($326,995)	($326,995)
UCO	*Using Reserves*								$0	($1,287,729)
ECU	*Using Reserves*								$0	($516,599)
NSU	*Using Reserves*								$0	($678,624)
NWOSU	*Using Reserves*								$0	($298,289)
ROGERS STATE	($196,149)	($52,000)		($58,882)		($50,000)			($357,031)	($357,031)
SEOSU	($404,932)	($50,980)		($42,980)					($498,892)	($493,066)
SWOSU	($87,932)	($69,442)		($314,284)	($120,000)		($20,000)		($611,658)	($611,657)
CAMERON	($170,101)	($122,790)		($286,326)					($579,217)	($579,217)
LANGSTON	($462,981)	($100,000)		$26,140					($536,841)	($536,841)
PANHANDLE	*Using Reserves*								$0	($214,385)
USAO	*Using Reserves*								$0	($217,353)
CASC	*Using Reserves*								$0	($191,201)
CONNORS	($202,010)								($202,010)	($202,010)
EASTERN	($120,389)			($74,000)					($194,389)	($194,389)
MURRAY	*Using Reserves*								$0	($177,397)
NEOAM	($210,868)	($10,000)		($28,000)		($14,000)			($262,868)	($262,848)
NOC	($195,626)	($5,000)	($64,973)			($6,077)	($30,578)		($302,254)	($302,254)
OCCC	($12,500)	($45,144)		($376,280)	($69,901)				($503,825)	($503,825)
REDLANDS	($84,329)			($88,440)					($172,769)	($172,769)
ROSE	($293,197)	($24,000)		($51,000)	($25,000)		($100,000)		($493,197)	($493,197)
SEMINOLE	($100,000)		($10,000)	($50,000)	($12,444)		($5,000)		($177,444)	($177,444)
TCC	($844,701)								($844,701)	($844,701)
WOSC	($479,376)			($97,304)					($576,680)	($170,304)
UCSO -Ardmore	($6,000)	($4,000)		($8,500)			($1,000)		($19,500)	($20,341)
Quartz				($3,759)	($28,700)				($51,959)	($32,459)
Ponca City	($18,950)								($18,950)	($18,950)
System Totals	($13,883,268)	($508,241)	($661,369)	($3,675,264)	($396,993)	($128,678)	($156,578)	($128,078)	($19,538,469)	($22,708,644)
	71.1%	2.6%	3.4%	18.8%	2.0%	0.7%	0.8%	0.7%	100.0%	
								Use of Reserves		($3,581,577)

AGENDA ITEM #14:

Revenue Bond.

SUBJECT: Review and approval for transmittal to Attorney General for the University of Oklahoma's Statement of Essential Facts for Series 2016 Refunding Revenue Bonds.

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 2016A in an amount of approximately $77,375,000 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. This series represents the thirty-second 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 2016A bonds will be used (1) to currently refund the 2006A Refunding Bonds outstanding and (2) 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 2031, with interest payments commencing on July 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: 2007A, 2007B, 2007C, 2007D, 2009A, 2010A, 2010B, 2011A, 2011B, 2011C, 2011D, 2011E, 2011F, 2012A, 2012B, 2012D, 2013A, 2013B, 2013C, 2013D, 2014A, 2014B, 2014C, 2015A, 2015B, 2015C and 2015D. These bonds are the thirty-second 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 Net Present Value Savings of this refunding is currently estimated to be $11.2 million.

The major components funded, in part, with the original $120 million, Series 2006 Refunding included the following bond issuances:

1. Multiple Facilities Revenue Bonds, Series 1998
2. ODFA Series 2000
3. Student Usage Facilities, Series 2001
4. Athletic Facilities Revenue Bonds, Series 2001
5. Athletic Facilities Revenue Bonds, Series 2002A

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:

Final Summer Academies Allocation.

SUBJECT: Approval of final distribution of 2016 Summer Academy Grants.

RECOMMENDATION:

It is recommended that the State Regents approve the final 2016 Summer Academy distributions, as described below.

BACKGROUND:

Since 1990, Oklahoma institutions of higher education have been awarded Summer Academy grants designed to reach students who will be entering the eighth through twelfth grades with emphasis on the introduction of students to hands-on mathematics, science and multidisciplinary topics, as well as demonstration of academic links with Oklahoma business and industry. All accredited Oklahoma higher education institutions are eligible to submit proposals.

POLICY ISSUES:

The State Regents' Summer Academies provide stimulating learning opportunities to heighten students' interest and confidence in science, mathematics and multidisciplinary studies to further develop and promote their career and educational aspirations.

ANALYSIS:

The Summer Academy grant program runs on a rotating basis depending on the funds available. Funding for successive years is contingent upon continued funding of the Summer Academy program and on program efficacy as demonstrated through internal and external evaluation of the programs. The final distribution of $64,200 for 2016 Summer Academy Grants is for the following four academies:
1) Langston University- An Intensive Summer Academy in Math, Science and Technology ($27,420);
2) Oklahoma State University Institute for Technology – Emerging and Converging Technologies Academy ($5,360);
3) Seminole State College – Peek into Engineering ($4,920);
4) University of Oklahoma Health Sciences Center – Exploring Math and Science Academy ($26,500).

AGENDA ITEM #16:

Investments.

This item will be available at the meeting.

AGENDA ITEM #17:

       Policy.

SUBJECT: Approval of amendments to the Communicators Council Policy, section 2.18 of the Policy and Procedures Manual.

RECOMMENDATION:

       It is recommended that the State Regents approve the amendments to the Communicators Council policy to section 2.18 of the Policy and Procedures Manual.

BACKGROUND:

The Communicators Council, a statewide panel of chief public relations professionals from Oklahoma colleges, universities, technical branches and higher education centers, serves as a key advisory council to the Chancellor, Regents staff and other state officials. Through the council, higher education public relations officers meet to discuss matters of common interest and collaborate to communicate the benefits Oklahoma and Oklahomans receive from the state's investment in its higher education system.

POLICY ISSUES:

The recent revisions addressed an update to the title of OSRHE's representative to the council.

ANALYSIS:

The Communicators Council recently updated its policy to reflect the change in title of OSRHE's official council representative, from Director of Communications to Associate Vice Chancellor for Communications.

Attachment

2.17 COMMUNICATORS COUNCIL

2.17.1 PURPOSE

The Communicators Council, a statewide panel of chief public relations professionals from Oklahoma colleges, universities, technical branches and higher education programs, serves as a key advisory council to the Chancellor, Oklahoma State Regents' for Higher Education staff and other state officials. The council serves as a forum where higher education public relations professionals meet to discuss matters of common interest and implement strategies designed to communicate the benefits Oklahoma and Oklahomans receive from the state's investment in its higher education system.

The council shall develop and implement strategies that convey the value, quality, efficiency, diversity and unity of the state system of higher education. Strategies should express the benefits of higher education to Oklahoma and Oklahomans; the quality of higher education programs and services; the system's efficient use of resources; and the benefits of diversity (multiculturalism, nontraditional students and diverse institutions).

2.17.2 MEMBERSHIP

The Communicators Council shall be comprised of chief public relations professionals or official institutional designees from colleges, universities, technical branches and higher education programs in the state system of higher education, the State Regents Director of Associate Vice Chancellor for Communications, and the Higher Education Alumni Council of Oklahoma (HEACO) Executive Director.

2.17.3 VOTING PRIVILEGES AND QUORUM

Members shall have equal standing for purposes of voting. No voting privileges may be transferred to another council member or to an assigned delegate should the institution's official representative be unable to attend a council meeting. However, the Director of Associate Vice Chancellor for Communications may transfer his or her voting to an assigned delegate should the Associate Vice Chancellor Director be unable to attend.

The Director of Associate Vice Chancellor for Communications for the State Regents will serve as a voting member of the council. The Executive Director for the Higher Education Alumni Council of Oklahoma (HEACO) will serve as an ex-officio (non-voting) member.

Guests are welcome, but discussion of issues before the council will be limited to council members.

A quorum shall consist of the voting members present.

2.17.4 MEETINGS

The Executive Committee will present an annual calendar of meeting dates at each September meeting for approval by the full council. Meetings will be held in the State Regents Conference Room, 655 Research Parkway, Oklahoma City.

When deemed necessary and appropriate, the council may hold meetings at other locations as recommended by the chair and approved by the council.

2.17.5 OFFICERS OF THE COUNCIL

Officers of the council shall consist of a chair and vice chair, who shall serve for one academic year (July through June).

Duties of the chair include presiding at Executive Committee meetings and full council meetings; appointing members to ad hoc committees as necessary; and, in concert with the State Regents' staff, preparing agenda for council meetings. The chair, or a representative appointed by the chair, will serve as the council's representative at various meetings and functions.

In the chair's absence, the vice chair shall preside at council meetings.

2.17.6 ELECTION OF OFFICERS

The position of chair and the position of vice chair will alternate between the tiers so that the chair and vice chair for any one year are not from the same tier. The position of vice chair and the position of past chair shall be from the same tier.

The vice chair will automatically assume the office of chair the following year.

For purposes of electing the vice chair and representation on Executive Committee, the research universities, regional universities and health sciences centers will be considered as the four-year tier, and the community colleges, technical branches and higher education programs will be considered as the two-year tier.

The tier whose term it is to have a member serve as vice chair shall designate one less member to the Executive Committee.

The chair shall appoint a Nominating Committee in April. The committee will present a nominee for the position of vice-chair and a slate of six nominees for the Executive Committee to the full council for a vote in June. The Nominating Committee shall be comprised of two members from each tier, with the chair of the council as the fifth member of the Nominating Committee.

Elections will be held during the June council meeting, and officers will assume their positions at the July meeting.

2.17.7 VACANCIES OF OFFICES

Should the chair be unable to serve a full term, the vice chair will assume the position of chair for the remainder of the term. Should the vice chair be unable to serve a full term or should both positions become vacant,

the council shall use the nominating procedure outlined in "Election of officers" to replace the officer(s). Should an Executive Committee member be unable to serve a full term, the chair shall appoint a new member to the committee from the respective tier.

2.17.8 EXECUTIVE COMMITTEE

The Executive Committee provides leadership for the Communicators Council. Executive Committee members also serve as liaisons to standing and ad-hoc committees.

The Executive Committee is composed of nine voting members:

- four members from the four-year tier;
- four members from the two-year tier; and
- the chair of the council, who votes only to break ties.

The vice chair and the past chair will be two of the voting members of the Executive Committee. The Associate Vice Chancellor for ~~Director of~~ Communications for the State Regents and the Executive Director of the Higher Education Alumni Council (HEACO) will serve as ex-officio members (non-voting) of the Executive Committee.

The tier whose term it is to have a member serve as vice chair shall designate one less member to the Executive Committee. The vice chair will be a voting member of the Executive Committee. The tier whose term it is to have a member serve as past chair shall designate one less member to the Executive Committee. The past chair will be a voting member of the Executive Committee.

Voting members of the Executive Committee shall be selected as outlined in "Election of officers."

A quorum of five Executive Committee members shall be required to vote on issues to be presented to the full council.

2.17.9 COMMITTEES

The council may form or dissolve standing committees by a two-thirds vote of the members who are present. Ad-hoc committees may be formed by the chair of the council and must be approved by the full council.

Council members will volunteer for committees at the June meeting or will be appointed to committees by the council chair. Executive Committee members may review and approve the committees. Committees will announce a chair by the September meeting. Committees will present projects to the full council in September for inclusion in the council's annual plan of work.

Standing committee responsibilities are as follows:

A.   General Awareness Committee

The General Awareness Committee develops strategies to convey the value, quality, efficiency, diversity and unity of the state system of higher education. Internal awareness strategies include projects such as the online newsletter, *Campus E-clips.*

The committee also recommends topics to the full council for statewide news releases that each campus can localize.

B.   Economic Development Committee

The Economic Development Committee identifies strategies to promote and to increase awareness of higher education's role in economic development, updates the Oklahoma higher education business services directory, conducts business development programs for institutional leadership and economic development staff, and supports the efforts of OSRHE's economic development staff. The committee's proposals are processed through the Economic Development Committee of the Council of Presidents.

C.   Education and Career Awareness Committee

The Education and Career Awareness Committee recommends strategies to better inform Oklahoma students in grades 5-12, their parents and adult learners about education and career opportunities after high school.

2.17.10 ANNUAL PLAN

The Communicators Council shall approve an annual plan of work submitted by the committees for the current fiscal year.

2.17.11 PARLIMENTARY PROCEDURE

The generally accepted rules of parliamentary procedure for small legislative bodies shall govern in the deliberation of the council and, unless specifically altered in these procedures, the latest edition of *Roberts Rules of Order* shall be the controlling guide in such practice.

2.17.12 AMENDMENTS

Any member of the council may propose changes to these bylaws. Proposed changes shall be presented to the council one meeting prior to the scheduled vote. Changes become effective when approved by a two-thirds vote of council members in attendance provided those members constitute a quorum.

Approved March 2014 and revised December 3, 2015.

AGENDA ITEM #18:

Commendations.

SUBJECT: Recognition of State Regents' staff for service and recognitions on state and national projects.

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:

- **Matt Higdon**, assistant director of student preparation, held an Indian Education retreat at Tatanka Ranch Resort. Letha Huddleston from UCanGo2 was a guest presenter as well, sharing available resources with the attendees. Indian Education retreats serve representatives of Tribal Education Departments, Title VII coordinators, and Johnson O'Malley committee members throughout the state. Tribal Education Department representatives from the Absentee-Shawnee, Chickasaw, Choctaw, Cheyenne Arapahoe, Muscogee Creek, and Osage nations, Title VII coordinators and Johnson O'Malley committee members from 25 school districts have attended Indian Education Retreats.

- **Chancellor Glen D. Johnson** attended Oklahoma Works meeting at Oklahoma State University-Oklahoma City; attended Oklahoma Works meeting with Governor Fallin at the State Capitol in Oklahoma City; taped remarks for OneNet's 20th anniversary promotional video; met with Tulsa World Editorial Board in Tulsa to discuss higher education issues; presented higher education's legislative agenda at a regional Legislative Tour event at the Cameron University (CU) in Lawton; presented the state system of higher education's FY17 budget request to the Senate Appropriations Subcommittee at the State Capitol in Oklahoma City; Taped interview with KOCO news anchor Steve Bottari regarding higher education's legislative agenda; served as the keynote commencement speaker for the University of Central Oklahoma's (UCO) commencement ceremony in Edmond; provided remarks at Southeastern Oklahoma State University's (SEOSU) commencement ceremony in Durant; presented higher education's legislative agenda at a regional Legislative Tour event at Oklahoma City Community College (OCCC) in Oklahoma City; presented higher education's legislative agenda at a regional Legislative Tour event at the Carolyn Renfro Event Center in Ponca City; presented higher education's legislative agenda at a regional Legislative Tour event at Northwestern Oklahoma State University (NWOSU) in Alva; made presentation to the Oklahoma Independent Colleges and Universities (OICU) Association at Oklahoma City University; made presentation to the Council on Student Affairs (COSA) in Oklahoma City.

- **Connie Lake,** assistant vice chancellor of Workforce and Economic Development, attended and made a presentation on higher education workforce data at the Northwest Oklahoma Alliance, Workforce Development Team meeting.

- **Lisa Nelson,** student preparation coordionator, held counselor retreats for counselors at Guymon, Fin and Feather Resort near Gore, at Long Lake Resort near Poteau and at Roman Nose Lodge near Watonga with counselors from the Boise City, Buffalo, Keyes, Fort Supply Guymon Kdg-12th grade, Hooker, Shattuck, Turpin, Booker T. Washington, Midwest City High School, Ft. Gibson High School, Kiefer, South Moore High School, Bethel Middle School, Olive, Porter Consolidated Schools, Pawhuska, Del City High School, Central Public in Sallisaw, Webbers Falls, Westville, the Indian Capital Technology Center, Tishomingo High School, Haileyville, Hugo Middle School, Hugo High School, Hilldale High School, Okmulgee, Skiatook High School, Bristow High School, Boswell, Howe High School, Wilson, Caney, Roland and Red Oak, Perkins-Tryon, Medford, Enid High School, Eldorado, Bridge Creek Middle School, Bridge Creek High School, Jefferson Middle School OKC, Fletcher, Calumet, Bishop McGuinness, Billings, Cheyenne Middle School Edmond and Fairview High School.

- **Natasha Mickels,** student portal coordinator, from OKcollegestart and **Letha Huddleston,** outreach services specialist, were guest presenters at the counselor retreats across the state where they shared available resources with the counselors.

AGENDA ITEM #19:

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 and pursuant to Title 25, Oklahoma Statues, Section 307(B)(1) for discussing the employment of the Vice Chancellor for Academic Affairs.

AGENDA ITEM #20-a (1):

> **Programs.**

SUBJECT: Approval of Institutional Requests.

RECOMMENDATION:

> **It is recommended that the State Regents approve modifications to existing programs, as described below.**

BACKGROUND:

University of Oklahoma (OU)
14 degree program requirement changes
1 degree program option addition

University of Oklahoma-Law (OU-Law)
2 degree program requirement changes

Cameron University (CU)
3 degree program requirement changes
1 degree program option addition

Northeastern State University (NSU)
1 degree program requirement change

Northwestern Oklahoma State University (NWOSU)
37 degree program requirement changes

Rogers State University (RSU)
5 degree program requirement changes
2 degree program option additions
1 degree program name change
5 degree program option deletions

Southeastern Oklahoma State University (SEOSU)
6 degree program requirement changes

Southwestern Oklahoma State University (SWOSU)
3 degree program requirement changes

Carl Albert State College (CASC)
2 degree program requirement changes
1 degree program option name change
1 degree program name change

Oklahoma City Community College (OCCC)
      1 degree program requirement change

Oklahoma State University-Oklahoma City (OSU-OKC)
      1 degree program requirement change

Seminole State College (SSC)
      1 degree program option addition

Tulsa Community College (TCC)
      9 degree program requirement changes
      3 degree program option deletions

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:

OU – Doctor of Philosophy in Spanish (217)
    Degree program requirement changes
- Remove the 9 credit hours of "Concentration."
- Change credit hours required for "Electives" from 20 to 29.
- The proposed changes provide students more flexibility in course selection.
- 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.

OU – Masters of Science in Management of Information Technology (341)
    Degree program requirement changes
- Remove MIS 5612, MIS 5622, and MIS 5993 as required courses.
- Require MIT 5612 or MIT 5622 or MIT 5732.
- Require MIT 5993 or MIT 5742.
- Change credit hours required for "MIT Electives" from 10 to 12.
- Change credit hours required for "Graduate-Level Business or MIT Electives" from 13 to 13-14 and allow students to select other electives as approved by the department.
- The proposed changes provide more flexibility and better prepare students for employment.
- 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.

OU – Bachelor of Science in Chemical Engineering (030)
    Degree program requirement change
- Remove ENGL 3153.
- The proposed change eliminates a course no longer needed in the curriculum.
- No new courses will be added and no courses will be deleted.

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- Total credit hours for the degree will change from 126-135 to 123-132.
- No funds are requested from the State Regents.

OU – Master of Environmental Science in Environmental Science (076)
Master of Science in Civil Engineering in Civil Engineering (038)
Master of Science in Environmental Engineering in Environmental Engineering (348)
Degree program requirement change
- For non-thesis students:
  o Remove CEES 5020 (2 credit hours) and require students to complete 2 credit hours of elective course work.
- The proposed change aligns the programs with similar programs across the United States.
- 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.

OU – Bachelor of Arts in Linguistics (235)
Degree program requirement changes
- Remove requirement of "Four courses from the following" and require:
  o One course to be selected from the following: LING 3813, LING 4173 or LING 4313.
  o Two courses to be selected from the following: LING 3043, LING 3113, LING 4053, LING 4363, LING 3813, LING 4173 or LING 4313.
  o Three courses to be selected from the following: ANTH 3063, ANTH 4063, ENGL 4133, LING 3173, LING 4023, LING 4330, MLLL 4453, PHIL 4133, PHIL 4533, PHIL 4543, PHIL 5143, LING 3043, LING 3113, LING 4053, LING 4363, LING 3813, LING 4173 or LING 4313.
- Allow native English speakers to meet the foreign language requirement with two years of college instruction in one foreign language and CS 1303 and CS 1323.
- The proposed changes will better prepare students for employment.
- Three 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.

OU – Bachelor of Arts in Spanish (215)
Degree program requirement changes
- Remove SPAN 4093, SPAN 4103, SPAN 4153, SPAN 4163, SPAN 4183, SPAN 4313, and SPAN 4323 from "Core Requirements."
- Require students to select two courses from the following: SPAN 4083, SPAN 4113, SPAN 4143, or SPAN 4173.
- Require students to select one course from the following: SPAN 4713, SPAN 4773, SPAN 4913, or SPAN 4923.
- Require students to select three courses (maximum six credit hours) from the following: SPAN 3723, SPAN 3733, SPAN 3743, SPAN 3753, SPAN 3763, SPAN 4503, SPAN 4713, SPAN 4773, SPAN 4913, or SPAN 4923.
- The proposed changes allow students greater flexibility in selecting their core and elective courses with guidance from faculty advisors.
- 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.

OU – Doctor of Philosophy in Counseling Psychology (040)

Degree program requirement changes
- Remove EDPY 5234 and EDPY 5253 and add EDPY 6103 and EDPY 6203.
- The proposed changes replace master's level courses with doctorate level courses.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 93 to 92.
- No funds are requested from the State Regents.

OU – Doctor of Philosophy in Chemical Engineering (032)

Degree program requirement change
- Change credit hours required for Dissertation Research from 52-59 to 46-59.
- The proposed change provides students more flexibility in course selection.
- 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.

OU – Doctor of Philosophy in English (070)

Degree program requirement changes
- For students concentrating in Composition/Rhetoric/Literacy Studies:
  o Change credit hours required for "Electives" from 9 to 3.
  o Change credit hours required for "Directed Readings" from 3-6 to 3.
  o Change credit hours required for "Dissertation" from 24 to 36.
- For students concentrating in Literary Studies:
  o Change credit hours required for "Electives" from 24 to 18.
  o Change credit hours required for "Directed Readings" from 3-6 to 6.
  o Change credit hours required for "Dissertation" from 24 to 36.
- The proposed changes allow students to make satisfactory progress toward degree completion.
- 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.

OU – Bachelor of Science in Health and Exercise Science (291)

Degree program requirement changes
- Remove HES 4543 as an alternative course to HES 4873 and add HES 4503.
- Remove COMM 3483 as an alternative course to COMM 1113 or COMM 2613.
- The propose changes remove courses that are offered on an irregular basis.
- 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.

OU – Bachelor of Arts in Journalism in Journalism (137)

Degree program requirement changes
- Add JMC 3011 (taken for 3 semesters) and JMC 4563 to "Major Requirements."
- Remove JMC 4803.
- Change credit hours required for "Upper Division Electives" from 3 to 9.
- The proposed changes update the curriculum to industry needs.
- 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.

OU – Master of Education in Instructional Leadership and Academic Curriculum (063)
> Degree program requirement changes
- Change credit hours required for "Studies in Cultural Diversity" from 2-3 to 3.
- Remove EDUC 5972 as an alternative course to EDUC 6930.
- For students concentrating in World Languages:
  - Allow students to complete "other courses with approval of advisor."
- For students concentrating in Science, Technology, Engineering, and Math Education:
  - Change credit hours required for "Electives" from 14-20 to 15-20.
- For students concentrating in Instructional Leadership:
  - Change credit hours required for "Electives" from 20 to 11.
  - Require 9 credit hours of course work directly related to career goal as approved by the advisor and graduate liaison.
- The proposed changes update the curriculum to provide students more flexibility.
- 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.

OU – Doctor of Philosophy in Cellular and Behavioral Neurobiology (363)
> Degree program option addition
- Add option "Psychology."
- The proposed option provides students with training opportunities in neuroscience.
- 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.

OU – Law – Master of Laws in Law (384)
> Degree program requirement changes
- Require students who have not earned a graduate level law degree from an American university to complete LAW 6100 (Introduction to the American Legal System) and LAW 6100 (Legal Research, Writing, and Analysis).
- Remove 6 credit hours of electives and require students to complete 24 credit hours of course work from curricular offerings in the College of Law.
- Change cumulative Grade Point Average required to graduate from a 6.0 to a 5.0.
- The proposed changes provide students with more flexibility to meet their career needs and standardize the minimum graduation requirements with the Juris Doctor in Law (148) program.
- 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.

OU-Law – Juris Doctor in Law (148)
> Degree program requirement changes
- Change cumulative Grade Point Average required to graduate from 4.0 (C-) to 5.0 (C).
- Change credit hours required for LAW 5113 from 3 to 4 (5114) and for LAW 5122 from 2 to 3 (5123).
- Remove LAW 5143.
- Change credit hours required for upper-division electives from 5 to 4.

- Require students to complete 6 credit hours of "Experiential Courses" that satisfy the requirements of the American Bar Association Standard 303(a)(3) as simulation course, a law clinic, or a field placement.
- The proposed changes provide greater assurance that graduates can pass the bar exam.
- 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 Arts in Social Studies Education (135)
Degree program requirement change
- Require students to complete SOCI 1113 to fulfill the 3 credit hours of "Social Studies Elective."
- The proposed change is the result of guidance from the National Council for Social Studies.
- 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 Biology (310)
Degree program option addition
- Add option "Medical Laboratory Science."
- The proposed change moves the Bachelor of Science in Medical Technology (570) to an option to comply with the Higher Learning Commission's (HLC) requirement for faculty expertise and aligns the program with HLC's standards (see current deletion agenda item).
- 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 Science in Allied Health Sciences (565)
Degree program requirement change
- Remove CHEM 1004 and PHYS 1004 as alternative courses to CHEM 1364.
- The proposed change ensures students complete a prerequisite course within their required degree 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 – Bachelor of Science in Criminal Justice (580)
Degree program requirement changes
- Add CJ 4913 to "Major Requirements."
- Change credit hours required for "Support Courses" from 15 to 12.
- The proposed changes add a dedicated capstone course to allow for better assessment of student learning.
- 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.

NSU – Doctor of Optometry (107)
Degree program requirement changes
- Remove OPT 6043 and add OPT 6031, OPT 6182, and OPT 7042.

- Change credit hours required for OPT 6142 from 2 to 1 (6141) and for OPT 6154 from 4 to 3 (6153).
- The proposed changes are the result of a comprehensive curriculum review and recommendations of faculty, students, and alumni.
- Three 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.

NWOSU – Bachelor of Business Administration in Accounting (001)
        Bachelor of Science in Agriculture (003)
        Bachelor of Science in Biology (005)
        Bachelor of Business Administration in Business Administration (007)
        Bachelor of Science in Chemistry (009)
        Bachelor of Science in Education in Elementary Education (013)
        Bachelor of Arts in English (015)
        Bachelor of Art in General Studies (016)
        Bachelor of Science in Health and Sports Science Education (018)
        Bachelor of Arts in History (019)
        Bachelor of Science in Criminal Justice (022)
        Bachelor of Science in Mathematics (024)
        Bachelor of Music Education in Music-Instrumental (026)
        Bachelor of Music Education in Music-Vocal (027)
        Bachelor of Science in Education in Natural Science Education (028)
        Bachelor of Arts in Political Science (030)
        Bachelor of Arts in Education in Social Science (035)
        Bachelor of Social Work in Social Work (036)
        Bachelor of Arts in Sociology (037)
        Bachelor of Arts in Spanish (038)
        Bachelor of Arts in Speech and Theatre (041)
        Bachelor of Science in Nursing (047)
        Bachelor of Science in Computer Science (049)
        Bachelor of Science in Mass Communication (052)
        Bachelor of Music in Music (053)
        Bachelor of Science in Education in Special Education (055)
        Bachelor of Science in Psychology (056)
        Bachelor of Science in Education in Early Childhood Education (057)
        Bachelor of Arts in Education in English (058)
        Bachelor of Science in Education in Health and Sports Science Education (059)
        Bachelor of Science in Education in Mathematics (062)
        Bachelor of Arts in Applied Science in Technical Management (064)
        Bachelor of Science in Agriculture Education (065)
        Bachelor of Arts in Music (066)
        Bachelor of Science in Organizational Leadership (775)
Degree program requirement changes
- Remove 9 credit hours of "Electives" from "General Education."
- Change credit hours required for "Human Heritage and Culture" from 7 to 3-4.
- Change credit hours required for "Value and Beliefs" from 3 to 6.
- The proposed changes are the result of recommendations from the General Education Committee to reduce the number of credit hours required for "General Education" from 54 to 45.
- No new courses will be added and no courses will be deleted.

- Total credit hours for the degrees will change from 124 to 120.
- No funds are requested from the State Regents.

NWOSU – Bachelor of Science in Psychology (056)
Degree program requirement changes
- Change credit hours required for PSYC 4222 from 2 to 3 (4223) and for PSYC 4232 from 2 to 3 (4233).
- The proposed changes update the curriculum to ensure the goals and objectives of the courses are properly met.
- 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.

NWOSU – Master of Counseling Psychology in Counseling Psychology (043)
Degree program requirement changes
- Remove PSYC 5033 and add EDUC 5013.
- The proposed changes update the curriculum to provide students with more current content.
- 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.

RSU – Bachelor of Science in Biology (112)
Degree program requirement changes
- For the "Medical/Molecular Biology" option:
  o Change credit hours required for BIOL 3504 from 4 to 3 (3503).
  o Add BIOL 3512.
  o The proposed changes update the curriculum to better prepare students.
- 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.

RSU – Bachelor of Arts in Military History (124)
Degree program requirement changes
- Remove HIST 4313 and HIST 4511 from "Core Requirements" and add HIST 4513.
- Change credit hours required for "Program Electives" from 18 to 15.
- The proposed changes update the curriculum to better serve students.
- Five new courses will be added and four courses will be deleted.
- Total credit hours for the degree will change from 124 to 122.
- No funds are requested from the State Regents.

RSU – Bachelor of Arts in Public Administration (123)
Degree program name change, degree program option additions, degree program option deletion, and degree program requirement changes
- Delete options "Human Resources Management," "Accounting and Budgeting," "General Management," "Public Affairs," and "Research and Analysis."
- Change program name to "Public Affairs."
- Add options "Public Administration" and "Political Science."
- Remove MGMT 3013, MGMT 3303, ORGL 3333, ORGL 3443, POLS 4533, and POLS 4991 from "Core Requirements."
- Add POLS 2003, POLS 2043, POLS 3273, and SBS 3013 to "Core Requirements."

- The proposed changes update the curriculum to better serve students.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will change from 126 to 122.
- No funds are requested from the State Regents.

RSU – Bachelor of Arts in Communications (114)

Degree program requirement changes
- Add CS 3213 to "Common Core."
- For the "Communication Arts" option:
  - Remove COMM 3613 and add COMM 4103.
- The proposed changes better prepare students for employment.
- 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.

RSU – Bachelor of Arts in Liberal Arts (109)

Degree program requirement change
- For the "Global Humanities" option:
  - Remove ENGL 4223 as an applicable course to fulfill the option requirements.
- The proposed change updates the curriculum to provide students more flexibility in course selection.
- 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.

SEOSU – Bachelor of Arts in Art (003)

Degree program requirement changes
- Require students to successfully complete ART 1200 Arts Experience for six semesters (4 for transfer students with an Associate's degree).
- Require students to complete all ART courses with a grade of 'C' or better.
- Require students to complete a Senior Presentation and Portfolio Review and present upper-level work in the Senior Exhibition.
- The proposed changes broaden students' experience and exposure and ensure students are well prepared to enter the professional 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.

SEOSU – Bachelor of Business Administration in Accounting (001)
      Bachelor of Business Administration in Finance (096)
      Bachelor of Business Administration in General Business (105)
      Bachelor of Business Administration in Management (027)
      Bachelor of Business Administration in Marketing (095)

Degree program requirement changes
- For admission into the programs students must:
  - Earn a cumulative Grade Point Average of 2.3 or higher.
  - Complete at least 45 credit hours.
  - Complete ACCT 2103, ACCT 2203, ECON 2113, ECON 2213, COMM 2213, MATH 1513, BIM 1553, and BUS 2633.
  - Complete a designated application form.

- Earn a 'C' or better in all prerequisite courses, including those outside the John Massey School of Business.
- For graduation:
  o Students must earn a grade of 'C' or better in all courses in the business core.
  o Students must earn a grade of 'C' or better in all courses in the student major and minor (if applicable) course of study.
- The proposed changes ensure compliance with the Association to Advance Collegiate Schools of Business' International 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.

SWOSU – Bachelor of Science in Health Science (137)
    Degree program requirement changes
- Remove ALHLT 2972 and ALHLT 3971 from "Required" courses and add ALHLT 3183.
- The proposed changes are the result of efforts to meet accreditation standards and healthcare regulations.
- Two 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 – Bachelor of Arts in Criminal Justice (103)
    Degree program requirement changes
- Add CRMJS 3353, CRMJS 4103, and CRMJS 4153 to "Required" courses.
- Change credit hours required for "Electives" from 15 to 9 and allow students to select from the following: CRMJS 1223, CRMJS 2503, POLSC 2523, POLSC 2803, SOCIO 3043, CRMJS 3803, SOCIO 4033, CRMJS 4143, and CRMJS 4913.
- The proposed changes move some courses from "Electives" to "Required" and are the result of recommendations from the Academy of Criminal Justice Sciences.
- 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.

SWOSU – Bachelor of Science in Health Information Management (033)
    Degree program requirement changes
- Add HIM 4093 to "Professional Courses."
- Remove ACCTG 2213 from "Ancillary Courses."
- Remove ALHLT 2193 from "Health Care Administration Minor" courses and add ALHLT 3183.
- The proposed changes are necessary to comply with revised accreditation competencies from the Commission on Accreditation for Health Informatics and Information Management and to update the curriculum to meet professional expectations in the industry.
- 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.

CASC – Associate in Science in Allied Health (032)
    Degree program requirement changes, degree program option addition, and degree program option name change
- For the "Pre-Athletic Training" option:

- o Change name to "Pre-Sports Medicine."
- o Remove AHS 1111 and AHS 1212.
- o Add PHTA 1203, HPER 2103, and PHTA 2362.
- Add option "Allied Health."
- Add HPER 2213.
- Change credit hours required for "Major Electives" from 8-9 to 6.
- Remove BOT 1114 as an alternative to ZOO 1114.
- Remove PHYS 1114 and PHYS 2014 as alternatives to CHEM 1115.
- Remove 2 credit hours of any HPER course.
- Add CS 1103.
- Change credit hours required for "Approved Electives" from 8 to 3.
- The proposed changes are the result of institution-wide modification to general education requirements and also the result of recommendations from four-year institutions.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-63 to 60-66.
- No funds are requested from the State Regents.

CASC – Associate in Applied Science in Health Information (159)
Degree program name change and degree program requirement changes
- Change program name to "Health Information Technology."
- Remove 3 credit hours of "Math" and SPCH 1113 from "General Education."
- Change credit hours required for "General Education" from 25 to 19.
- Remove ZOO 2114 and ZOO 2124 as alternative courses to HIT 1614.
- Require HIT 2811.
- Change credit hours required from 41-45 to 42.
- The proposed changes are the result of recommendations from the American Health Information Management Association and the program director.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 66-70 to 61.
- No funds are requested from the State Regents.

OCCC – Associate in Arts in History (019)
Degree program requirement change
- Require students to complete GEOG 2603 as part of the 6 credit hours of "Humanities" requirement.
- The proposed change updates the curriculum to eliminate students completing unnecessary credit hours.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 64 to 61.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Computer Information Systems (005)
Degree program requirement changes
- Remove GDD courses as options to fulfill elective credit hours.
- Add MIS courses as options to fulfill elective credit hours.
- The proposed changes better ensure students gain the technical skills needed for the degree.
- 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 Science in Elementary Education (204)
Degree program option addition
- Add option "East Central Option."
- The proposed option provides a seamless transfer to East Central University.
- 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.

TCC – Associate in Applied Science in Information Technology (098)
Degree program requirement changes
- For the "Web Development" option:
  o Remove CSCI 2163 and add CSYS 2603.
- For the "Website Management" option:
  o Remove CSI 1483 and CSYS 1063.
  o Add CSYS/MKT 2293, CSYS 2463, and CYS 2603.
  o Change credit hours required for "Controlled Electives" from 12 to 9.
- The proposed changes update the curriculum to address the needs of employers and increase student marketability in the workplace.
- 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.

TCC – Certificate in Information Technology (133)
Degree program requirement changes
- For the "Web Development" option:
  o Remove CSCI 2163 and add CSYS 2603 and CSYS 2873.
- For the "Website Management" option:
  o Remove CSCI 1483 and CSYS 1063.
  o Add CSYS/MKT 2293, CSYS 2463, and CYS 2603.
- The proposed changes update the curriculum to address the needs of employers and increase student marketability in the workplace.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 27-36 to 30-39.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Dental Hygiene (167)
Degree program requirement changes
- Change credit hours required for BIOL 1323 from 3 to 4 (1324).
- Remove CHEM 1114 and CHEM 1124 and add CHEM 1134.
- The proposed changes will better prepare students for the national board exam.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 88 to 84.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Child Development (200)
Degree program requirement changes
- Remove PHED 2603 from "General Education" courses.
- Add CHLD 2613 to "Child Development Core" courses.
- The proposed changes update the relevancy of the curriculum and better prepare
- students for employment.

TCC – Associate in Science in Child Development (246)

Degree program requirement changes
- For the "Human and Family Services/Early Care-NSU Transfer" option:
  o Remove CHLD 2023 and add CHLD 2113.
- The proposed changes better facilitate student transfer to Northeastern State University.
- 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.

TCC – Associate in Applied Science in Cardiovascular Technology (264)

Degree program requirement changes
- Change credit hours required for CVTC 1002 from 2 to 3.
- Remove CVTC 1053 and CVTC 2113.
- The proposed changes update the curriculum to better serve students.
- No new courses will be added and two courses will be deleted.
- Total credit hours for the degree will change from 73 to 68.
- No funds are requested from the State Regents.

TCC – Certificate in Infant/Toddler (358)

Degree program requirement change
- Require two courses from the following: CHLD 2003, CHLD 2023, CHLD 2103, CHLD 2203, and CHLD 2213.
- The proposed change corrects an error submitted on the new program request. The original intent of the faulty was to align the curriculum with the minimum credit hour requirements for a Child Development Certificate of Mastery.
- 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.

TCC – Associate in Arts in Foreign Language (008)

Degree program requirement changes and degree program option deletion
- Delete option "Russian."
- For the "Japanese" option:
  o Change credit hours required for "Required Courses" from 15 to 18.
  o Change credit hours required for "Controlled Electives" from 8 to 5.
- The proposed option deletion is the result of low student demand.
- The proposed curriculum changes align the options to ensure consistency in learning objectives.
- No new courses will be added and 19 courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Certificate in International Language Studies (171)

Degree program requirement changes and degree program option deletions
- Delete options "Russian" and "Chinese."
- For the "Italian" and "Japanese" options:

- o Change credit hours required for "Required Courses" from 15 to 18.
- o Change credit hours required for "Controlled Electives" from 7 to 5.
- The proposed option deletions are the result of low student demand.
- The proposed curriculum changes align the options to ensure consistency in learning objectives.
- No new courses will be added and 27 courses will be deleted.
- Total credit hours for the certificate will change from 20 to 25.
- No funds are requested from the State Regents.

WOSC – Associate in Applied Science in Radiologic Technology (045)
Degree program requirement change
- Add a 2-3 credit hour Medical Terminology course to satisfy BIOL 2373.
- The proposed change better serves students transferring from other state-system institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 69 to 68-69.
- No funds are requested from the State Regents.

AGENDA ITEM #20-a (2):

> **Programs.**

SUBJECT: Approval of Institutional Requests for degree program inventory reconciliations.

RECOMMENDATION:

> **It is recommended that the State Regents approve requests for a degree program inventory reconciliations as described below.**

BACKGROUND:

The University of Oklahoma Health Sciences Center (OUHSC) requested a degree program modification change for the Doctor of Medicine in Medicine (023) to reconcile institutional practice with official degree program inventory.

The University of Oklahoma College of Law (OU-Law) requested a degree program modification change for the Master of Legal Studies in Legal Studies (149) to reconcile institutional practice with official degree program inventory.

Oklahoma State University (OSU) requested a degree program modification change for the Master of Science in Human Development and Family Sciences (095) to reconcile institutional practice with official degree program inventory.

Tulsa Community College (TCC) requested degree program modification changes for the Certificate in Infant Toddler (358), the Certificate in Early Childhood (359), and the Associate in Science in Child Development (246) to reconcile institutional practice with official degree program inventory.

POLICY ISSUES:

This action is consistent with the State Regents' Academic Program Approval policy.

ANALYSIS:

OUHSC requested to update the required minimum score on the Medical College Admissions Test (MCAT) to align with updated MCAT scoring system. Beginning in April 2015, the MCAT exam was revised and employs a new scoring system. The MCAT score listed in State Regents' policy 3.24 is 21. The new MCAT score range is 472-528. The approximate new MCAT equivalent score to the old MCAT score of 21 is 492. OUHSC requests the new minimum MCAT score be set at 492.

OU-Law submitted a new program proposal for the Master of Legal Studies in Legal Studies (149), which was approved at the May 31, 2013 State Regents' meeting. The proposal indicated that the program would include the option "Legal Studies;" however, this request was inadvertently omitted from the agenda item. This action will correct this error and also reconcile institutional practice with official degree program inventory.

OSU requested a modification to Master of Science in Human Development and Family Sciences (095) to add the option "Family and Community Service**s**," which was approved at the June 25, 2015 State Regents' meeting. However, the agenda item submitted requested to add "Family and Community Service." This action will correct this error and also reconcile institutional practice with official degree program inventory.

TCC submitted new certificate proposals, the Certificate in Infant Toddler (358) and the Certificate in Early Childhood (359), which were approved at the May 29, 2015 State Regents' meeting. TCC notified State Regents' staff that the intended program names for the certificates were the Certificate in Infant Toddler Certificate of Mastery and the Certificate in Early Childhood Certificate of Mastery. These program names align the certificates with the language used for the Scholars for Excellence program. This action will correct this error and also reconcile institutional practice with official degree program inventory.

TCC requested a modification to the Associate in Science in Child Development (246) to change and option name to "Human and Family Sciences/Early Care-NSU Transfer." However, the modification request approved at the March 7, 2013 meeting indicated "Human and Family Services/Early Care-NSU Transfer." This action will correct this error and also reconcile institutional practice with official degree program inventory.

AGENDA ITEM #20-b (1):

> **Electronic Delivery.**

SUBJECT: Approval of Northeastern State University's request to offer an existing degree program through online delivery.

RECOMMENDATION:

> **It is recommended that the State Regents approve Northeastern State University's request to offer the existing Master of Science in Criminal Justice (085) through online delivery.**

BACKGROUND:

Northeastern State University (NSU) is currently approved to offer the following degree programs through online delivery:

- Bachelor of Arts in Spanish (082);
- Bachelor of Arts in Spanish Education (083);
- Bachelor of Science in Human and Family Science – Early Care (045);
- Bachelor of Science in Nursing (104);
- Bachelor of Science in Nutritional Sciences (153);
- Master of Arts in American Studies (112);
- Master of Education in Reading (075);
- Master of Education in Science Education (139); and
- Master of Science in Education in Special Education – Autism Spectrum Disorders (154).

NSU's governing board approved offering the existing Master of Arts in American Studies (112) through online delivery on January 23, 2015 and NSU requests authorization to offer the existing program through online delivery, 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 online 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:

NSU satisfactorily addressed the requirements in the Distance Education and Traditional Off-Campus Courses and Programs policy as summarized below.

Master of Science in Criminal Justice

Delivery method. To offer the existing degree program through online delivery, NSU will use the Blackboard learning management system (LMS) to deliver engaging content and activities to students in online courses. Blackboard is a fully supported LMS that allows for asynchronous and synchronous learning activities that enhance teaching and learning. Additionally, all courses for the degree program will meet the standards of Quality Matters.

Demand. The Oklahoma Employment Security Commission (OESC) indicates a faster than average growth rate for criminal justice related occupations through 2022. According to the OESC, law enforcement occupations will experience a 15 percent growth rate and correctional officer occupations will experience an 11 percent growth rate. Additionally, social service occupations within the Department of Human Services are expected to increase by 12 percent through 2022.

The degree program has met or exceeded minimum program productivity requirements and NSU seeks to continue meeting student demand by offering the existing program through online delivery. NSU 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 January 28, 2015 and the University of Oklahoma requested a copy of the proposal; however, a protest was not received.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve NSU's request to offer the existing Master of Science in Criminal Justice through online delivery as described above.

AGENDA ITEM #20-b (2):

> **Electronic Delivery.**

SUBJECT: Approval of Oklahoma State University's request to offer an existing degree program through online delivery.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University's request to offer the existing Bachelor of Science in Business Administration in Marketing (451) through online delivery.**

BACKGROUND:

Oklahoma State University (OSU) is currently approved to offer the following degree programs through online delivery:

- Bachelor of Science in Electrical Engineering Technology (077);
- Certificate in Public Health (499);
- Certificate in Sustainable Business Management (508);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Business Data Mining (464);
- 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);
- 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 Applied Statistics (507);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Business Analytics (505);
- 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).

OSU's governing board approved offering the existing Bachelor of Science in Business Administration in Marketing (451) through online delivery on October 23, 2015 and OSU requests authorization to offer the existing program through online delivery, 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 online 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:

OSU satisfactorily addressed the requirements in the Distance Education and Traditional Off-Campus Courses and Programs policy as summarized below.

Bachelor of Science in Business Administration in Marketing

Delivery method. OSU will use Desire2Learn (D2L) as its learning management system, which is a complete web-based suite of easy-to-use teaching and learning tools for course development, delivery and management. D2L allows the student to log on to a secure web-browser to gain access to course syllabi, documents, assignments, tests, and other course and program related material. Additionally, D2L provides students with asynchronous interaction with faculty.

Demand. The Oklahoma Employment Security Commission (OESC) indicates a faster than average growth rate for marketing related occupations through 2022. According to the OESC, marketing managers and marketing specialists occupations will experience a 10.71 and a 27.25 percent growth rate respectively.

The degree program has met or exceeded minimum program productivity requirements and OSU seeks to continue meeting student demand by offering the existing program through online delivery. OSU 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 September 16, 2015 and the University of Oklahoma requested a copy of the proposal; however, a protest was not received.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve OSU's request to offer the existing Bachelor of Science in Business Administration in Marketing through online delivery as described above.

AGENDA ITEM #20-b (3):

Electronic Delivery.

SUBJECT: Approval of the University of Central Oklahoma's request to offer an existing degree program through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the existing Bachelor of Science in Organizational Leadership (775) through online delivery.

BACKGROUND:

The University of Central Oklahoma (UCO) is currently approved to offer the following degree programs through online delivery:

- Bachelor of Arts in Criminal Justice (028);
- Bachelor of Science in General Studies (105);
- Bachelor of Science in Education in Allied Health (092);
- Bachelor of Science in Education in Career and Technology Education (116); and
- Master of Arts in Criminal Justice (149).

UCO's governing board approved offering the existing Bachelor of Science in Organizational Leadership (775) through online delivery on September 18, 2015 and UCO requests authorization to offer the existing program through online delivery, 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 online 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:

UCO satisfactorily addressed the requirements in the Distance Education and Traditional Off-Campus Courses and Programs policy as summarized below.

Bachelor of Science in Organizational Leadership

Delivery method. UCO will use Desire2Learn (D2L) as its learning management system, which is a complete web-based suite of easy-to-use teaching and learning tools for course development, delivery and management. D2L allows the student to log on to a secure web-browser to gain access to course syllabi, documents, assignments, tests, and other course and program related material. Additionally, D2L provides students with asynchronous interaction with faculty. All instructors have been approved for teaching online courses through the UCO Center for eLearning and Customized Education.

Demand. According to the Oklahoma Employment Security Commission, three broad industries are expected to account for more than two-thirds of Oklahoma's job growth, which are education and health services, professional and business services, and trade, transportation, and utilities, which will experience a faster than average growth rate of 12 percent through 2022.

According to UCO, the Bachelor of Science in Organizational Leadership equips graduates with the effective communication, critical thinking, and analytical reasoning skills necessary for occupations within the three broad industries previously mentioned.

The degree program has met or exceeded minimum program productivity requirements and UCO seeks to continue meeting student demand by offering the existing program through online delivery. UCO 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 24, 2015 and Northeastern State University requested a copy of the proposal; however, a protest was not received.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve UCO's request to offer the existing Bachelor of Science in Organizational Leadership through online delivery as described above.

AGENDA ITEM #20-c:

> **State Authorization Reciprocity Agreement.**

SUBJECT: Ratification of institutional requests to participate in State Authorization Reciprocity Agreement.

RECOMMENDATION:

> **It is recommended that the State Regents ratify institutional requests to participate in the State Authorization Reciprocity Agreement.**

BACKGROUND:

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.

As the state portal agency, the State Regents are responsible for the initial approval and ongoing oversight of SARA activities which are performed by Oklahoma public and private institutions. 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 would delay the timeframe in which institutions are approved. Therefore, on September 3, 2015, the State Regents approved a revision to the Administrative Operations policy that delegates authority to the Chancellor to approve eligible institutions to participate in SARA, pending State Regents' ratification.

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."

STAFF ANALYSIS:

Prior to January 28, 2016, State Regents' staff received SARA applications from the following public and private institutions:

- Oklahoma Christian University;
- Oklahoma Baptist University;
- Southwestern Christian University; and
- Southeastern Oklahoma State University.
-

As a result of meeting the SARA eligibility requirements, all of the aforementioned public and private institutions were approved by the Chancellor to participate in SARA. State Regents' ratification is requested.

AGENDA ITEM #20-d:

> **Academic Nomenclature.**

SUBJECT: Ratification of the University of Oklahoma's Institutional Request to create the Department of Native American Studies.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the approved academic nomenclature change as described below.**

BACKGROUND:

The University of Oklahoma (OU) requested authorization to create the Department of Native American Studies. OU's governing board approved the request on December 1, 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 elevate the Native American Studies program to the Department of Native American Studies within the College of Arts and Sciences. The request is motived by the growth of the Native American Studies program with over 200 degrees being awarded since its founding in 1994. The new department will offer a Master of Arts in Native American Studies (351), Bachelor of Arts in Native American Studies (321), an undergraduate minor, and a joint Master of Arts/Juris Doctorate with the OU College of Law. Furthermore, the department will become the home of the four Native American languages offered at OU. Elevating the unit from program to department speaks to the importance of the Native American Studies program at OU as an area of excellence. No additional funding is requested from the State Regents for this change.

Authorization was granted by the Chancellor for the above request. State Regents' ratification is requested.

AGENDA ITEM #20-e:

> **GEAR UP.**

SUBJECT: Ratification of GEAR UP Partnership support to Oklahoma Institutions of Higher Education in support of implementing a College Liaison/Coach at six Community College sites.

RECOMMENDATION:

> **It is recommended that the State Regents ratify incentive support for implementation of the college liaison intervention strategy serving students at participating GEAR UP middle and high schools.**

BACKGROUND:

GEAR UP students will continue to receive support by college liaisons that are strategically placed in six Oklahoma community colleges with the highest enrollment of GEAR UP students. These liaisons assist students in meeting their social services needs by connecting them to existing college services, such as tutoring, mentoring, counseling, and student advising to ease the college transition. In addition, these liaisons assist the public schools in organizing college campus tours, and arranging for financial aid presentations and assisting students in meeting college entrance requirements. The college liaisons promote student attendance in summer college bridge programs and help with orientation courses.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a U.S. Department of Education initiative created to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The Oklahoma State Regents for Higher Education's ongoing GEAR UP project (2011-2018) provides partnership support to six Oklahoma Institutions of Higher Education to implement and sustain a College Liaison/Coach position at the community college campus. The goal of GEAR UP is to ultimately increase college access for participating Oklahoma middle and high school students.

POLICY ISSUES:

The U.S. Department of Education's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) endorses partnerships with higher education institutions. These partnerships create activities for early student intervention and facilitate college readiness. Included in these activities are the developments of special programs that place additional trained "liaison/coaches" in positions of direct student support**.** These liaison/coaches are knowledgeable about achieving postsecondary education goals and support the public school counselor but do not replace any school personnel The federal GEAR UP program endorses the involvement of colleges and universities as well as community-based organizations as partners to ensure local sustainability of supporting strategies for college readiness.

ANALYSIS:

A quick review of schools demographic and academic performance data indicates the need for increased student/parent support in both preparation and access for post-secondary education.

School District	MS/HS Enrollment	College Going Rate	Remediation Rate	Free/Reduced Lunch Rate
Caney Valley	383	37%	41%	63%
Catoosa	1,148	41%	53%	60%
Checotah	846	48%	39%	80%
Henryetta	579	48%	52%	78%
McLoud	819	45%	35%	60%
Newkirk	468	34%	35%	69%
Okmulgee	693	48%	71%	84%
Roland	618	25%	51%	73%
Sapulpa	2,245	53%	48%	59%
Stilwell	863	38%	56%	71%
Ardmore	1,412	49%	40%	84%
Davis	559	53%	35%	51%
Kingston	568	41%	47%	93%
Little Axe	600	31%	41%	71%
Madill	891	54%	46%	72%
Marietta	486	48%	40%	72%
Tecumseh	1,152	36%	37%	69%
Duncan	1820	47%	38%	58%
Elk City	860	52%	39%	53%
Hobart	409	50%	38%	67%
Guymon	1,171	41%	47%	72%
Woodward	1,230	46%	38%	61%
Harrah	1,129	49%	37%	53%
Luther	484	50%	54%	67%

While the day-to-day functions of the college liaison varies as the liaison collaborates with high school and college campus staff. The college liaison primarily assists and supports the GEAR UP students with college preparation, career goals and options. As well as working with specified high schools and their students, the college liaison works with parents, high school counselors and administrators to inform them of specific college requirements, financial planning, scholarships, and student support services. They work with the community college faculty advisors to identify academic options, choose academic strategies, and help with student enrollment. The college liaison also acts as a resource for academic information, financial aid information and decision-making strategies once the student arrives on the campus. This position works with students from GEAR UP schools in the areas of identifying student support services that will aid in the transition to college. The college liaison assists the college in tracking and understanding the perspective of a GEAR UP student and works with specified college registrars to

implement degree completion activities. The GEAR UP college liaison is expected to work with each entity; GEAR UP schools, colleges, and students/parents in an effective, positive, and professional manner to convey to a diverse population the features and benefits of a higher education degree.

  Six community colleges will continue to receive Oklahoma GEAR UP support in 2016. The following table lists the institutions that are receiving project funding and the amount of funding for 2016. The outcomes are consistent with GEAR UP's overall goal, to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Total funding for the strategy is $360,000.00 in federal dollars, all derived from the State Regents current GEAR UP grant award. No state grant dollars are involved.

	Higher Education Site	Community	Amount
1	**Rose State College** McLoud Harrah Luther Tecumseh Little Axe	Midwest City	$60,000.
2	**Murray State College** Ardmore Davis Madill Marietta Kingston	Tishomingo	$60,000
3	**Tulsa Community College** Catoosa Okmulgee Sapulpa	Tulsa	$60,000
4.	**Northern Oklahoma College** Caney Valley Guymon Woodward Newkirk	Tonkawa	$60,000
5.	**Connors State College** Checotah Henryetta Roland Stillwell	Warner	$60,000
6.	**Western State College** Duncan Hobart Elk City	Altus	$60,000
	Total		**$360,000**

AGENDA ITEM #20-f:

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 November 7, 2015 and December 17, 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 November 7, 2015 and December 17, 2015 there are 4 purchases in excess of $25,000 but not in excess of $100,000.

OCAP
1) Staplegun Design Incorporated in the amount of $40,000.00 for the development and execution of a digital advertising plan to promote timely completion of the Free Application for Federal Student Aid (FAFSA). Target audiences include high school seniors, parents of high school seniors and other adults with influence. (Funded from 701-OCAP).

OneNet
2) Atkins North America Incorporated in the amount of $26,470.00 for professional services to design and to provide construction management for the installation of new fiber between the OneNet Tulsa hub site located at the Oklahoma State University-Tulsa campus and the City of Tulsa jogging trail splice station. The new fiber will provide new internet services for the City of Tulsa as well as increase the number of fiber strands that will serve new and existing customers. Project costs will be recovered through user fees. (Funded from 718-OneNet).
3) Dobson Technologies Transport and Telecom Solutions in the amount of $44,579.00 for fiber relocation. The Oklahoma Department of Transportation (ODOT) requires the Oklahoma Community Anchor Network (OCAN) to relocate fiber in Taloga, Oklahoma at Highway 183 and Lenora Road to accommodate an ODOT highway construction project. (Funded from 718-OneNet).

<u>Multiple Funds</u>

4) Office of Management and Enterprise Services in the amount of $43,331.34 for property insurance premiums for FY16. (Funded from 210-CORE, 701-OCAP and 718-OneNet).

AGENDA ITEM #20-g:

   Non-Academic Degree.

SUBJECT: Ratification of Oklahoma State University's request to award a posthumous degree.

RECOMMENDATION:

   It is recommended that the State Regents ratify Oklahoma State University's request to award a non-academic degree.

BACKGROUND:

Oklahoma State University (OSU) has requested to award a Bachelor of Science in Strategic Communication degree posthumously to Ms. Caroline Mariel Mason. At the time of her death on October 4, 2014, Ms. Mason had completed all but two courses for her degree.

POLICY ISSUES:

The request for a posthumous degree is consistent with State Regents' policy which states such degrees are generally given to a student deceased in their last semester of study.

The proposed diploma for the non-academic degree is attached for State Regents' ratification.

Oklahoma State University

The Oklahoma State Regents for Higher Education acting through

have admitted

Caroline Mariel Mason

to the degree of

Bachelor of Science

Strategic Communication

Awarded Posthumously

and all the honors, privileges and obligations belonging thereto;
and in witness thereof have authorized the issuance of
this Diploma duly signed and sealed.

Issued at the Oklahoma State University at Stillwater, Oklahoma on the
ninth day of May, two thousand fifteen

For the Regents

Chairman

Secretary

Chancellor

For the University

Rick Davis
Chairman, Board of Regents

V. Burns Hargis
President of the University

Dean of Division

AGENDA ITEM #20-h:

 Resolution.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
January 28, 2016

AGENDA ITEM #21-a:

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.

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

MINUTES

Seven Hundred Seventieth Meeting

December 3, 2015

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

Minutes of the Seven Hundred Seventieth Meeting
December 3, 2015

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Research Park, Oklahoma City

Minutes of the Seven Hundred Seventieth Meeting
of the
Oklahoma State Regents for Higher Education
December 3, 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, December 3, 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.** Chairman Toney Stricklin called the meeting to order and presided. Present for the meeting were State Regents Ron White, Jody Parker, Ann Holloway, Ike Glass, Mike Turpen and John Massey.

2.   **MINUTES OF THE PREVIOUS MEETINGS.** Regent Turpen made a motion, seconded by Regent Massey, to approve the minutes of the State Regents' regular meeting on October 22, 2015. Voting for the motion were Regents Parker, Holloway, Glass, Turpen, Massey, Stricklin and White. Voting against the motion were none.

3.   **REPORT OF THE CHAIRMAN.** Chairman Stricklin stated that it has been a good month for higher education and that he has had the opportunity to participate in many activities with Chancellor Johnson. He stated that the Legislative Forum was very well attended by many regents, presidents, and staff, and it provided an opportunity to formulate ideas for the upcoming year. Chairman Stricklin stated that it will be a challenging year but that higher education has a good plan. He complimented Chancellor Johnson and the OSRHE staff for organizing the Legislative Forum.

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4.   REPORT OF THE CHANCELLOR. Chancellor Glen Johnson thanked Chairman Stricklin for his comments and commented that the priorities of the State Regents and the state system of higher education are to provide a high quality education at a very affordable cost and to produce civically engaged citizens. Chancellor Johnson distributed an article from *The Oklahoman* focusing on Oklahoma's selection to participate in the Mathematics Pathways to Completion project sponsored by the Charles A. Dana Center at the University of Texas at Austin. He also provided Regents with a summary of engagements that he attended on behalf of the State Regents. Chancellor Johnson concluded by stating that he will present the State Regents' Public Agenda, Legislative Agenda and Budget Request later in the meeting.

5.   OKLAHOMA CAMPUS COMPACT.

a.   Dr. Debbie Blanke, Associate Vice Chancellor for Academic Affairs, presented the winners of the 2015 Oklahoma Campus Compact Annual Voter Registration Contest. The 2015 contest winners were Eastern Oklahoma State College and runner-up Western Oklahoma State College for the red category, East Central University and runner-up Northern Oklahoma College for the white category, and the University of Central Oklahoma and runner-up University of Oklahoma for the blue category. The University of Oklahoma won the award for registering the most out-of-state students and Murray State College won the award for registering the highest proportion of out-of-state students. Representatives from the winning institutions were in attendance to receive their award. Regent Holloway made a motion, seconded by Regent White to accept the presentation on 2015 Oklahoma Campus Compact Annual Voter Registration Contest winners. Voting for the motion were Regents Holloway, Glass, Turpen, Massey, Stricklin, White and Parker. Voting against the motion were none.

b.   Dr. Blanke presented the winners of the Oklahoma Campus Compact State Awards. Dr. Blanke stated that the following award recipients were in attendance to receive their award:

- Dr. Jorge Atiles, from Oklahoma State University, and Ms. Lindsay White, from Tulsa Community College, both received the Community Engagement Professional of the Year award;

Dr. Jennifer Jones, from Oklahoma State University, received the Excellence in Community-Based Teaching & Scholarship award but was unable to attend the meeting. Regent Parker made a motion, seconded by Regent Turpen to accept the presentation on Oklahoma Campus Compact State Awards. Voting for the motion were Regents Glass, Turpen, Massey, Stricklin, White, Parker and Holloway. Voting against the motion were none.

6. **FACULTY ADVISORY COUNCIL**

a. Regents received the 2015 Annual Faculty Advisory Report. Dr. Debra Stuart, Vice Chancellor for Educational Partnerships, introduced Dr. Edgar O'Rear to discuss the Faculty Advisory Council (FAC) work plan. Dr. O'Rear highlighted faculty workload, communication with faculty, and improved student preparation for college as important issues in the FAC work plan.

b. Regents recognized FAC members who completed their terms of service. Regents also recognized newly elected FAC members, who are elected by the Faculty Assembly to represent faculty from both independent and State System institutions. Regent Parker made a motion, seconded by Regent Turpen to accept the 2015 Annual Faculty Advisory Report and recognize FAC members. Voting for the motion were Regents Turpen, Massey, Stricklin, White, Parker, Holloway, and Glass. Voting against the motion were none.

7. **2016 PUBLIC AGENDA.** Chancellor Johnson presented the 2016 Public Agenda. The 2016 Public Agenda outlines the goals of the OSRHE, which include increasing the number of college graduates, enhancing access to higher education, and strengthening the ability of college graduates to compete and succeed in a global economy.

8. **2016 LEGISLATIVE AGENDA.** Chancellor Johnson presented the State Regents' 2016 Legislative Agenda. The 2016 Legislative Agenda sets a list of issues of interest to the Oklahoma State System of Higher Education that may be brought before the Legislature during the 2016 legislative session. The issues outlined in the Legislative Agenda for 2016 are the Complete College America initiative, maintaining the current law with regard to weapons on campus, and protecting the Oklahoma's Promise program as one of the most successful college access programs in the country.

9. **E&G BUDGET NEEDS FOR FY2017.**

    a. Chancellor Johnson presented the State System of Higher Education's budget needs for FY2017. Chancellor Johnson recommended a flat budget request for FY2017 in the amount of $963,412,106 due to the projected state budget shortfall for FY2017. Chancellor Johnson also highlighted several cost saving initiatives that are being implemented at state system institutions in an effort to address the anticipated budget reductions.

    b. Chancellor Johnson presented an addendum acknowledging a total budget need increase of $22,000,556 for institution operations due to fixed cost increases.

    Regent Parker made a motion, seconded by Regent Turpen, to approve the 2016 Public Agenda; the 2016 Legislative Agenda; the appropriations request for FY2017 in the amount of $963,412,106; and the addendum to the FY201 budget request in the amount of $22,000,556. Voting for the motion were Regents Stricklin, White, Parker, Holloway, Glass, and Turpen. Voting against the motion were none. Regent Massey left the meeting.

10. **COMMENTS FROM THE PRESIDENTS.** State Regents heard comments from President Cheryl Evans, current chair of the Council of Presidents, in support of the State Regents' FY2017 budget request. President David L Boren, the University of Oklahoma, and President Burns Hargis, Oklahoma State University, provided comments via video.

11. **NEW PROGRAMS.**

    a.   Regent Holloway made a motion, seconded by Regent Parker, to approve the request from Oklahoma State University to offer the Certificate in Sustainable Business Management. Voting for the motion were Regents White, Parker, Holloway, Glass, Turpen, and Stricklin. Voting against the motion were none.

    b.   Regent Holloway made a motion, seconded by Regent Glass, to approve the request from Southwestern Oklahoma State University to offer the via distance education the Master of Science in Nursing in Nursing Informatics, the Master of Science in Nursing in Nursing Education, and the Master of Science in Nursing in Nursing Administration. Voting for the motion were Regents Parker, Holloway, Glass, Turpen, Stricklin, and White. Voting against the motion were none.

12. **PROGRAM DELETIONS.** Regent Holloway made a motion, seconded by Regent Turpen, to approve the following request for program deletions:

    a.   Carl Albert State College requested to delete the Certificate in Specialized Studies.

    b.   Northern Oklahoma College requested to delete the Associate in Applied Science in Photography and Digital Imaging and the Associate in Arts in American Indian Studies.

Voting for the motion were Regents Holloway, Glass, Turpen, Stricklin, White, and Parker. Voting against the motion were none.

13. **POLICY.**

    a.   Regent Holloway made a motion, seconded by Regent Glass, to adopt permanent rule revisions for Oklahoma's Promise – Oklahoma Higher Learning Access Program and complete the permanent rule-making process. Voting for the motion were Regents Glass, Turpen, Stricklin, White, Parker, and Holloway. Voting against the motion were none.

    b.   Regent Holloway made a motion, seconded by Regent Glass, to adopt permanent rule revisions for the Oklahoma Tuition Equalization Grant Program and complete the

permanent rule-making process. Voting for the motion were Regents Turpen, Stricklin, White, Parker, Holloway, and Glass. Voting against the motion were none.

14. **SUMMER ACADEMIES.** Regent Holloway made a motion, seconded by Regent Turpen, to approve the 2016 Summer Academy grants in the amount of $869,352. Voting for the motion were Regents Stricklin, White, Parker, Holloway, Glass, and Turpen. Voting against the motion were none.

15. **TEACHER EDUCATION**

    a.   Regent Holloway made a motion, seconded by Regent Turpen, to accept the Elementary and Secondary Education Act, Improving Teacher Quality, Title II, Part A allocation of state grant program funds from the United States Department of Education in the amount of $691,072. Voting for the motion were Regents White, Parker, Holloway, Glass, Turpen, and Stricklin. Voting against the motion were none.

    b.   Regent Holloway made a motion, seconded by Regent White, to approve the Teacher Shortage Employment Incentive Program benefit of $14,362 for each eligible teacher by 2016. Voting for the motion were Regents Parker, Holloway, Glass, Turpen, Stricklin, and White. Voting against the motion were none.

16. **E&G BUDGET.** Regent Glass made a motion, seconded by Regent White, to approve the allocation of $1,450,839.96 to the Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Voting for the motion were Regents Holloway, Glass, Turpen, Stricklin, White, and Parker. Voting against the motion were none.

17. **ENDOWMENT.** Regent Glass made a motion, seconded by Regent Parker, to approve a distribution of 4.5 percent of the June 30 market value totaling the amount of $24.9 million for fiscal year 2015 and $36.9 million for prior years' carryover for institutional expenditure from eligible Endowment Trust Fund accounts and approve the corresponding account reports for the

year ending June 30, 2015. Voting for the motion were Regents Glass, Turpen, Stricklin, White, Parker, and Holloway. Voting against the motion were none.

18. **MASTER LEASE PROGRAM.** Regent Glass made a motion, seconded by Regent Turpen, to approve submission to the Council of Bond Oversight the 2015C Equipment Master Lease Series. The projects from all institutions total $1,580, 610. Voting for the motion were Regents Turpen, Stricklin, White, Parker, Holloway, and Glass. Voting against the motion were none.

19. **EPSCoR**

a. Regent Glass made a motion, seconded by Regent White, to approve an allocation in the amount of $30,000 to Northeastern State University for the annual Regional University Research Day. Voting for the motion were Regents Stricklin, White, Parker, Holloway, Glass, and Turpen. Voting against the motion were none.

b. Regent Glass made a motion, seconded by Regent White, to ratify payment of the annual EPSCoR/IDeA Coalition dues in the amount of $32,500 for calendar year 2016. Voting for the motion were Regents White, Parker, Holloway, Glass, Turpen, and Stricklin. Voting against the motion were none.

c. Regent Glass made a motion, seconded by Regent White, to approve the appointment of the following individuals to the EPSCoR Advisory Committee to serve until December 2017:

- Robert Bible, College of the Muscogee Nation;
- Michael Caroline, Oklahoma Center for the Advancement of Science and Technology;
- Kelvin Droegemeier, University of Oklahoma;
- Janet Haggerty, University of Tulsa;
- Jason Kirksy, Oklahoma State University;
- John McArthur, Cameron University;

- Stephen McKeever, Oklahoma State University;

- Stephen Prescott, Oklahoma Medical Research Foundation;

- Scott Rollins, Selexys Pharmaceuticals;

- Kenneth Sewell, Oklahoma State University;

- Blake Sonobe, Oklahoma State Regents for Higher Education; and

- James Tomasek, University of Oklahoma Health Sciences Center.

Voting for the motion were Regents Parker, Holloway, Glass, Turpen, Stricklin, and White. Voting against the motion were none.

20. **REVENUE BOND**

a. Regent Glass made a motion, seconded by Regent Turpen, to approve and transmit to the Attorney General of Oklahoma that the Statement of Essential Facts for the University of Central Oklahoma, Series 2016, in the amount of approximately $11,000,000 is substantially accurate. Voting for the motion were Regents Holloway, Glass, Turpen, Stricklin, White, and Parker. Voting against the motion were none.

b. Regent Glass made a motion, seconded by Regent Turpen, to approve and transmit to the Attorney General of Oklahoma that the Statement of Essential Facts for Oklahoma City Community College, Student Facility Bonds, Refunding Series 2015, in an amount not to exceed $6,020,000 is substantially accurate. Voting for the motion were Regents Glass, Turpen, Stricklin, White, Parker, and Holloway. Voting against the motion were none.

21. **CONTRACTS AND PURCHASES.** Regent Glass made a motion, seconded by Regent Holloway, to approve the following purchases for amounts in excess of $100,000:

- Telco Supply in the amount of $115,000.00 to extend the fiber optic cable route from the current OneNet hub site at the existing University Center of Southern Oklahoma

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location in Ardmore Oklahoma to its new building location in Ardmore, Oklahoma.

(Funded from 718-OneNet).

Voting for the motion were Regents Turpen, Stricklin, White, Parker, Holloway, and Glass. Voting against the motion were none.

22.   **INVESTMENTS.** Regent Parker made a motion, seconded by Regent White, to approve new investment managers and the allocation of funds for the endowment trust. Voting for the motion were Regents Stricklin, White, Parker, Holloway, Glass, and Turpen. Voting against the motion were none.

23.   **POLICY.** Regents reviewed proposed amendments to the Communicators Council Policy, section 2.18 of the Policy and Procedures Manual. This item was for posting only and did not require State Regents' action.

24.   **COMMENDATIONS.** Regent Holloway made a motion, seconded by Regent Glass, to recognize State Regents' staff for their service and recognitions on state and national projects. Voting for the motion were Regents White, Parker, Holloway, Glass, Turpen, and Stricklin. Voting against the motion were none.

25.   **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.

26.   **CONSENT DOCKET.** Regent Turpen made a motion, seconded by Regent Parker, to approve the following consent docket items:

a.   Programs.

  (1)   Program Modifications. Approval of institutional requests.

  (2)   Reconciliation. Approval of institutional requests.

b.   Electronic Delivery. Approval of requests to offer existing degree programs via online delivery for Murray State College.

c.   State Authorization Reciprocity Agreement (SARA). Ratification of institutional requests to participate in the SARA.

d.   Post Audit. Approval of institutional requests for final approval and review schedule extensions for existing programs.

e.   Academic Scholars Program. Authorization of freshmen Institutional Nominees for Fall 2016.

f.   Regional University Baccalaureate Scholarships. Authorization of freshmen scholarship slots for Fall 2016.

g.   Agency Operations.

    (1)   Ratification of purchases over $25,000.

    (2)   Audit. Acceptance of the FY2015 Annual Audit Reports.

h.   Resolution. Approval of a resolution for a retiring employee.

Voting for the motion were Regents Parker, Holloway, Glass, Turpen, Stricklin, and White.

Voting against the motion were none.

27.   **REPORTS.** Regent Parker made a motion, seconded by Regent Turpen, to accept the

following reports:

a.   Programs. Status report on program requests.

b.   Annual Reports.

    (1)   2014- 2015 Academic Scholars Year End Report.

    (2)   2014-2015 Oklahoma Tuition Aid Grant Year End Report.

    (3)   2014-2015 Oklahoma Tuition Equalization Grant Year End Report.

    (4)   2014-2015 Regional University Baccalaureate Scholarships Year End Report.

    (5)   Preparing for College Mass Mailing.

    (6)   Tuition. Acceptance of the FY2016 Tuition Impact Analysis Report for submission to the Governor, President Pro Tempore and the Speaker of the House as required by statute.

Voting for the motion were Regents Holloway, Glass, Turpen, Stricklin, White, and

Parker. Voting against the motion were none.

28.   **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.

29.   **NEW BUSINESS.** No other business was brought before the State Regents.

30.   **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Stricklin announced that the next regular meetings are scheduled to be held on Wednesday, January 27, 2016 at 10:30 a.m. and Thursday, January 28, 2016 at 9:00 a.m. at the State Regents Office in Oklahoma City.

31.   **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

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Toney Stricklin, Chairman   Ron White, Secretary

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Wednesday, December 2, 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, December 2, 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 October 10, 2014. 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, Jody Parker, Ann Holloway, Ike Glass, Jimmy Harrel, and John Massey. Regent Stricklin called the meeting to order and presided.

3. **EXECUTIVE SESSION.** Regent Holloway made a motion, seconded by Regent Harrel, to go into executive session for discussion of the performance review of the Chancellor and confidential communications between a public body and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents White, Parker, Holloway, Glass, Harrel, Massey and Stricklin. Voting against the motion were none.

    Following executive session discussions, Regents returned to open session.

4. **BUDGET REPORT AND REVEUE UPDATE.** Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, Information Technology, Telecommunications, and OneNet stated that the Office of Management and Enterprise Services (OMES) released its revenue report showing that October collections were down compared to both the estimate and previous year's collections. Because of September collections, there were sufficient funds to make the full monthly allocation to state agencies, and there is still $82 million available in cash sources. Ms. Paliotta stated that the State Board of Equalization will meet on December 21, 2015 to redo the estimates for Fiscal Year 2016 and provide an estimate for Fiscal Year 2017.

5. **MATHEMATICS PATHWAYS TO COMPLETION PROJECT.** Chancellor Johnson stated that Oklahoma has been selected as one of only five states to work with Dr. Uri Treisman and the Charles A. Dana Center at the University of Texas at Austin as part of the Mathematics Pathways to Completion project. Mr. Tony Hutchison, Vice Chancellor for Strategic Planning and Analysis and Workforce and Economic Development, stated that the Oklahoma's participation in the project complements the state system's Complete College America (CCA) degree completion initiative through addressing readiness, remediation and pathways. Dr. Debra Stuart, Vice Chancellor for Educational Partnerships, provided an overview of the Mathematics Pathways to Completion project. There are two goals to the project – 1) increase and accelerate student success in math and 2) teach math content that is important to students' lives. The project consists of four components – 1) there will be multiple math pathways that are rigorous and relevant, 2) accelerate students to complete a college-level math course more quickly than the traditional remediation sequence, 3) use strategies to help students develop skills as learners, and 4) design curriculum and teaching based on proven practice. Dr. Stuart stated that the Mathematics Pathways to Completion project will have three phases of implementation resulting in the implementation of a multi-year statewide plan in 2018-18. It is expected that 25 percent of institutions will implement at least two math pathways, 50 percent of majors will be aligned to

the appropriate pathway, 25 percent of eligible students will have enrolled in a math pathway, and remedial and gateway course pass rates will double.

6. **FINANCIAL AID REPORT.** Chancellor Johnson stated that while appropriations have declined or remained flat over the last decade, we have seen a steady increase in the amount allocated by the State Regents for scholarships and financial aid. Mr. Bryce Fair, Associate Vice Chancellor for Scholarships and Grants, provided the Regents with a report on system-wide financial aid. He stated that since 2000, the amount of funding for scholarships and financial aid has increased from $28 million to approximately $100 million despite declining state appropriations. Mr. Fair stated that the OSRHE now has a system in place to track student financial aid at the individual level by semester and institution. He review the 2013-14 data with the Regents.

7. **LEGISLATIVE UPDATE.**

   a. Review of the Legislative Forum. Chancellor Johnson provided Regents with an update on the Legislative Forum, which was held on November 10, 2015.

   b. Update on Interim Study. Chancellor Johnson provided Regents with an update on Representative Harold Wright's interim study on November 2, 2015, concerning governance issues.

   Ms. Hollye Hunt, Vice Chancellor for Governmental Relations, provided Regents with dates for upcoming Legislative Tour events and the date for Senator Stanislawski's Distinguished Serve Award presentation in January 2016. Ms. Hunt also distributed the list of legislative deadlines for the 2016 legislative session.

8. **TASK FORCE REPORTS.**

   a. **ONLINE EDUCATION TASK FORCE.** Dr. Blake Sonobe, Vice Chancellor for Academic Affairs, updated the Regents on the status of the Online Education Task Force. Dr. Sonobe stated that the three working committees – the Professional Development Committee, the Technology Committee, and the Affordable Resources Committee – are working to identify ways that the system can work together collectively to reduce costs, make services more available to students, and help faculty performance in online education. The working groups are currently in the process of interviewing faculty to determine faculty and institutional needs. A final report is expected to be presented at the Online Education Task Force meeting on January 28, 2016.

   b. **STATE REGENTS SAFETY AND SECURITY TASK FORCE.** Ms. Angela Caddell, Associate Vice Chancellor for Communications, updated the Regents on the status of the Campus Safety and Security Task Force. Ms. Caddell stated that the Training and Development workgroup has been working to develop a compendium of low cost resources and tools for institutions. She state that compendium is now available online for institutions to access. The Campus Best Practices workgroup is in the process of reviewing campus safety smart phone apps. Finally, Ms. Caddell stated that the task force has started the planning process for the 2016 Campus Safety and Security Summit, which is expected to be held in October 2016.

9. **"BEST OF HIGHER EDUCATION" REPORT.** Regents received the December 2015 update on institutional activities.

10. **CALENDAR OF EVENTS.** Chancellor Johnson discussed several upcoming events:

- December 7, 2015 – Legislative Tour – 11:00 a.m. at Cameron University, Lawton, Oklahoma.

- December 8, 2015 – Senate Appropriation Subcommittee on Education Budget Hearing – 9:30 a.m. at the State Capitol.

- December 14, 2015 – Legislative Tour – 11:00 a.m. at Oklahoma City Community College, Oklahoma City, Oklahoma.

- December 16, 2015 – Legislative Tour – 11:30 a.m. at the University Center at Ponca City, Ponca City, Oklahoma.

- December 17, 2015 – Legislative Tour – 11:30 a.m. at Northwestern Oklahoma State University at Alva, Oklahoma.

- January 19, 2016 – Legislative Tour – 11:00 a.m. at Northeastern State University at Broken Arrow, Oklahoma.

- January 19, 2016 – Distinguished Service Award for Senator Stanislawski - 3 p.m. – Tulsa Community College, Tulsa, Oklahoma.

- January 21, 2016 – Legislative Tour – 11:00 a.m. at Rogers State University at Claremore, Oklahoma.

- January 22, 2016 – Legislative Tour Southeast Region– 11:30 a.m. at Pete's Place in Krebs, Oklahoma.

- January 27, 2016 – State Regents Committee-of-the-Whole Meeting – 10:30 a.m. at the State Regents' Office in Oklahoma City.

- January 27, 2016 – Dinner – 6 p.m. - TBA.

- January 28, 2016 – State Regents Regular Meeting – 9 a.m. at the State Regents' Office in Oklahoma City.

- January 28, 2016 – Online Education Task Force Meeting – 10:30 a.m. at the State Regents' Office in Oklahoma City.

11. **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

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Toney Stricklin, Chairman   Ron White, Secretary